



AI for youth in Edo- Implementation Toolkit for Teachers

Part 3: Session Guidelines and Prompt Architecture

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Acknowledgements

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*Cover image and all images developed with Copilot.

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1. Recap of Part Two of the Toolkit

After completing Part 1 and 2 of the Toolkit you should be able to:

- Understand and be able to explain key concepts such as GenAI and LLMs. This knowledge will allow you to lead students in their learning journey.
- Understand the main benefits and risks of using AI in education.
- Be aware of risk mitigation strategies to address concerns such as bias, misinformation, etc.
- Recall the six principles of using AI in the classroom and be able to apply them during the AI for Youth in Edo program.
- Be aware that all the knowledge you have gained is transferable to any GenAI model, while we will use Copilot for this program, you can apply these tips and exercises into any model after the program such as ChatGPT, Claude, or Gemini, among many others.

This is the final part of your training materials and will focus on providing you with detail content and advice for each lesson you will lead as part of the Program. Do not forget that you will be your students' guide in learning and using AI to enhance their English lessons.

2. Session Planning

This section aims to provide you with a detailed description of the design of the intervention, some checklists to make sure everything is in order, and also provide you with information on strategies for leading each session.

Checklist #1: What should I have completed before starting session planning?

- ✓ Completed the online course. (2 hours)
- ✓ Read the short Handbook with 101 information on the use and limits of AI in education. (30 minutes)
- ✓ Attended an orientation session where you can ask questions on the program and receive information on key topics (three sessions).
- ✓ Familiarized yourself with the computer lab you will be using.
- ✓ Familiarized yourself with using Copilot (with the prompts suggested in this guideline and any others).
- ✓ Connected with your IT specialist who will be providing support during the month(s) of the program.
- ✓ Received signed informed consent forms from the parents of the students who will be taking part in the program.
- ✓ Supported students in creating their Copilot free accounts (information with steps to do this will be shared).
- ✓ Join the WhatsApp group with teachers leading the program in Benin and with IT support focal points during your orientation sessions.

2.1 Program and Session Design

Background

The increase in use of AI since the emergence of ChatGPT in 2022, has led to researchers and policymakers to think about the possibilities of using AI in the classroom. It is important that both educators and students demystify this technology and grasp how it produces output as well as understand their potential limitations and risks. A growing knowledge about AI improves safety and efficiency when utilizing AI systems and supports understanding of potential inaccuracies and biases that may exist in their outputs.

A report by the World Economic Forum in 2023 indicates that 1.1 billion jobs are likely to be radically transformed by AI within the next decade. According to the 2023 AI Index report by the Stanford Institute for Human Centered Artificial Intelligence, demand for AI related professionals is increasing in nearly every sector of the economy. As such, AI literacy is foundational for a well-rounded education to prepare students for today and tomorrow. Which is why this program aims to address both learning with and about AI, to promote efficient and ethical use of these emerging technologies in and outside of the classroom.

Design

The program “AI for youth in Edo” has a threefold approach:

1. **Understand:** Support capacity building among teachers and senior secondary school (SSS) students on the use of AI in the classroom as well as understand its potential benefits, limitations, risks and when it might be appropriate to use it and how (see Handbook on principles of use).
2. **Apply:** Use GenAI (Copilot) in schools’ computer labs after the school to explore its use as a tutor to complement what is being taught as part of Senior Secondary curriculum in English.
3. **Assess and Reflect:** Provide time in each session so that students and teachers can assess the accuracy of GenAI output and compare answers obtained. Then, provide time to reflect on student and teacher experience (likes and dislikes, benefits, biases, etc.).

By providing pragmatic knowledge to teachers and students on AI, promoting its use as part of a semi-structured session, and reflecting and sharing experiences, the program aims to explore whether the use of AI to enhance English lessons may lead to better learning for students and provide them with an additional tool for an interactive learning the experience guided by teachers.

Where and when will the sessions take place?

Depending on the specific school schedule, the sessions will be provided after school. The sessions will take place in a computer lab that must be set up so that one device (laptop or PC) is shared by two students.

How long will they be?

2 hours per session. Teachers might be assigned to several sessions to include more students.

What should a do before the start of each session?

In addition to Checklist #1 you should make sure of the following:

- Teachers and students will be required to create Microsoft's Copilot accounts to be able to use it for free for the duration of the program. You will receive information detailing this simple process and it will be part of your onboarding training.
- Make sure you have the specific lesson plan for the topic of your session (See Annex). A shortened version of this will be sent to the students, this document will contain a sample prompt and potential questions.

What is the pedagogical design of the session?

The semi-structured session model is as follows (you will find specific lesson plans for each session in the Annex)

- **Opening of the session (5-10 minutes):** The teacher provides an introduction recalling some of the main takeaways from the English lesson they recently had and explaining that they will use some prompts in CoPilot for it to act as a tutor, then students will be invited to ask questions on the lesson.
- **Use of CoPilot as a tutor (90 minutes):** The teacher invites students to use CoPilot and tells them to paste the first prompt to ask CoPilot to act as a tutor (as mentioned, these will be also in the Students Guidelines, and you have access to them as they are included in the lessons plans part of the Annex of this document). After they do this, you may tell them some potential questions they may ask while encouraging them to come up with their own questions (see lesson plans in the Annex). The students then jointly ask questions to Copilot. Students are advised to be engaged during the whole exercise. The teacher monitors the activities of the students. If possible, and in cases where there is a high number of students these tasks may be split among two teachers or among one teacher and a monitor.
- **Reflection exercise, sharing impressions, evaluating accuracy (10 minutes):** The teacher leads a discussion where students share their experience taking turns using CoPilot, they also check for accuracy on the information retrieved. They reflect on what they liked and disliked about the session. The teacher closes the session.

Key strategies to manage sharing a device between two students.

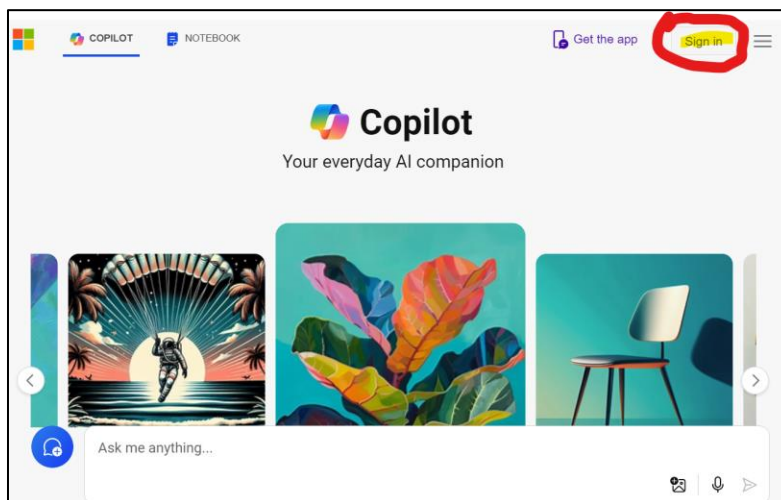
Sharing a computer or laptop among student might present some challenges. These are some suggestions for you to implement during the sessions:

1. **Establish clear rules from the beginning.** Make sure to explain to students that in each session they should interact together, as a team, with Copilot and jointly ask questions. To avoid only one student using Copilot and the other disengaging you may also ask them to take turns when asking questions (one students asks, both look at the output, then the other student asks, both look at the output). You are advised also to pair students that are at similar levels of learning, as this can make them enjoy more the experience of working together.
2. **Ask students to share with you openly if they feel they are not sharing adequately the device.** You may use the last part of the session to ask students to share openly about their use and any challenges faced.
3. **Monitoring their use and engagement.** While they use Copilot you advised to walk around a see how the students are interacting, this will allow you to act in case a student is disengaged or if a student does not want to share the device.
4. **Asking the class monitor to share impressions with you.** If there a monitor participating in the lesson with you, they may support you with monitoring.
5. **Open communication channels.** For students who may feel shy about sharing any challenges, they will have a chance to fill a survey after the session.

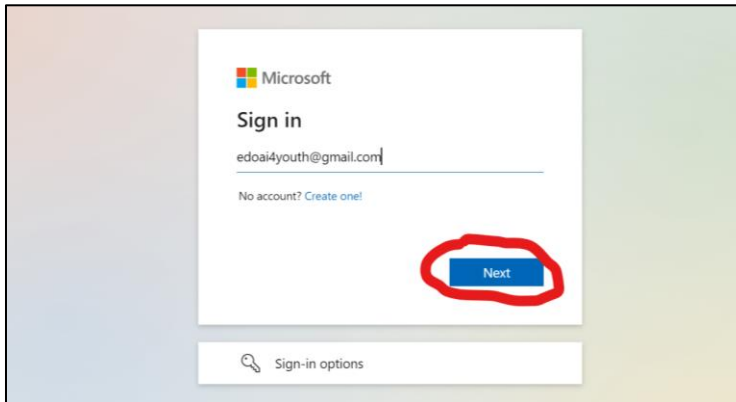
3. Step by Step guide on the use of Copilot

STEP 0: Create a free account to access Copilot (you only need to do this once)- this will help you access Copilot during your training and help students set up their own accounts.

1. First you need to access Copilot: copilot.microsoft.com and click on Sign in.

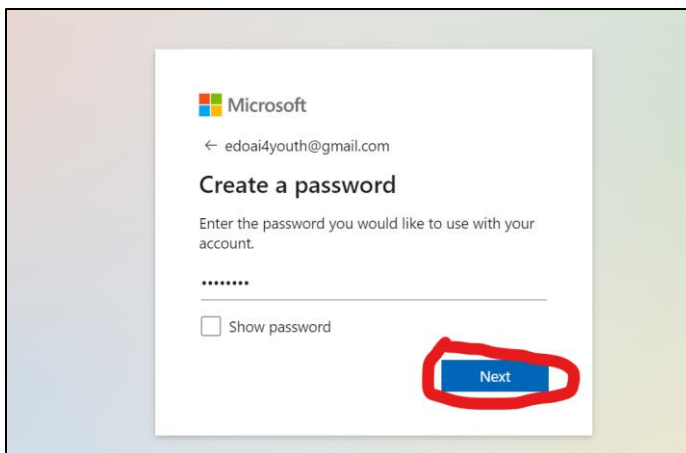


2. Write your personal email in the sign in page and click next.



The image shows the Microsoft sign-in page. At the top is the Microsoft logo. Below it is the heading "Sign in". A text input field contains the email address "edoai4youth@gmail.com". Below the input field is a link that says "No account? Create one!". At the bottom right of the sign-in box is a blue button labeled "Next", which is circled in red. Below the sign-in box is a section titled "Sign-in options" with a magnifying glass icon.

3. Create your password. Make sure to include something easy to remember and to include some numbers and symbols (\$%^&*) then click next.



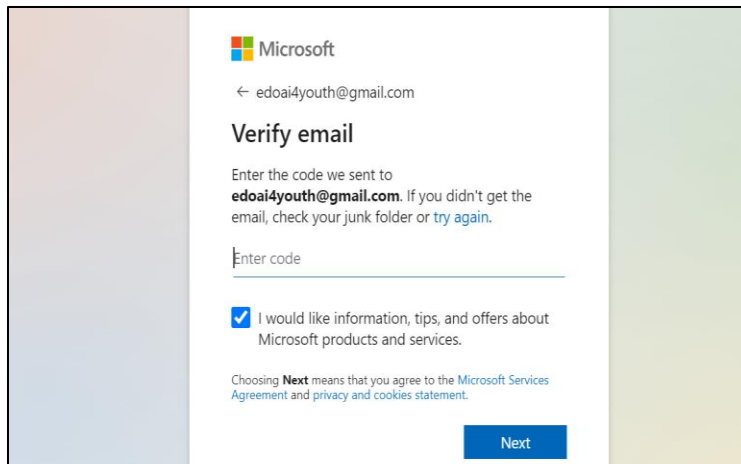
The image shows the Microsoft "Create a password" page. At the top is the Microsoft logo. Below it is a back arrow and the email address "edoai4youth@gmail.com". The heading is "Create a password". Below the heading is the instruction "Enter the password you would like to use with your account." followed by a password input field filled with dots. Below the input field is a checkbox labeled "Show password". At the bottom right of the form is a blue button labeled "Next", which is circled in red.

4. Complete the information they ask (name, last name, birthdate) and click next.



The image shows the Microsoft "What's your birthdate?" page. At the top is the Microsoft logo. Below it is a back arrow and the email address "edoai4youth@gmail.com". The heading is "What's your birthdate?". Below the heading is the instruction "If a child uses this device, select their date of birth to create a child account." Below this is a dropdown menu labeled "Country/region" with "United States" selected. Below that is a section titled "Birthdate" with three dropdown menus for "Month", "Day", and "Year".

5. Verify your email by entering the code you receive and click next.



6. Finally, enter Copilot again <https://copilot.microsoft.com/> and sign in with the user you created. You are all set!

STEP 1: Access Microsoft's Copilot from your device

Copilot is the current name for Bing Chat, and it is free to access. To access you can type copilot.microsoft.com, [Bing.com/chat](https://bing.com/chat), access via [Microsoft Edge](https://microsoft.com) or Windows. Then you can access via the account you will help students create. If your computer has access to Office suite we recommend accessing via Microsoft Edge.

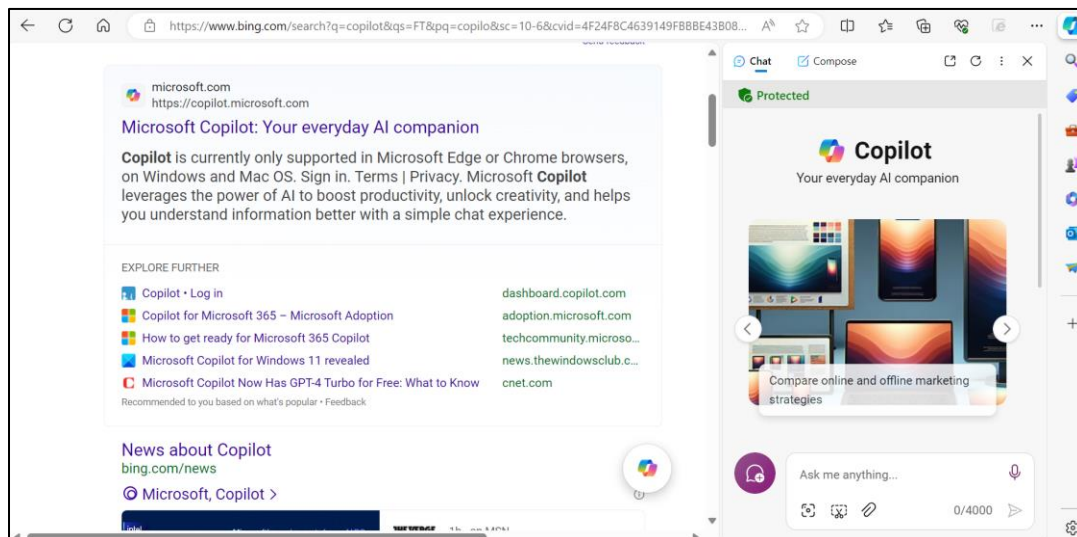


Figure 1: View of CoPilot from Edge Browser

1. Expand Copilot to fit full screen and set it to creative mode

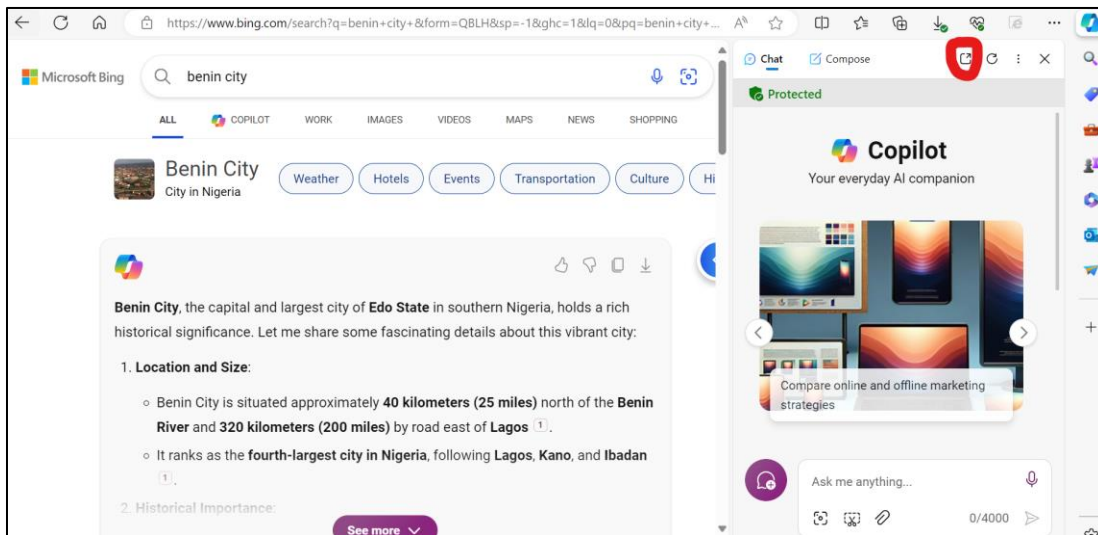


Figure 2: On the right side marked with red the button to maximize Copilot

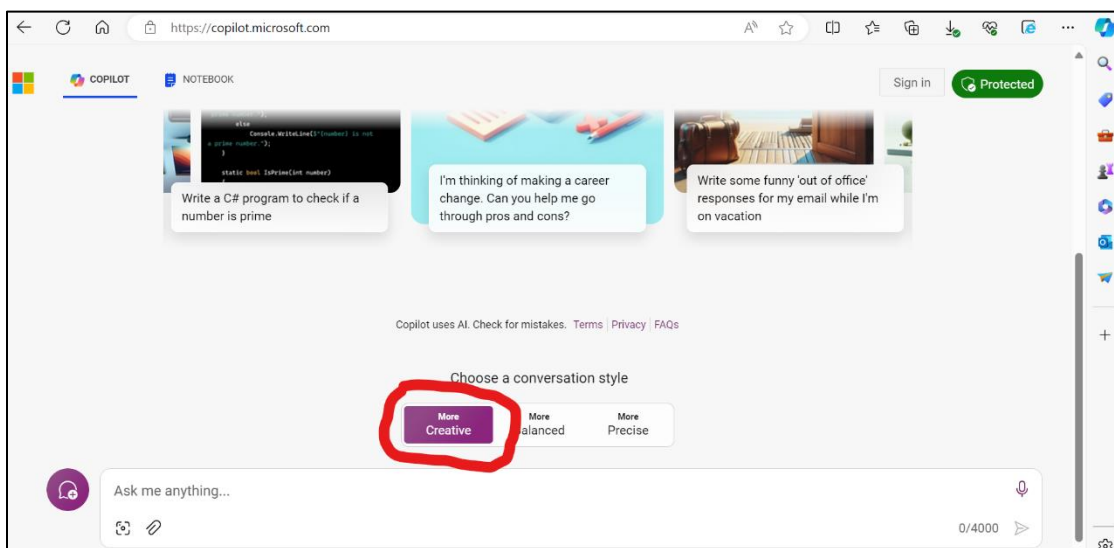


Figure 3: Select "More Creative Mode"

Expert Tip #1

Three different chat tones are available for Copilot:

- **Precise**, which focuses on shorter, more search-focused answers,
- **Creative**, which gives responses that are longer and more descriptive, and
- The middle setting, **Balanced**, is somewhere in-between.

For the sessions we recommend the use of **creative mode** as it might allow Copilot to give more detailed answers and examples and act as a tutor for a student in senior secondary school. This mode also uses GPT-4 which is the latest large language model that promises to have a higher rate of accuracy, is more creative and collaborative.

STEP 2: Write a prompt in Copilot

Type a prompt in Copilot, we will address prompt architecture in the next section of this guideline but note three things: it is important to tell Copilot: 1) who you are, 2) what do you need it to do and how to act, 3) ask for an specific type of answer (descriptive, motivational, and with links to sources, for example).

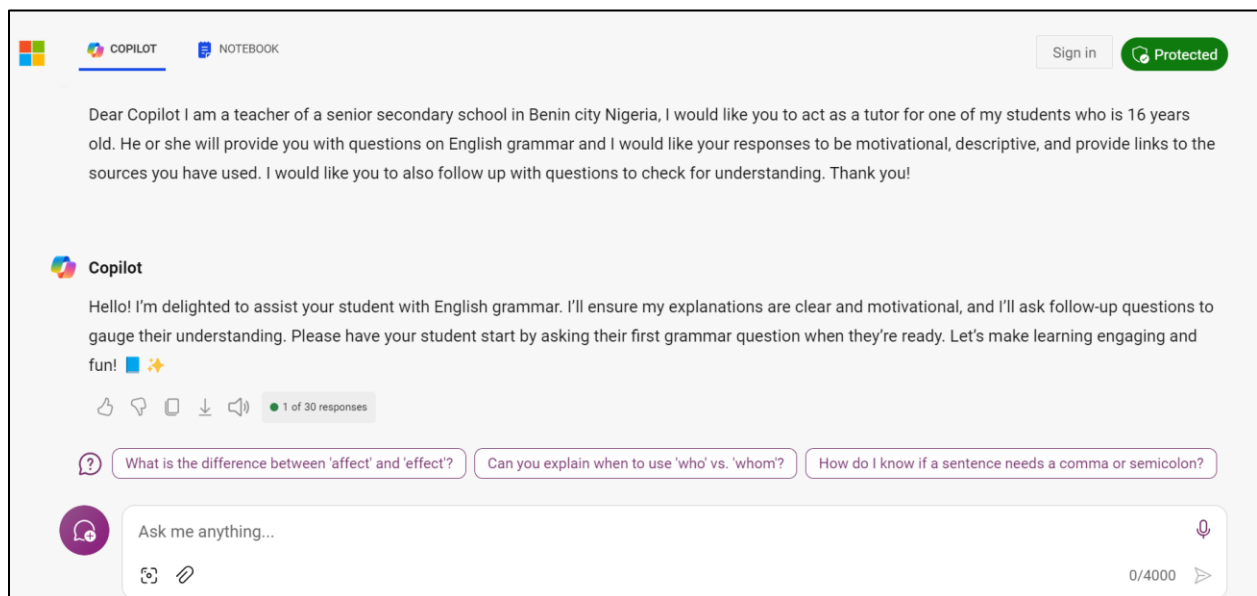


Figure 4: Example of Prompt and Answer

2. Obtain an answer and evaluate accuracy

In this example, we are asking Copilot to explain in which scenarios to use coma, semi-colon and colon.

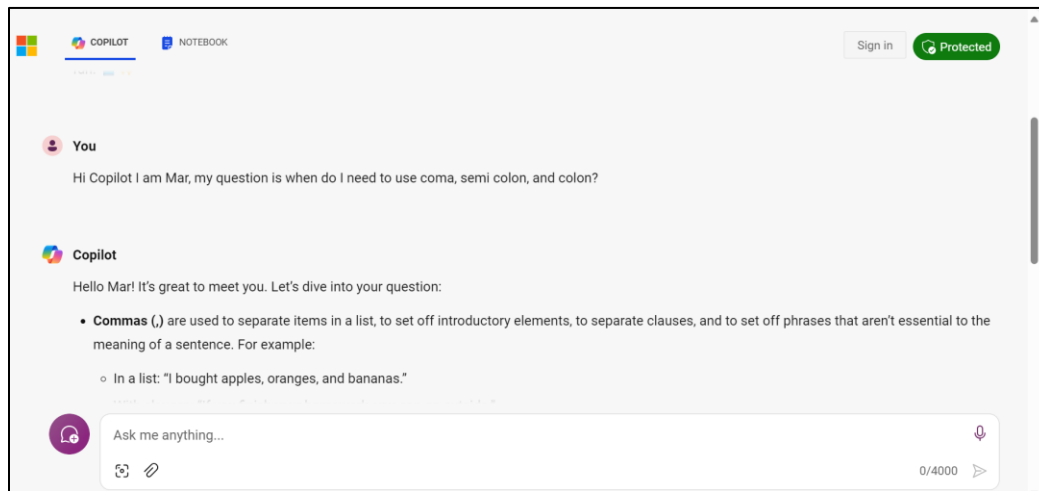


Figure 5: Question and answer in Copilot

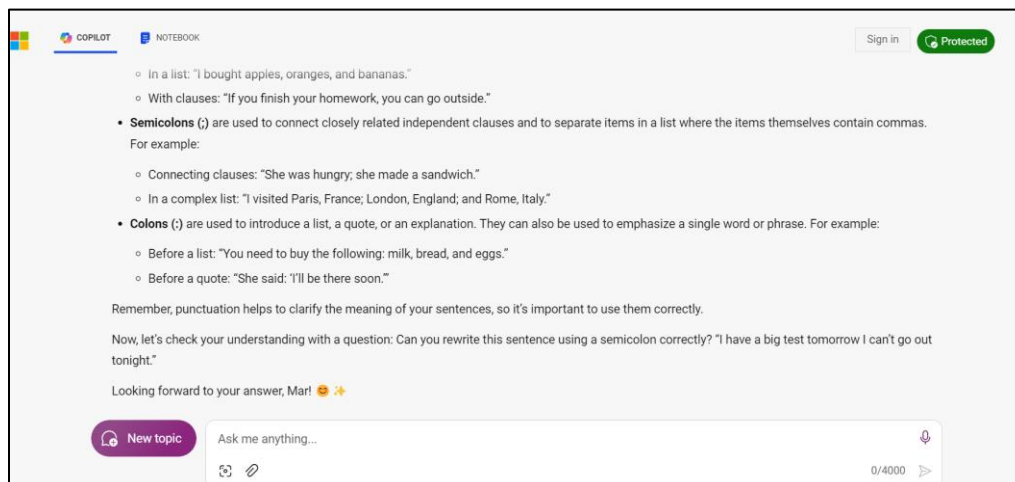


Figure 6: continued answer

Expert Tip #2

Large Language Models (LLMs) such as Copilot are not always accurate and may give information that is correct, partially correct, or incorrect, which is why it is key to evaluate each answer given. You are an experienced teacher so you will be able to detect this and should address inaccuracies as part of the reflection section in your session.

In this example the information is correct, but Copilot has omitted to follow one of our instructions "provide links to sources". How to address this? We can ask Copilot for sources again or for further reading material (See figure 7).

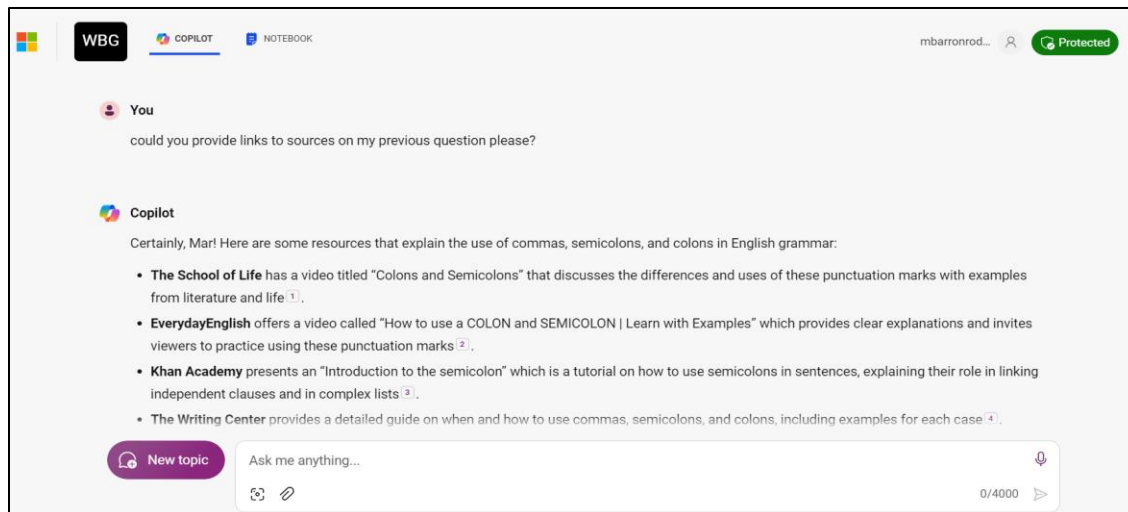


Figure 7: Asking Copilot to include links to sources.

Additional step: how to refresh Copilot to start again with different instructions?

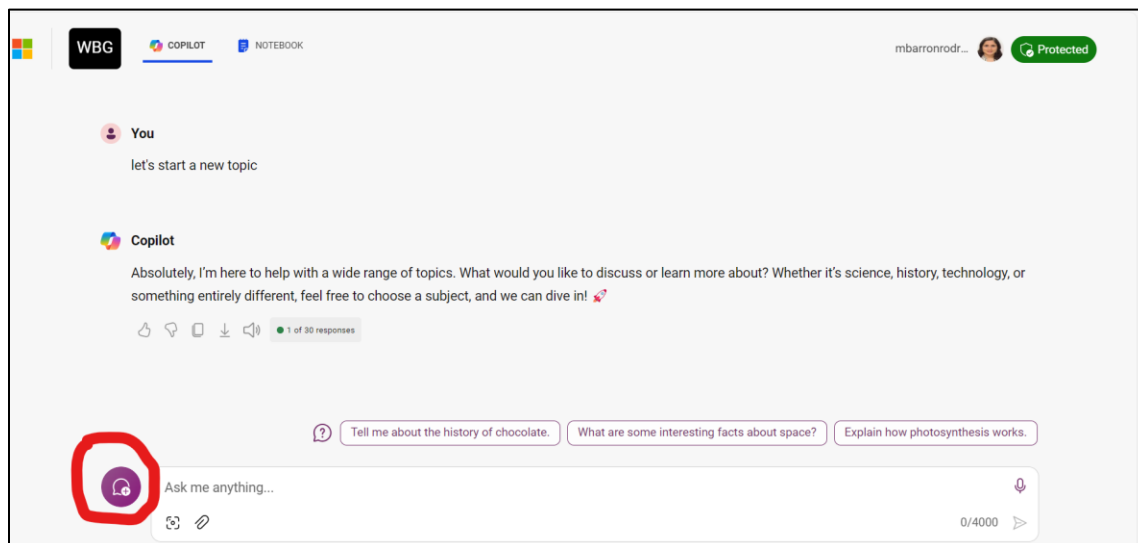


Figure 8: Press the icon on the left side at the bottom of the screen to start a new topic or conversation

4. Designing prompts

In this section we will provide key steps and insights into designing quality prompts in Copilot. Also, we will provide sample questions that you can suggest to students to use while Copilot is acting as a tutor.

4.1 Prompt Architecture – Anatomy of a prompt

1. Focus on the WHO: tell Copilot who it needs to be and provide context

As you have learnt from your online training, LLMs are trained on billions of documents and data sources from the Internet, therefore describing “who it needs to be” provides it with necessary context to start. Adding more to the context as a background is also beneficial; you can mention what your role is and where in the world you are, for instance.

Prompt examples #1 Focus on the WHO

- **Simple:** Good morning, Copilot, I am a teacher in Nigeria. I need you to act as a tutor on English grammar for one of my students.
- **Intermediate:** Good morning, Copilot, I am a teacher in Benin City, Nigeria. I need you to act as an expert tutor on English grammar for one of my senior secondary students.
- **More complex:** Good morning, Copilot, I am a teacher in Benin City, Nigeria at a senior secondary school. I need you to act as a well-seasoned tutor with high expertise on English grammar for one of my grade 1 senior secondary students.

2. Focus on the WHAT: provide clear instruction on what Copilot needs to do

Again, more context and details help to obtain higher-quality responses, so it is crucial to tell Copilot what it needs to do. For this program we will always focus on testing it as a tutor for the students. You can also

Prompt examples #2 Focus on the WHAT

- **Simple:** Good morning, Copilot, I am a teacher in Nigeria. I need you to act as a tutor on English grammar for one of my students. He or she will ask you questions, please provide accurate answers.
- **Intermediate:** Good morning, Copilot, I am a teacher in Benin City, Nigeria. I need you to act as an expert tutor on English grammar for one of my senior secondary students. He or she will ask you questions, please provide accurate answers with sufficient details and ask for clarifying questions.
- **More complex:** Good morning, Copilot, I am a teacher in Benin City, Nigeria at a senior secondary school. I need you to act as an well-seasoned tutor with high expertise on English grammar for one of my grade 1 senior secondary students. He or she will ask you questions regarding our latest lesson on the differences in use of colon and semicolon. Please provide accurate answers with sufficient details and examples and ask for clarifying questions. Your tone should be motivational, engaging and suitable for a 16-year-old girl or boy. Thank you!

add details on tone (formal, engaging, balanced between engaging and formal, etc). The possibilities of adding details and qualifiers are endless. Remember that the more explicit description, the better.

3. Focus on the HOW: ask for a more detailed output and push back

In addition to adding details to the description of its role and task, you can provide more details on how it needs to provide its answers. For example, a step-by-step answer, to always ask clarifying questions, to add links to sources and further reading material, etc. One of the key skills to develop is also to push back for more details on the answers received, this will also increase our interaction with Copilot and lead to more relevant answers. For example, you may ask to modify an example, to expand on a previous answer, etc.

Prompt examples #2 Focus on the HOW

- **Simple:** Could you provide me with the sources you have used for that answer?
- **Intermediate:** I will need more details on that answer. Could you provide me with sources and links to them?
- **More complex:** I will need more details on your answer. Please provide with a clear step by step description on the rationale used, also provide the sources you have used and links to them.

Expert Tip #3

By the way LLMs operate, Copilot will structure its answer to a prompt in different ways every time and won't provide the exact same answer to a same prompt. This offers an opportunity for multiple attempts with prompts, to experiment with its use taking advantage of its interactive format. Some suggestions:

- Ask Copilot to rephrase an answer in a more academic, formal, or informal tone
- Ask Copilot to rewrite its answer in a more concise way, or more descriptive way
- Give feedback to Copilot, pretend you are taking to your student, if you are not satisfied with the answer keep probing.

Additional tips:

Be polite

Using basic etiquette when you interact with generative AI helps generate respectful, collaborative outputs. Generative AI also mirrors the levels of professionalism, clarity, and detail in the inputs you provide, according to Microsoft developers.

Be curious

To help you have a conversation that yields a valuable response, you may need to first ask a couple of preliminary information-gathering questions and push (and keep pushing) for the type of answer you require.

Interact more

Copilot doesn't get discouraged, and you shouldn't either. Your initial ask/prompt is just a starting point that provides a base for your interactions. You can always ask for clarifications, for information to be presented in a different way, for different examples, for a step-by-step description, etc.

In other words, working with AI isn't a one-way street where you simply give a command and get a response. It's a dynamic and interactive process, in which you guide Copilot to provide information, solve complex problems, and learn new information based on your goals, expectations, and feedback.

4.2 Sample prompts

Initial Prompts to ask Copilot to act as a tutor

We will use the following format: 1) Tell who you are, 2) describe who Copilot should act as, 3) describe what it needs to do, 4) provide details on behavior, tone, and delivery, and 5) describe how you would like Copilot to interact with the student after providing an answer. You can adapt these examples to any lesson on English that you have carried out.

Let's apply this format if you are typing this for your student:

Sample adaptable prompt to ask Copilot to act as a tutor

Good morning/afternoon I am a teacher of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor for one of my 16-year-old students. I will need you to reply to their questions in a motivational and engaging tone, your delivery should be clear and descriptive yet to the point (using paragraphs and bullets). **We are currently studying types of sentences.** After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking them a question or exercise on this topic. Wait for their answer, and if the answer is correct celebrate their effort, if it is incorrect provide encouraging words and provide the correct answer offering an explanation. After checking for their understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Let's apply this format if your student is writing the prompt (**this is what we will use during the program**):

Sample adaptable prompt to ask Copilot to act as a tutor

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. **We are currently focusing on creative writing, in specific I would like to write my own short story about {X}**. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

*Note that you may replace the part highlighted in red with any lesson the students are covering in their morning classes, such as formal letter writing, active and passive sentences, skills needed for debate, adjectival clauses, etc. You may also add more details as you see fit; **don't forget that you are the conductor of this program on AI for youth.** (Find the specific lesson plans for each week of the program in the annex).

Sample simple questions that your students may ask while using Copilot as a tutor by topic

Types of sentences

- What are the main types of sentences? Please give examples for each one
- Can you write a passage with all types of sentences and signal which is which?
- Can you give me examples of interrogative sentences?

Stock exchange vocabulary

- Can you tell me which are the five most common words in stock exchange vocabulary?
- Can you provide examples of how to use stock exchange vocabulary in my daily life?
- Please provide a link to an article on the stock exchange and summarize it for me, highlighting the key vocabulary.

Synonyms

- What are synonyms? How can I use them?
- What is a synonym for unlucky?

- Can you create a paragraph explaining the importance of synonyms in my life

Independent and dependent clauses

- Give me examples of the use of independent and dependent clauses in sentences.
- What is the difference between a simple sentence and independent clauses?
- When writing, how to know when to use an independent or dependent clause?

Antonyms

- What is an antonym?
- Ask me for an antonym of any word as a game
- Why are synonyms and antonyms useful?

Skills for debate

- Can you give me a step by step guide on how to be good at debating?
- What are some examples of great debates in history?
- I would like you to play as the proposing side on this debate premise: this house believes that free speech should know no limits, I will act as the opposing side

British and American spelling of words in English

- Can you provide me a list of the most common words that are spelled differently in British and American English?
- How to know when to use British or American spelling?
- Can you write a paragraph using British English and another using American English?

Writing a formal letter

- Can you give me key tips on how to write a formal letter?
- What is the structure of a formal letter?
- Can you develop an example of a formal letter where I write to request access to a course on AI at a university in Benin, Nigeria?

5. Troubleshooting

If Copilot is not working, here are some general troubleshooting steps you can follow:

- **Check Server Status:** Ensure that there are no ongoing service outages that might be affecting Copilot's functionality.
- **Internet Connection:** Verify your internet connection to make sure it's stable and fast enough for Copilot to operate smoothly.
- **Students reached the limit of interactions with Copilot:** As two students are sharing a device, if they get this message (they used Copilot for 30 interactions) they can use the other student's account to sign in and access to 30 more interactions.
- **System Resources:** Check if your system meets the necessary resource requirements and isn't overloaded with other tasks.

- **Update Software:** Make sure that your Copilot and any related software are updated to the latest version.
- **Restart Copilot:** Sometimes, simply restarting the Copilot application can resolve temporary glitches (see figure 8 for instructions on how to do this).
- **Contact your IT Support:** If the issue persists, reach out to the support team for assistance with detailed information about the problem you're facing.

6. SOS contact list

If you face an issue that requires urgent attention, please contact the IT focal points:

- **ICT Lead in SMoE (SSEB) is Nosamudiana Izekor -08053549954**
- **Asst ICT in SMoE (SSEB) is Michael Obarisiagbon -08038840958**

If you have any questions on these materials please contact mbarronrodriguez@worldbank.org, mdesimone@worldbank.org, and wmosuro@worldbank.org

7. Annex – Lesson plans

The program will take place between weeks 7 to 11 of the third term for first-year senior secondary students (note that week 11 will be used for revisions, and teachers may decide if they reinforce one of the previous topics or mix a couple of topics covered in the lesson plans). Given that oracy and spelling are not ideal for GenAI, grammar and writing tasks have been highlighted as they lend themselves better to be used as part of this program. Please note that two topics have been selected per week, corresponding to two sessions per week. The topics suggested to complement the English lessons that the students have as part of their regular classes are the following:

Week	Topic	Performance Objective	Formative Assessment	What will be the focus of using Copilot?
7	Clauses	Students should be able to: 1. Define clauses 2. Discuss the types of clauses	1. Mention types of clauses 2. Give two examples of the types of clauses	Support students to clarify the concept of clauses and provide them with examples for them to practice identifying different types of clauses
7	Writing Expository essay	Students should be able to: 1. Explain the features of Expository essay 2. Develop an outline for expository essay	1.1. Mention the features of Expository essay 2. Develop an outline for expository essay	Copilot can be used to explore the main elements a good exploratory essay should have, to draft an initial outline, to refine arguments, to contradict arguments to make the essay stronger, etc.
8	Comparatives	Students should be able to: 1. Explain what comparatives are 2. Give examples of comparatives	1 Give five examples of comparatives	Copilot can be used for students to see examples of the uses of comparatives in addition to practice adding them to sentences.
8	Argumentative essay	Students should be able to: 1. Marshal points and prepare a debate	1. Prepare a debate on the topic: Computer a curse or blessing	Copilot can be used to prepare main points for the topic of this debate, to understand how to write an argumentative essay and tips to make their points stronger and clearer.

9	Features of informal letter	Students should be able to: 1. Discuss the features of informal letter	1. Outline the features of informal letter	Copilot can be used to help students understand the elements of a successful informal letter, provide sample outlines, and provide tips for better writing practice.
9	Antonyms	Students should be able to: 1. Define antonyms 2. List examples of antonyms	1. Define antonyms 2. List ten examples of words and antonyms	Copilot can be used to enhance practice and test knowledge of antonyms
10	Formal letter	Students should be able to: 1. Discuss the format of a formal Letter 2. Write a formal Letter	Write a letter to your Principal acknowledging the factors that enhanced the success of your school's Inter-house Sports competition	Co-pilot can be used to develop a structure for this letter in accordance with what was learnt in class.
10	Creative writing	Students should be able to: Put their ideas into writing	Write a short story out of your imagination or real-life experience	Copilot can support background research and support students' creative process, as well as provide feedback on their writing

a. Lesson Plan Week 7- Use of Clauses

Overview of the lesson

- **Opening:** In the first 5-10 minutes of the session, you are invited to do a recap of the main takeaways from the classes in the morning on the use of clauses. Some ideas to kickstart, you may ask one or two students to share their main takeaways or write a sentence and ask a couple of students to identify the clauses.
- **Use of Copilot as a tutor (90 minutes):** They will start by introducing a prompt and then asking questions. More info below on instructions.
- **Monitoring:** You and other teachers/monitors can walk around the computer lab and see if students need support or have any questions.

- **Discussion/reflection exercise (10 minutes):** You will lead a discussion where students share their experience taking turns using CoPilot; they also check for accuracy on the information retrieved and report back on what they liked or disliked or the lesson, and if they found it helpful and in what way.

Learning objectives

- Support students with understanding what clauses are, what their types are, and how to use them to communicate effectively.

Instructions to use Copilot

Step 1: Ask students to access Copilot <https://copilot.microsoft.com> and enter their accounts.

Step 2: Ask them to set Copilot to creative mode and introduce the following prompt – they can paste this prompt from the students guidelines.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently studying how to use clauses. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Some expert tips:

- If Copilot veers into another topic, for example goes from types of clauses to description of hobbies, you can advise students to ask Copilot to go back to the topic.
- They can always refresh the conversation pressing the purple button “New topic” in case they need to start over.

A quick primer on clauses:

Clauses are groups of words that contain a subject and a predicate. They are essential components of sentences and can be classified into two main types: **independent clauses** and **dependent clauses**.

- **Independent Clauses:** These are complete sentences that can stand alone because they express a complete thought. For example:

- “The teacher discusses the lesson.” This sentence has a subject (“The teacher”) and a predicate (“discusses the lesson”), and it expresses a complete thought.
- “Nigeria celebrates its independence on October 1st.” This sentence is complete and can stand alone as it conveys a full idea.
- **Dependent Clauses:** These cannot stand alone as they do not express a complete thought and need to be attached to an independent clause. They often begin with subordinating conjunctions like “because,” “if,” “when,” “although,” etc. For example:
 - “Because the Naira has been fluctuating,” This clause cannot stand alone and would need to be completed by an independent clause, like “many businesses are adjusting their prices.”

Dependent clauses can be further categorized into three types:

1. **Adjective Clauses:** These provide more information about a noun and usually start with relative pronouns like “who,” “which,” “that,” etc. For example:
 - “The novel that Chinua Achebe wrote is studied worldwide.” The clause “that Chinua Achebe wrote” describes which specific novel is being referred to.
2. **Adverb Clauses:** These give information about the verb, indicating time, reason, condition, contrast, etc. For example:
 - “If you travel to Abuja, you will see the Aso Rock.” The clause “if you travel to Abuja” sets a condition for seeing the Aso Rock.
3. **Noun Clauses:** These can function as the subject, object, or complement in a sentence and often start with “that,” “what,” “whatever,” “who,” etc. For example:
 - The children are excited about what the excursion to Ikpoba Hill will reveal. “What the excursion to Ikpoba Hill will reveal” is a noun clause acting as the object of the preposition “about.”

Some questions students may ask Copilot

- Can you create a sentence with an independent clause about the Benin Kingdom’s history?
- How would you use a dependent clause to describe the significance of the Igwe Festival?
- What adjective clause can we add to the sentence ‘The Oba of Benin wore a costume’ to provide more details?
- Can you give an example of an adverb clause that explains when the Edo people celebrate the New Yam Festival?
- In the sentence ‘The artist who sculpted the bronze heads is famous,’ identify the adjective clause and explain its function.
- Create a complex sentence about the river Niger using both an independent and a dependent clause.

- How can we turn the sentence ‘The students visit the National Museum in Benin City’ into a complex sentence with an adverb clause?
- Can you explain independent and dependent clauses using a sentence from a Chinua Achebe novel?
- How would you use a dependent clause to add suspense to a sentence, similar to the style in Nollywood movies?
- If I say, ‘The fact that Edo State has a rich cultural heritage is well-known,’ what type of clause is ‘that Edo State has a rich cultural heritage’?
- Can you form a sentence with a noun clause that discusses the importance of agriculture in Edo State’s economy?

Ten commandments’ students should follow when using Copilot

1. **Be Specific:** Encourage students to be very specific with their questions. The more detailed their questions, the more precise and helpful responses can be.
2. **Explore and go beyond simple questions:** Suggest that they explore a variety of questions. In some cases, Copilot may offer information that is too basic for more advanced students, they can ask Copilot questions that are a higher level of difficulty.
3. **Be Creative:** Let them know they can use prompts for creative tasks. For example, they can ask Copilot to write a poem about a historical event or explain a concept with a metaphor. They can ask Copilot to be creative using examples from the culture and tradition of Edo State.
4. **Follow-Up Questions:** Advise them to ask follow-up questions if they need more clarification or wish to delve deeper into a subject.
5. **Interactive Learning:** They can use Copilot to create interactive learning activities, such as quizzes to test their knowledge, riddles, and trivias.
6. **Enhance their debating skills:** If they’re preparing for a debate they can ask Copilot to review their points, give suggestions, and also anticipate counter arguments.
7. **Critical Thinking:** Encourage them to think critically about the information provided. They can ask for sources or how Copilot arrived at a conclusion.
8. **Feedback Loop:** Remind them that they can give feedback on the responses. If something is not clear, they can ask for a simpler explanation.
9. **Fun and Games:** They can also use Copilot for light-hearted activities, like creating a story together, to make learning more enjoyable.
10. **Safety First:** Lastly, ensure they understand the importance of not sharing personal information online, even with AI tutors like Copilot.

Discussion/ reflections

Reflective questions can be a great way to encourage students to think critically about their learning experiences with GenAI in your English grammar classes. Here are some questions you might pose to your students. You can start just with a couple of these and let the students add more:

1. Understanding and Application:

- How did using Copilot change the way you understand clauses in English grammar?
- Can you give an example of how using this tool helped you better understand the difference between independent and dependent clauses?

2. Challenges and Solutions:

- Did you encounter any challenges while using Copilot to learn about clauses?
- Was there anything about Copilot's explanations that confused you?

3. Engagement and Interaction:

- What did you enjoy most about learning with GenAI?
- How interactive do you find the Copilot experience when learning about clauses?

4. Feedback and Improvements:

- Is there anything you disliked or thought could be improved about Copilot being used as a tutor for the use of clauses?

5. Personal Experience:

- Share a specific instance where Copilot provided you with an insight or understanding that you hadn't gained before.
- How comfortable did you feel using Copilot? Did it make learning grammar more enjoyable?

6. Future Use and Expectations:

- What are your expectations from Copilot as a complement to your classes moving forward?

Encouraging students to share their experiences openly will not only help them reflect on their learning but also provide valuable feedback for you to understand how Copilot can be used to enhance educational outcomes. It's important to create an environment where students feel comfortable expressing both positive and negative feedback.

b. Lesson Plan Week 7 – Expository essay

Overview of the lesson

- **Opening:** In the first 5-10 minutes of the session, you are invited to do a recap of the main takeaways from the class. You may use these minutes to recall the main structure of an expository essay or to ask students to share what is the difference between an expository essay and an argumentative one.
- **Use of Copilot as a tutor (90 minutes):** They will start by introducing a prompt and then asking questions. More info below on instructions.
- **Monitoring:** You and, in some cases, other teachers/monitors can walk around the computer lab and see if students need support or have any questions.
- **Discussion/reflection exercise (10 minutes):** You will lead a discussion where students share their experience taking turns using CoPilot. They also check for accuracy on the information retrieved and report back on what they liked or disliked or the lesson, and if they found it helpful and in what way.

Learning objectives

- Understand the characteristics of an expository essay.
- Prepare an outline for an expository essay. Some examples of possible topics: the effects of climate change in Benin City, the role of women in Benin City's history, and main education challenges and opportunities in Edo.

Instructions to use Copilot

Step 1: Ask students to access Copilot via Microsoft Edge or they can type <https://copilot.microsoft.com> then they sign into their account.



Don't forget the following:

- Make sure that students are not having issues with accessing their accounts.
- Advise them to create a password that they can remember easily.
- Ask students to call on you if they face any issues with access.
- Talk to your IT focal point if you need support.

Step 2: Ask students to set Copilot to creative mode and introduce the following prompt - they can paste this prompt from the students guidelines.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently studying how to craft an effective expository essay and I will need to practice by writing about the effects of climate change in Benin City. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

A quick primer on expository essay essentials:

- **Purpose:** Their goal is to inform, explain, or describe a topic clearly and logically.
- **Structure:** Typically includes an introduction with a thesis statement, body paragraphs with supporting details, and a conclusion that reinforces the thesis.

Steps to Craft an Expository Essay:

1. **Choose a Topic:** Pick a subject that interests you and can be explained or described thoroughly such as the effects of climate change in Benin City, Nigeria.
2. **Research:** Gather information from reliable sources to support your points.
3. **Outline:** Organize your thoughts and information into a logical structure.
4. **Write the Introduction:** Start with a hook to grab attention, then present your thesis statement.
5. **Develop Body Paragraphs:** Each paragraph should focus on a single point that supports your thesis.
6. **Conclude:** Summarize your main points and restate your thesis in an engaging way.

Some key uses for Copilot in developing an expository essay outline:

- **Brainstorming Ideas:** Copilot can assist in generating a list of potential topics or main ideas relevant to the subject matter of the essay.

- **Structuring the Outline:** it can help organize main points and supporting details into a coherent structure, ensuring that each section logically flows into the next. The student then build upon and improve this outline.
- **Thesis Statement Development:** it can aid in crafting a clear and concise thesis statement that encapsulates the main argument or point of the essay.
- **Research Assistant:** It can help with background research on the topic they choose (see example in next box).
- **Writing Tips:** it can provide advice on writing techniques, such as how to make a strong argument, use transitional phrases, and maintain a formal tone appropriate for expository essays.
- **Revision Suggestions:** the tool can suggest revisions for clarity, coherence, and conciseness, helping to refine the essay outline before the actual writing begins.
- **Example Outlines:** it can provide sample outlines to serve as a reference for structuring your own essay.
- **Citation Guidance:** it can explain how to properly cite sources in various citation styles.

Ten commandments' students should follow when using Copilot

- 11. Be Specific:** Encourage students to be very specific with their questions. The more detailed their questions, the more precise and helpful responses can be.
- 12. Explore and go beyond simple questions:** Suggest that they explore a variety of questions. In some cases, Copilot may offer information that is too basic for more advanced students, they can ask Copilot questions that are a higher level of difficulty.
- 13. Be Creative:** Let them know they can use prompts for creative tasks. For example, they can ask Copilot to write a poem about a historical event or explain a concept with a metaphor. They can ask Copilot to be creative using examples from the culture and tradition of Edo State.
- 14. Follow-Up Questions:** Advise them to ask follow-up questions if they need more clarification or wish to delve deeper into a subject.
- 15. Interactive Learning:** They can use Copilot to create interactive learning activities, such as quizzes to test their knowledge, riddles, and trivias.
- 16. Enhance their debating skills:** If they're preparing for a debate they can ask Copilot to review their points, give suggestions, and also anticipate counter arguments.
- 17. Critical Thinking:** Encourage them to think critically about the information provided. They can ask for sources or how Copilot arrived at a conclusion.
- 18. Feedback Loop:** Remind them that they can give feedback on the responses. If something is not clear, they can ask for a simpler explanation.
- 19. Fun and Games:** They can also use Copilot for light-hearted activities, like creating a story together, to make learning more enjoyable.
- 20. Safety First:** Lastly, ensure they understand the importance of not sharing personal information online, even with AI tutors like Copilot.

Sample questions students may ask Copilot to understand better expository essays

- What is an expository essay and how is it different from a narrative essay?
- Can you explain the structure of a standard expository essay with examples?
- How can I choose an effective topic for an expository essay about Nigerian culture?
- What are some techniques for writing a clear and concise thesis statement for an expository essay?
- How can I use evidence and examples to support the main points in my expository essay?
- Can you show me how to write an engaging introduction for an expository essay on a historical event in Nigeria?
- What are the best ways to organize the body paragraphs of an expository essay?
- How can I incorporate comparisons and contrasts in an expository essay about two Nigerian authors?
- Can you give me tips on writing a strong conclusion that summarizes the main points of my expository essay?
- What are some common pitfalls to avoid when writing expository essays for school assignments?



Image created using Copilot with the prompt: a senior secondary student in Edo, Nigeria getting help from Copilot to write an effective essay, showing both girls and boys and their teachers, with a laptop displaying Copilot on the screen, including a teacher looking over their shoulder.

Some sample questions that students may use to build an effective outline for an expository essay on the effects of climate change in Benin City, Nigeria

General Climate Change in Nigeria:

- What are the current and projected impacts of climate change in Nigeria?
- How is climate change affecting temperatures, rainfall patterns, and extreme weather events in different regions of Nigeria?
- What are some of the major contributing factors to climate change in Nigeria (e.g. deforestation, urbanization, emissions)?

Effects on Benin City:

- How is climate change specifically impacting the Benin City region in terms of temperatures, flooding, droughts, etc.?
- What kind of economic impacts is climate change having on key industries in Benin City like agriculture, manufacturing, etc.?
- How is climate change affecting access to water resources, food security, human health, and infrastructure in Benin City?

Environmental Impacts:

- How is climate change threatening biodiversity and ecosystems in and around Benin City?
- What impacts are being seen on local wildlife, forests, rivers/wetlands in the region due to changing climate patterns?
- Are there any significant environmental migration patterns occurring due to climate impacts in Benin City?

Mitigation and Adaptation:

- What efforts are being made in Benin City to mitigate greenhouse gas emissions and adapt to climate change impacts?
- Are there any city/regional policies, infrastructure projects, public awareness campaigns etc. focused on climate resilience?
- What are some proposed solutions for Benin City to better prepare for future climate change effects?

You

could you provide me with an outline for an expository essay on the effects of climate change in Benin City, Nigeria?

Copilot

Certainly! Here's a structured outline for an expository essay on the effects of climate change in Benin City, Nigeria:

Title: The Impact of Climate Change on Benin City, Nigeria

Introduction:

- **Hook:** Start with a compelling fact or question to grab attention.
- **Background Information:** Briefly introduce Benin City and its climate.
- **Thesis Statement:** Clearly state the focus of your essay on the specific effects of climate change in Benin City.

Body Paragraphs:

1. **Paragraph 1:** Discuss the **historical climate data** of Benin City and the **expected changes** due to global warming¹.
2. **Paragraph 2:** Explain the **primary effects** on the **agricultural sector**, which is vital for the city's economy and food security¹.
3. **Paragraph 3:** Describe the **urban warming** phenomenon and its consequences, such as **increased rainfall, storms, and urban floods**².
4. **Paragraph 4:** Address the **social impact**, focusing on how climate change affects the **livelihoods** of residents and leads to **population displacement**³.
5. **Paragraph 5:** Outline the **government's response** and **adaptation measures** being taken to combat the effects of climate change¹.

Conclusion:

- **Summary:** Recap the main points discussed in the body paragraphs.
- **Restate Thesis:** Emphasize the thesis statement in light of the evidence presented.
- **Closing Thought:** End with a call to action or a thought-provoking statement about the future implications of climate change in Benin City.

Now, let's practice creating a strong thesis statement. **Exercise:** Can you formulate a thesis statement for your essay based on the outline provided? Remember, it should be clear, concise, and convey the main focus of your essay.

I'm excited to see what you come up with! If you need a hint or further guidance, feel free to ask. 🌟

Learn more

1

[climateknowledgeportal.worldbank.org](#)

2

[scirp.org](#)

3

[theconversation.com](#)

4

[carbonbrief.org](#)

5

[reliefweb.int](#)

New topic

Ask me anything...

Figure 9: Output from Copilot- Outline for an expository essay on the effects of climate change in Benin City

Discussion/ reflections

Here are some reflection questions you could ask your students (no need to ask all, you can choose a couple) after the lesson to help research and outline their expository essays on climate change impacts in Benin City:

1. How did using Copilot change or improve their research process compared to more traditional methods? What were the pros and cons?
2. What were some challenges you faced in formulating effective queries to ask the AI? How did you overcome or work around those challenges?

3. How did the information and evidence provided by the AI expand your understanding of the climate change topic beyond what you already knew?
4. Did interacting with the AI inspire you to consider any new perspectives or angles on the issue that you hadn't previously considered? If so, what were they?
5. What was the most surprising or unexpected piece of information the AI provided that really enhanced your outline?
6. How did you determine which information from the AI was reliable and relevant enough to include in your outline?
7. If you got conflicting information from the AI versus other sources, how did you decide what to prioritize or leave out?
8. Would you want to utilize Copilot again for future research projects? Why or why not?
9. What are some ways you think the experience could be improved for better integration of AI assistance into the research/writing process?
10. How do you think tools like AI could impact academic research and writing in the future, positively or negatively?

Asking reflective questions like these will allow you to gauge how effectively your students were able to leverage AI capabilities, as well as get their opinions on the value, limitations, and implications of this technology for their learning.

c. Lesson Plan Week 8 – Comparatives

Overview of the lesson

- **Opening:** In the first 5-10 minutes of the session, you are invited to do a recap of the main takeaways from the class. You may ask students for some examples of comparatives or ask them to use them in a sentence.
- **Use of Copilot as a tutor (90 minutes):** They will start by introducing a prompt and then asking questions. More information on the instructions is below.
- **Monitoring:** You and other teachers/monitors can walk around the computer lab and see if students need support or have any questions.
- **Discussion/reflection exercise (10 minutes):** You will lead a discussion where students share their experience taking turns using CoPilot; they also check for accuracy on the information retrieved and report back on what they liked or disliked or the lesson, and if they found it helpful and in what way.

Learning objectives

- For students to understand how to use comparative and give examples of their use.

Instructions to use Copilot

Step 1: Ask students to access Copilot via Microsoft Edge, or they can type <https://copilot.microsoft.com>, then they can sign into their account.

Step 2: Ask them to set Copilot to creative mode and introduce the following prompt - they can paste this prompt from their students' guidelines.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). We are currently studying how to use comparatives. After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

A quick primer on comparatives

Comparatives are used to compare two things or people. They are formed by adding “-er” to the end of an adjective or by using “more” before the adjective. Here’s how you can explain it to your students with local examples:

- One-syllable adjectives: Add “-er” to the end of the adjective.
 - “Benin City is older than Akure.” (Here, “older” is the comparative form of “old.”)
- Two-syllable adjectives ending in “-y”: Change the “y” to “ier”.
 - “The festival in Edo is merrier than the one in Ondo.” (The comparative form of “merry” is “merrier.”)
- Two or more syllables (not ending in “-y”): Use “more” before the adjective.
 - “The artwork from Edo is more intricate than that from Lagos.” (Here, “more intricate” compares the complexity of artwork.)
- Irregular adjectives: Some adjectives have irregular comparative forms.
 - “The River Niger is longer than the Benin River.” (The word “longer” is an irregular comparative form of “long.”)

When comparing two things that are equal, we use “as ... as”:

- “The bronze castings from Igun Street are as famous as the terracotta sculptures from Nok.” (This means the fame of the two artworks is equal.)

For negative comparisons, we use “not as ... as” or “less ... than”:

- “The traffic in Benin City is not as heavy as in Lagos.” (This means Lagos has heavier traffic.)
- “The rainfall in Edo is less than in Delta State.” (This indicates that Delta State receives more rainfall.)

Encourage your students to create their own sentences using these structures, drawing on their knowledge of Edo’s geography, culture, and people. This will make the lesson more engaging and relevant to them.

Some expert tips:

- If Copilot veers into another topic, such as going from comparatives to superlatives, you can advise students to ask Copilot to go back to the topic.
- They can always refresh the conversation by pressing the purple button “New topic” in case they need to start over.

Some sample questions that students may use to understand better comparatives:

- What are comparatives, and what do they allow you to do in a sentence?
- How are comparative forms created for regular adjectives (e.g., add -er) and irregular adjectives (e.g., better, worse)?
- “What is the rule for using ‘more’ or ‘less’ before an adjective to form a comparative?”
- When should I use “more” or “less” instead of “er”?
- Can you provide 5 example sentences using the comparative form to compare two people/things?
- How can you use “than” to make a comparison with a clause instead of just one word?
- What are some good transition words to use when making a comparative statement (e.g. rather than, less...than, more...than)?
- Can you give an example comparing two abstract concepts using comparative adjectives?
- How does the word order change when using a comparative with a pronoun (e.g., She is taller than him)?
- Provide a few examples comparing one thing/person against a group using comparatives.
- When comparing with percentage or fraction expressions, how are comparatives used differently.

Ten commandments' students should follow when using Copilot

1. **Be Specific:** Encourage students to be very specific with their questions. The more detailed their questions, the more precise and helpful responses can be.
2. **Explore and go beyond simple questions:** Suggest that they explore a variety of questions. In some cases, Copilot may offer information that is too basic for more advanced students, they can ask Copilot questions that are a higher level of difficulty.
3. **Be Creative:** Let them know they can use prompts for creative tasks. For example, they can ask Copilot to write a poem about a historical event or explain a concept with a metaphor. They can ask Copilot to be creative using examples from the culture and tradition of Edo State.
4. **Follow-Up Questions:** Advise them to ask follow-up questions if they need more clarification or wish to delve deeper into a subject.
5. **Interactive Learning:** They can use Copilot to create interactive learning activities, such as quizzes to test their knowledge, riddles, and trivias.
6. **Enhance their debating skills:** If they're preparing for a debate they can ask Copilot to review their points, give suggestions, and also anticipate counter arguments.
7. **Critical Thinking:** Encourage them to think critically about the information provided. They can ask for sources or how Copilot arrived at a conclusion.
8. **Feedback Loop:** Remind them that they can give feedback on the responses. If something is not clear, they can ask for a simpler explanation.
9. **Fun and Games:** They can also use Copilot for light-hearted activities, like creating a story together, to make learning more enjoyable.
10. **Safety First:** Lastly, ensure they understand the importance of not sharing personal information online, even with AI tutors like Copilot.

Discussion/ reflections

Reflective questions can be a great way to encourage students to think critically about their learning experiences with GenAI in your English grammar classes. Here are some questions you might pose to your students; you can start just with a couple of these and let the students add more:

1. Understanding and Application:

- How did using Copilot change the way you understand comparatives in English grammar?
- Can you give an example of how using this tool helped you better understand how to use different comparative adjectives?

2. Challenges and Solutions:

- Did you encounter any challenges while using Copilot to learn about comparatives?
- Was there anything about Copilot's explanations that confused you?

3. Engagement and Interaction:

- What did you enjoy most about learning with GenAI?
 - How interactive do you find the Copilot experience when learning about comparatives?
- 4. Feedback and Improvements:**
- Is there anything you disliked or thought could be improved about Copilot being used as a tutor for the use of comparatives?
- 5. Personal Experience:**
- Share a specific instance where Copilot provided you with an insight or understanding that you hadn't gained before.
 - How comfortable did you feel using Copilot? Did it make learning grammar more enjoyable?

Encouraging students to share their experiences openly will not only help them reflect on their learning but also provide valuable feedback for you to understand how Copilot can be used to enhance educational outcomes. It's important to create an environment where students feel comfortable expressing both positive and negative feedback.

d. Lesson Plan Week 8 -Argumentative essay

Overview of the lesson

- **Opening:** In the first 5-10 minutes of the session, you are invited to do a recap of the main takeaways from the class. You may ask a couple of students about a recent debate they were part of.
- **Use of Copilot as a tutor (90 minutes):** They will start by introducing a prompt and then asking questions. More info below on instructions.
- **Monitoring:** You and in some cases other teachers/monitors can walk around the computer lab and see if students need support or have any questions.
- **Discussion/reflection exercise (10 minutes):** You will lead a discussion where students share their experience taking turns using CoPilot, they also check for accuracy on the information retrieved and report back on what they liked or disliked or the lesson, and if they found it helpful and in what way.

Learning objectives

- Students should be able to understand how to craft an argumentative essay.
- Students should prepare debate points on "Computer a blessing or a curse". Students who use Copilot on the first round will be for "Computer as a blessing". Students on the second round will be for "Computer as a curse"

Instructions to use Copilot

Step 1: Ask students to access Copilot via Microsoft Edge or they can type <https://copilot.microsoft.com> then they can sign into their account

Step 2: Ask them to set Copilot to creative mode and introduce the following prompt -they can paste this prompt from their students guidelines.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently studying how to craft an effective argumentative essay and preparing points to debate about "Computer as a blessing or a curse", I will be part of the students considering computers as a {blessing/curse}. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint, which may include multiple options to arrive at the correct answer, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

A quick primer on argumentative essays

1. Choose a Debatable Topic:

- Example: "Should the Edo State government invest more in preserving the cultural heritage of Benin City?"

2. Develop a Clear Thesis Statement:

- This is your main argument. For the example above, it could be: "The Edo State government must prioritize the preservation of Benin City's cultural heritage due to its historical significance and potential for tourism."

3. Create an Outline:

- **Introduction:** Introduce the topic and end with your thesis statement.
- **Body Paragraphs:** Each should cover a single point that supports your thesis.
 - Point 1: Historical significance of Benin City's artifacts.
 - Point 2: Economic benefits of cultural tourism.
 - Point 3: The role of cultural heritage in education and community pride.
- **Counterargument:** Address a common counterargument and refute it.

- Example: “While some argue that economic development is more important than cultural preservation, without understanding and valuing our past, we cannot build a sustainable future.”
- **Conclusion:** Summarize your arguments and restate the thesis in light of the evidence presented.

4. Support Arguments with Evidence:

- Use facts, statistics, and examples. For instance, discuss the success of the Igwe Festival in attracting tourists.

5. Expert Tips:

- **Be Objective:** Present your arguments logically rather than emotionally.
- **Research Thoroughly:** Use credible sources to back up your points.
- **Address Counterarguments:** This shows you’ve considered multiple viewpoints.
- **Use Persuasive Language:** Employ rhetorical devices to strengthen your argument.
- **Edit and Revise:** Ensure clarity and coherence, and check for grammatical errors.

Remember, the key to a compelling argumentative essay is not just in presenting your own viewpoint but also in respectfully acknowledging and refuting opposing perspectives. Engage your readers with interesting facts about Edo, like the ancient walls of Benin City or the significance of the Oba’s coronation rituals, to make your essay both informative and captivating.

Some key uses for Copilot in developing debate points:

- **Brainstorming Ideas:** Copilot can assist in generating a list of potential topics or main ideas relevant to the debate.
- **Structuring your arguments:** it can help organize main points and supporting details into a coherent structure to develop their ideas. The student then can build upon and improve these arguments asking for examples, more sources of research, etc.
- **Understanding arguments for the opposing view to react and address them:** Students can ask Copilot for most common arguments for the opposing view and then ask for ideas about how to refute them.
- **Thesis Statement Development:** it can aid in crafting a clear and concise thesis statement that encapsulates the main argument or point for their argumentative essay.
- **Research Assistant:** It can help with background research in the topic they choose.
- **Example Outlines:** it can provide sample outlines to serve as a reference for structuring their essay.
- **Citation Guidance:** it can explain how to properly cite sources in various citation styles.

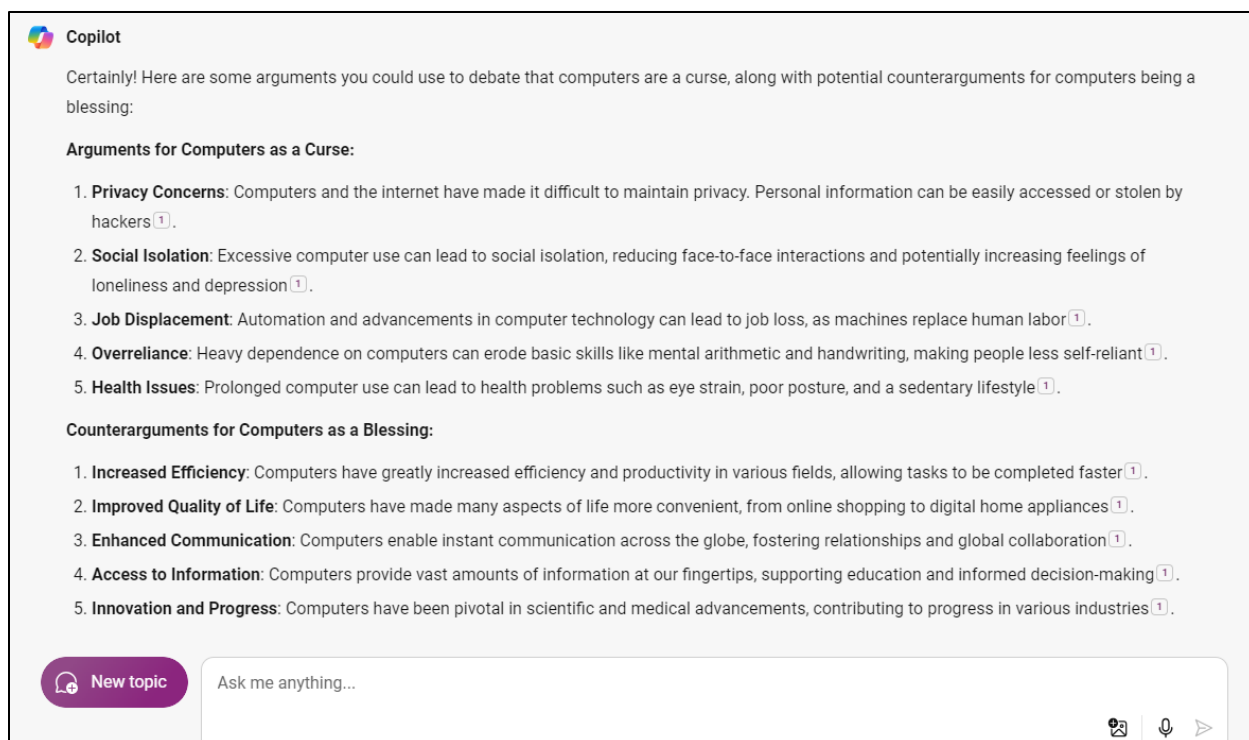


Figure 10: Example output from Copilot to prepare debate points

Sample questions for students to ask about key components of an argumentative essay

- What is the key structure of an argumentative essay and how does it differ from other essay types?
- How can I develop a strong thesis statement for an argumentative essay on a current issue in Nigeria?
- What are some effective strategies for presenting arguments and counterarguments in my essay?
- Can you provide examples of persuasive language that could be used in an argumentative essay about environmental conservation in Nigeria?
- How do I use evidence and citations to support my arguments in an essay discussing education reforms?
- What are the best ways to address opposing viewpoints in an argumentative essay without being confrontational?
- How can I conclude my argumentative essay in a way that leaves a lasting impact on the reader?
- Can you show me how to outline an argumentative essay on the importance of preserving Nigerian cultural heritage?
- What are some logical fallacies I should avoid when making arguments in my essay?

- How can I ensure that my argumentative essay is balanced and fair while still advocating for my position?

Some sample questions that students may use to build effective points for “Computers as a blessing or a curse.”

For the "Computers as a Blessing" side:

- What are some of the major benefits and positive impacts computers and digital technology have had on society? (Healthcare, education, communication, efficiency gains, etc.)
- How have computers enabled major scientific and technological advances? Give some key examples.
- In what ways do computers enhance accessibility and create opportunities, especially for those with disabilities or in underprivileged areas?
- How have computers and the internet democratized information and free speech? What are the benefits of this?
- Ask Copilot to provide statistics and data highlighting productivity gains, time savings, and economic growth linked to computers.

For the "Computers as a Curse" side:

- What are some of the biggest risks, downsides and negative consequences of computers/digital tech? (Job losses, privacy violations, internet crimes, social media addiction, etc.)
- How have computers enabled increased surveillance, censorship and social control by governments/corporations? Provide examples.
- In what ways have computers diminished human capabilities, social skills and critical thinking? Discuss issues like internet addiction.
- What are the environmental impacts of computers/digital tech in terms of energy use and e-waste?
- Ask Copilot to make the counter-arguments against some of the perceived "blessings" of computers.

Students could also ask Copilot to play out mock debate scenarios, make opening statements for each side, propose rebuttals to certain arguments, and provide objective analyses weighing the pros and cons.

Ten commandments' students should follow when using Copilot

1. **Be Specific:** Encourage students to be very specific with their questions. The more detailed their questions, the more precise and helpful responses can be.
2. **Explore and go beyond simple questions:** Suggest that they explore a variety of questions. In some cases, Copilot may offer information that is too basic for more advanced students, they can ask Copilot questions that are a higher level of difficulty.
3. **Be Creative:** Let them know they can use prompts for creative tasks. For example, they can ask Copilot to write a poem about a historical event or explain a concept with a metaphor. They can ask Copilot to be creative using examples from the culture and tradition of Edo State.
4. **Follow-Up Questions:** Advise them to ask follow-up questions if they need more clarification or wish to delve deeper into a subject.
5. **Interactive Learning:** They can use Copilot to create interactive learning activities, such as quizzes to test their knowledge, riddles, and trivias.
6. **Enhance their debating skills:** If they're preparing for a debate they can ask Copilot to review their points, give suggestions, and also anticipate counter arguments.
7. **Critical Thinking:** Encourage them to think critically about the information provided. They can ask for sources or how Copilot arrived at a conclusion.
8. **Feedback Loop:** Remind them that they can give feedback on the responses. If something is not clear, they can ask for a simpler explanation.
9. **Fun and Games:** They can also use Copilot for light-hearted activities, like creating a story together, to make learning more enjoyable.
10. **Safety First:** Lastly, ensure they understand the importance of not sharing personal information online, even with AI tutors like Copilot.

Discussion/ reflections

Here are some reflection questions you could ask your students after the lesson on using Copilot to help them prepare debating points:

1. How did using an AI assistant like Copilot impact your research and argument development process compared to traditional methods?
2. What were the biggest advantages you found in leveraging Copilot's capabilities? Were there any limitations or challenges?
3. Did interacting with Copilot change your perspective or understanding of the debate topic in any way? If so, how?
4. How did using Copilot influence your ability to see multiple sides of an issue and consider counterarguments?
5. What did you learn about effectively prompting an AI system like Copilot to get the information and support you needed?

6. Do you think tools like Copilot could be effectively integrated into debate preparation and critical thinking exercises? Why or why not?
7. Did using Copilot make you more interested in or concerned about AI technology? Explain your viewpoint.
8. Overall, how would you assess the value of incorporating an AI system like Copilot into this debate preparation exercise?

The goal is to reflect on the pragmatic benefits and challenges, as well as the deeper implications of collaborating with AI on cognitive tasks such as crafting strong arguments. Make your students feel heard and free to speak their mind.

e. Lesson Plan Week 9- Informal letter

Overview of the lesson

- **Opening:** In the first 5-10 minutes of the session, you are invited to do a recap of the main takeaways from the class.
- **Use of Copilot as a tutor (90 minutes):** They will start by introducing a prompt and then asking questions.
- **Monitoring:** You and, in some cases, other teachers/monitors can walk around the computer lab and see if students need support or have any questions.
- **Discussion/reflection exercise (10 minutes):** You will lead a discussion where students share their experience taking turns using CoPilot, they also check for accuracy on the information retrieved and report back on what they liked or disliked or the lesson, and if they found it helpful and in what way.

Learning objectives

- Understand the main elements of crafting an informal letter.

Instructions to use Copilot

Step 1: Ask students to access Copilot via Microsoft Edge, or they can type <https://copilot.microsoft.com>, then they can sign into their account.

Step 2: Ask them to set Copilot to creative mode and introduce the following prompt-*they can paste this prompt from the information the package they will receive via email.*

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently studying the main features of an informal letter. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

A quick primer on informal letters

Choose a Personal Topic:

- Example: Sharing your experience at the Edo Festival or inviting a friend to join you for the next Durbar.

2. Start with a Friendly Salutation:

- “Dear Osas,” or “Hello Efe,” or even a more affectionate “My dearest Amina,” depending on your relationship with the person.

3. Write the Body in a Conversational Tone:

- Share news, ask about their well-being, or recount a recent visit to a famous spot in Edo like the Oba Palace. Use colloquial language and idioms that you both understand.

4. Develop an Outline:

- Introduction: Open with a warm greeting and mention why you’re writing.
- Main Content: Discuss your news, ask questions, and share your thoughts.
- Conclusion: Wrap up with well-wishes or plans for future correspondence.

5. Include Engaging Details:

- Talk about local events, mutual friends, or personal achievements. “Guess what? I finally learned how to prepare that delicious Edo dish you love—Owo soup!”

6. Sign Off Warmly:

- Use phrases like “With love,” “Best regards,” or “Yours truly,” followed by your name.

7. Expert Tips:

- **Be Yourself:** Let your personality shine through your words.
- **Keep It Organized:** Even though it’s informal, maintain a clear structure.
- **Be Considerate:** Remember the letter is a two-way communication, so show interest in the recipient’s life as well.
- **Proofread:** Check for spelling and grammatical errors to maintain clarity.
- **Add a Local Touch:** Use Edo phrases if appropriate, like “Ób’ówie” for “Good morning,” or “Ù rú èsé” for “Thank you.”

Remember, the key to a great informal letter is to make it feel like a conversation between friends. So relax, be genuine, and have fun with it!

Some sample questions that students may use to craft better informal letters

- What are the essential components of an informal letter? (Date, salutation, body, complimentary close, signature)
- How should the tone and language differ in an informal letter compared to a formal one?
- Can you provide some examples of friendly, conversational greetings appropriate for an informal letter?
- What kinds of personal updates, anecdotes or stories could I include to make the letter more engaging and informal?
- How can I use descriptive language, humor, questions or colloquial expressions to establish a warm, informal tone?
- What are some effective ways to transition between different topics or ideas in an informal letter?
- Can you suggest some warm complimentary closes for an informal letter besides just "Sincerely"?
- For the body of the letter, can you give me an example paragraph that maintains an engaging, informal tone?
- How can I skillfully interweave news, requests, or other specific purposes into the informal letter naturally?
- What are some final tips for making an informal letter sound sincere, personal, and conversational?

By asking questions around tone, language, anecdotes, transitions, and structuring, students can get examples and guidance from Copilot tailored to writing an excellent informal letter.

Ten commandments students should follow when using Copilot

1. **Be Specific:** Encourage students to be very specific with their questions. The more detailed their questions, the more precise and helpful responses can be.
2. **Explore and go beyond simple questions:** Suggest that they explore a variety of questions. In some cases, Copilot may offer information that is too basic for more advanced students, they can ask Copilot questions that are a higher level of difficulty.
3. **Be Creative:** Let them know they can use prompts for creative tasks. For example, they can ask Copilot to write a poem about a historical event or explain a concept with a metaphor. They can ask Copilot to be creative using examples from the culture and tradition of Edo State.
4. **Follow-Up Questions:** Advise them to ask follow-up questions if they need more clarification or wish to delve deeper into a subject.
5. **Interactive Learning:** They can use Copilot to create interactive learning activities, such as quizzes to test their knowledge, riddles, and trivias.
6. **Enhance their debating skills:** If they're preparing for a debate they can ask Copilot to review their points, give suggestions, and also anticipate counter arguments.
7. **Critical Thinking:** Encourage them to think critically about the information provided. They can ask for sources or how Copilot arrived at a conclusion.
8. **Feedback Loop:** Remind them that they can give feedback on the responses. If something is not clear, they can ask for a simpler explanation.
9. **Fun and Games:** They can also use Copilot for light-hearted activities, like creating a story together, to make learning more enjoyable.
10. **Safety First:** Lastly, ensure they understand the importance of not sharing personal information online, even with AI tutors like Copilot.

Discussion/ reflections

Here are some questions you could ask your students to help them reflect on how using Copilot expanded their understanding of informal letter writing, and to capture both positive and negative experiences:

1. Before using Copilot, what was your perception or understanding of how to write an effective informal letter? How did that change after our exercise?
2. What specific elements or techniques for informal letter writing did you learn from Copilot that were new or particularly insightful?
3. Did Copilot provide enough context, examples and guidance to give you confidence in your informal writing abilities? Explain.

4. Were there any aspects of informal letter writing where you felt Copilot's responses were lacking or unclear? How could those be improved?
5. How does the guidance from Copilot compare to what you may have learned previously about informal writing from our class or resources?
6. Did interacting with Copilot make the informal letter writing process seem easier, more difficult, or about the same as before? Why?
7. What did you like or dislike about using an AI assistant like Copilot for this informal writing task?
8. Would you want to use Copilot again for similar informal writing exercises or real informal letters? Why or why not?
9. How well do you think Copilot modeled the use of tone, voice, anecdotes and audience awareness for informal writing?
10. What other feedback, positive or negative, do you have about your experience using Copilot to learn informal letter writing skills?

f. Lesson Plan Week 9- Antonyms

Overview of the lesson

- **Opening:** In the first 5-10 minutes of the session, you are invited to do a recap of the main takeaways from the class, you can offer some examples of antonyms and their use or ask them for examples.
- **Use of Copilot as a tutor (90 minutes).** They will start by introducing a prompt and then asking questions. More information below on instructions.
- **Monitoring:** You and in some cases other teachers/monitors can walk around the computer lab and see if students need support or have any questions.
- **Discussion/reflection exercise (10 minutes):** You will lead a discussion where students share their experience taking turns using CoPilot, they also check for accuracy on the information retrieved and report back on what they liked or disliked or the lesson, and if they found it helpful and in what way.

Learning objectives

- Understand the concept of antonyms.
- Practice and be familiar with at least ten antonyms.

Instructions to use Copilot

Step 1: Ask students to access Copilot via Microsoft Edge or they can type <https://copilot.microsoft.com>, then they can sign into their account.

Step 2: Ask them to set Copilot to creative mode and introduce the following prompt- *they can paste this prompt from their students guidelines.*

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently studying antonyms. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

A quick primer on antonyms

Antonyms are words that have opposite meanings. They are a fundamental part of English vocabulary because they allow us to describe the opposite of an object, action, or concept. Here are some examples relevant to Edo, Nigeria:

- **Hot - Cold:** The weather in Benin City was hot during the day, but it gets quite cold at night during the harmattan season.
- **Ancient - Modern:** While the ancient artifacts of the Benin Kingdom are displayed in museums, the city itself is becoming increasingly modern.
- **Begin - End:** The beginning of the Igwe Festival is marked by elaborate rituals, and the end is celebrated with joyous dancing.
- **Victory - Defeat:** In the annual football match between Edo and Delta states, one team tastes victory while the other faces defeat.
- **Knowledge - Ignorance:** Gaining knowledge about Edo's history dispels ignorance and fosters cultural pride.
- **Generous - Stingy:** Edo people are known for being generous hosts, never stingy with their hospitality.
- **Strength - Weakness:** The strength of the ancient Benin walls was legendary, showing no weakness against invaders.

- **Simple - Complex:** The Edo language may seem simple to locals, but its tonal nature can be complex for learners.
- **Unity - Division:** The Oba's coronation brings a sense of unity to the people, overcoming any division.
- **Natural - Artificial:** The natural beauty of the Osse River contrasts with the artificial lights of the city at night.

Ten commandments' students should follow when using Copilot

1. **Be Specific:** Encourage students to be very specific with their questions. The more detailed their questions, the more precise and helpful responses can be.
2. **Explore and go beyond simple questions:** Suggest that they explore a variety of questions. In some cases, Copilot may offer information that is too basic for more advanced students, they can ask Copilot questions that are a higher level of difficulty.
3. **Be Creative:** Let them know they can use prompts for creative tasks. For example, they can ask Copilot to write a poem about a historical event or explain a concept with a metaphor. They can ask Copilot to be creative using examples from the culture and tradition of Edo State.
4. **Follow-Up Questions:** Advise them to ask follow-up questions if they need more clarification or wish to delve deeper into a subject.
5. **Interactive Learning:** They can use Copilot to create interactive learning activities, such as quizzes to test their knowledge, riddles, and trivias.
6. **Enhance their debating skills:** If they're preparing for a debate they can ask Copilot to review their points, give suggestions, and also anticipate counter arguments.
7. **Critical Thinking:** Encourage them to think critically about the information provided. They can ask for sources or how Copilot arrived at a conclusion.
8. **Feedback Loop:** Remind them that they can give feedback on the responses. If something is not clear, they can ask for a simpler explanation.
9. **Fun and Games:** They can also use Copilot for light-hearted activities, like creating a story together, to make learning more enjoyable.
10. **Safety First:** Lastly, ensure they understand the importance of not sharing personal information online, even with AI tutors like Copilot.

Some sample questions that students may use to learn more about antonyms

- What are antonyms and why are they important in language?
- Can you provide 10 examples of antonym pairs? (e.g. hot/cold, tall/short, happy/sad)
- How can using antonyms effectively make writing more clear and interesting?
- For each of these words, what is the antonym: large, accept, arrival, argument, bravery?
- Use each of these antonym pairs in a sample sentence: ancient/modern, expand/contract, attractive/repulsive.
- What are some tips for selecting vivid antonyms in your writing?

- Provide an antonym for each of these words by using prefixes like un-, dis-, im-, etc: reliable, courteous, decisive.
- Can you give examples of antonyms that use negation words like "not" instead of prefixes?
- How can understanding antonym relationships improve vocabulary and writing skills?
- Create a few original sentences that effectively contrast concepts using antonym pairs.

Discussion/ reflections

Here are some great reflection questions you could ask your students after using me to learn about antonyms:

- What did you find most helpful about the way Copilot explained and provided examples of antonyms?
- Were there any examples or uses of antonyms that Copilot provided that were confusing or unclear? If so, which ones?
- How do you think using antonyms more effectively could improve your writing and vocabulary skills going forward?
- Did learning from an AI like Copilot make the antonym concepts more interesting or engaging than a traditional lesson? Why or why not?
- What was challenging about using Copilot to learn antonyms? What could be improved?
- Can you provide one or two examples of antonym pairs you learned and use them in an original sentence?
- How would you compare learning antonyms from Copilot versus a textbook, teacher lecture, or other resource?
- Are there any other word relationships (like synonyms) you'd be interested in exploring with an AI assistant?
- Overall, how effective was this interactive exercise with Copilot for strengthening your grasp of antonyms? Explain your perspective.

The key is getting their honest feedback on how useful the antonyms examples and explanations were, what worked well or needed improvement, and how the AI-guided lesson compared to other modes of learning vocabulary.

g. Lesson Plan Week 10- Formal letter

Overview of the lesson

- **Opening:** In the first 5-10 minutes of the session, you are invited to do a recap of the main takeaways from the class, you may bring to their attention the key structure of a formal letter.

- **Use of Copilot as a tutor (90 minutes):** They will start by introducing a prompt and then asking questions. More info below on instructions.
- **Monitoring:** You and in some cases other teachers/monitors can walk around the computer lab and see if students need support or have any questions.
- **Discussion/reflection exercise (10 minutes):** You will lead a discussion where students share their experience taking turns using CoPilot, they also check for accuracy on the information retrieved and report back on what they liked or disliked or the lesson, and if they found it helpful and in what way.

Learning objectives

- Understand the format of a formal letter.
- Write a formal Letter to your Executive Principal acknowledging the factors that enhanced the success of your school's Inter-house Sports competition.

Instructions to use Copilot

Step 1: Ask students to access Copilot via Microsoft Edge or they can type <https://copilot.microsoft.com>, then they can sign into their account.

Step 2: Ask them to set Copilot to creative mode and introduce the following prompt- *they can paste this prompt from their students guidelines.*

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently focused on the main elements to write a formal letter. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

A quick primer on writing a formal letter

Writing a great formal letter is all about clear communication and proper formatting. Here's a quick guide with a fun example from Edo, Nigeria:

1. Start with Your Contact Information:

- Your Name
- Your Address
- City, State, Zip Code
- Email Address
- Date

2. Include the Recipient's Contact Information (if known):

- Recipient's Name
- Title
- Company/Organization
- Address
- City, State, Zip Code

3. Salutation:

- Use a formal greeting such as "Dear [Recipient's Name]," or "To Whom It May Concern," if you don't know the name.

4. Body of the Letter:

- **Introduction:** Briefly mention the purpose of your letter.
- **Main Content:** Elaborate on your reason for writing. Stick to the facts and maintain a respectful tone.
- **Conclusion:** Summarize your points and indicate any actions you wish the recipient to take.

5. Complimentary Close:

- Use formal closings like "Sincerely," "Respectfully," or "Best regards," followed by your signature (if sending a hard copy) and typed name.

6. Enclosures or Attachments (if any):

- Mention any documents you're including with your letter.

Example from Edo, Nigeria: Imagine you're writing to the Edo State Ministry of Culture to request funding for a cultural festival.

- **Introduction:** Introduce yourself and the festival you're organizing.
- **Main Content:** Discuss the significance of the festival to Edo culture, the expected number of attendees, and how it will benefit the community.
- **Conclusion:** Request the specific amount of funding needed and offer to provide a detailed proposal if necessary.

Expert Tips:

- **Be Concise:** Keep your letter to one page if possible.
- **Proofread:** Check for errors in spelling, grammar, and punctuation.
- **Be Professional:** Even if you're familiar with the recipient, maintain a formal tone.
- **Follow Up:** If you haven't received a response within a reasonable time, it's acceptable to send a follow-up inquiry.

Remember, a well-written formal letter can make a strong impression and achieve the desired outcome, whether it's a request, a proposal, or a formal complaint.

Some sample questions that students may use to learn more about formal letters

- What are the essential components and formatting of a formal letter? (Sender's address, date, recipient's address, salutation, body, complimentary close, sender's name)
- How should the tone and language differ in a formal letter compared to an informal one?
- What is an appropriate salutation and complimentary close for a formal letter to the principal? (e.g. "Dear Mr./Ms. [Last Name]", "Respectfully yours,")
- Can you provide an example of an opening sentence or two that sets a respectful, formal tone for this letter?
- How can I effectively state the purpose of the letter in the opening paragraph?
- What transition words or phrases can I use to smoothly connect the different points I want to make in the body?
- For the body, can you give me an example paragraph describing one of the factors that enhanced the sports competition success?
- How can I diplomatically acknowledge others' contributions and efforts related to the event's success?
- What is a good way to conclude and summarize the key points in the closing paragraph?
- Do you have any other tips for maintaining a professional, formal tone throughout the letter?
- Can you this paragraph I wrote for the opening paragraph of my formal letter?
- Could you do an expert review of a formal letter wrote during class? Give me tips and suggestions on how to improve my writing.

By asking these questions, students can get guidance on proper format, tone, structure, acknowledging others, and specifics on content to include about the sporting event's success factors.

Ten commandments' students should follow when using Copilot

1. **Be Specific:** Encourage students to be very specific with their questions. The more detailed their questions, the more precise and helpful responses can be.
2. **Explore and go beyond simple questions:** Suggest that they explore a variety of questions. In some cases, Copilot may offer information that is too basic for more advanced students, they can ask Copilot questions that are a higher level of difficulty.
3. **Be Creative:** Let them know they can use prompts for creative tasks. For example, they can ask Copilot to write a poem about a historical event or explain a concept with a metaphor. They can ask Copilot to be creative using examples from the culture and tradition of Edo State.
4. **Follow-Up Questions:** Advise them to ask follow-up questions if they need more clarification or wish to delve deeper into a subject.
5. **Interactive Learning:** They can use Copilot to create interactive learning activities, such as quizzes to test their knowledge, riddles, and trivias.
6. **Enhance their debating skills:** If they're preparing for a debate they can ask Copilot to review their points, give suggestions, and also anticipate counter arguments.
7. **Critical Thinking:** Encourage them to think critically about the information provided. They can ask for sources or how Copilot arrived at a conclusion.
8. **Feedback Loop:** Remind them that they can give feedback on the responses. If something is not clear, they can ask for a simpler explanation.
9. **Fun and Games:** They can also use Copilot for light-hearted activities, like creating a story together, to make learning more enjoyable.
10. **Safety First:** Lastly, ensure they understand the importance of not sharing personal information online, even with AI tutors like Copilot.

Discussion/ reflections

Here are some great reflection questions you can ask your students to understand how using Copilot expanded their understanding of formal letter writing, capturing both positive and negative experiences:

- Before this exercise, how confident did you feel in your ability to write a formal letter? How did your confidence level change after using Copilot's guidance?
- What specific elements or techniques for formal letter writing did you find most valuable from Copilot's responses? Provide some examples.
- Were there any aspects of the formal writing process that Copilot did not cover well or that remained unclear after our interaction?
- How did the guidance from Copilot compare to what you may have previously learned about formal writing styles from our class or resources?
- Did working with an AI assistant like Copilot make formal letter writing seem easier or more difficult than expected? Explain your perspective.
- What did you like or dislike about using Copilot as a tool for this formal writing task? Be specific.

- Would you want to leverage an AI guide like Copilot again for formal writing practice or assignments? Why or why not?
- How well did Copilot model and explain the appropriate level of formality in language, tone, and structure for this type of letter?
- Overall, how effective was this interactive exercise with Copilot for strengthening your formal letter writing skills? Explain your rating.

The key is getting open and honest feedback about what worked well, what fell short, how it compared to their previous knowledge, and how user-friendly they found the AI-guided approach.

h. Lesson Plan Week 10- Creative writing

Overview of the lesson

- **Opening:** In the first 5-10 minutes of the session, you are invited to do a recap of the main takeaways from the class. You may start with some examples of creative writing; you can share one of your favorite poems or songs and ask a couple of students to share as well.
- **Use of Copilot as a tutor (90 minutes):** each student will take turns for 20 minutes. They will start by introducing a prompt and then asking questions. More info below on instructions.
- **Monitoring:** You and other teachers/monitors can walk around the computer lab and see if students need support or have any questions.
- **Discussion/reflection exercise (10 minutes):** You will lead a discussion where students share their experience taking turns using CoPilot, they also check for accuracy on the information retrieved and report back on what they liked or disliked or the lesson, and if they found it helpful and in what way.

Learning objectives

- Inspire students to write stories, poetry or songs using their creativity and unique point of view.

Instructions to use Copilot

Step 1: Ask students to access Copilot via Microsoft Edge or they can type <https://copilot.microsoft.com>, then they can sign into their accounts.

Step 2: Ask them to set Copilot to creative mode and introduce the following prompt- they can paste this prompt from the information the package they will receive via email.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently focusing on creative writing, in specific I would like to write my own short story about {X}. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Creative writing 101:

- **Characters:** Who is the protagonist? Are there any other key characters?
- **Setting:** Where and when does the story take place?
- **Plot:** What is the main event or conflict that drives the story?
- **Resolution:** How does the story conclude?

How to inspire creativity among your students?

Let's get some advice from great African and global authors:

- **Chimamanda Ngozi Adichie** advises to write the stories you want to read. She encourages embracing your unique experiences and using them to tell stories that matter to you.
- **Ngũgĩ wa Thiong'o** emphasizes the importance of writing in one's own language and connecting with one's cultural roots to produce authentic literature. He also says:
- **Chinua Achebe** believed in the power of storytelling to change narratives and encouraged writers to be true to their stories and their voice.
- **Wole Soyinka** suggests that writers should engage with their environment and reflect the complexities of society in their work.
- **Toni Morrison** suggests "If there's a book that you want to read, but it hasn't been written yet, then you must write it."
- **Umberto Eco** advises "You cannot become a General if you [have not] been before a corporal, a sergeant, a lieutenant... So, go step by step".

- **Sjón**, a famous Icelandic poet says: “My advice to a young writer would be that he or she works with he or she is made of, and by that, I mean that we should not be afraid of working with the things that fascinated us when we were at our most impressionable... We are all informed by the things that fascinate us and excite us when we are quite young”.

These authors highlight the significance of authenticity, cultural identity, and engagement with societal issues in creative writing.

However, in addition to creativity, discipline is very important, you may have a future laureate among your students, what is some key advice from successful writers?

- **Creativity Is Infinite:** Maya Angelou believed in the boundless nature of creativity, stating, "You can't use up creativity. The more you use, the more you have".
- **Write Every Day:** Jeanette Winterson advises to "Turn up for work. Discipline allows creative freedom. No discipline equals no freedom".
- **Embrace Your Unique Voice:** Ted Hughes warns against losing the unique stamp of your character in your writing.
- **Creation as Recreation:** Jorge Luis Borges taught us that nothing is entirely new; creation is often about reimagining and connecting ideas in unique ways.

Sample questions students can ask Copilot to improve their creative writing

Story Writing:

1. **How can I create a compelling plot?**
 - Encourage students to think of a plot as a journey with a clear beginning, middle, and end. They should consider the stakes and what their characters stand to gain or lose.
2. **What makes a character memorable?**
 - Characters should have distinct voices, flaws, and growth arcs. Ask students to delve into their characters' backstories and quirks.
3. **How do I build a believable world?**
 - Whether it's a fantasy realm or a real-life setting, the world should have rules and details that make it come alive.

Poetry Writing:

1. **How can I play with language to create imagery?**
 - Encourage the use of figurative language to paint pictures in the reader's mind. Metaphors and similes are great tools for this.
2. **What is the mood or tone of my poem?**
 - The choice of words, rhythm, and structure can all contribute to the overall feeling of the poem.

3. How can I use form and structure creatively?

- Experiment with different poetic forms like sonnets, limericks, or free verse to find what best serves the poem's purpose.

Key questions:

- **Character Development:** How can I create a character inspired by the Oba of Benin that reflects both historical significance and modern relevance?
- **Setting:** What descriptions can I use to vividly portray the bustling markets and ancient architecture of Benin City in my story?
- **Plot:** Can you help me outline a plot that involves a mystery surrounding the famous Benin Bronzes?
- **Dialogue:** How can I write authentic dialogues that capture the unique linguistic style of the Edo people?
- **Conflict:** What kind of conflict would be realistic and engaging in a story set during the Igwe Festival?
- **Resolution:** How can I resolve my story's conflict in a way that honors Edo's values of community and tradition?
- **Poetic Imagery:** Could you provide metaphors and similes that incorporate elements of Edo's natural landscape, like the Osse River?
- **Theme:** What themes are commonly found in Edo folklore that I could explore in my poem?
- **Cultural Representation:** How can I ensure that my writing respectfully and accurately represents Edo culture and traditions?
- **Historical Context:** Can you give me background information on the history of the Benin Kingdom to enrich the setting of my historical fiction?

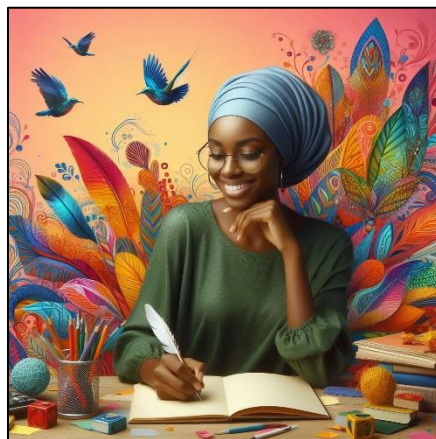


Figure 11: created using Copilot with the following prompt: inspiring image for young writers in Nigeria with vibrant colors.

Some sample questions that students may ask Copilot to spark their creativity when writing a short story based in Benin City

Setting:

- What are some of the most iconic/recognizable landmarks, neighborhoods or locations in Benin City that could feature in your story?
- How can you vividly describe the sights, sounds, smells, and atmosphere of the city streets, markets, homes etc.?
- Are there any particular weather/climate elements unique to Benin City that could play a role (e.g. heat, rain, harmattan winds)?

Characters:

- What types of characters would allow you to explore the diversity of cultures, classes, occupations in Benin City?
- Are there any legends, historical or contemporary figures from the city that could inspire a character?
- How do your characters' lives, personalities and backgrounds reflect the city's heritage and traditions?

Plot:

- What kinds of personal, social or political conflicts could drive the central story and represent issues facing modern Benin City?
- Could your plot involve a visitor/outsider experiencing the city through fresh eyes? Or a long-time resident facing major changes?
- Is there a specific event, festival or occasion unique to Benin City that could serve as a focal point?

Themes:

- What aspects of family, community, and belonging could you explore in your Benin City story?
- How might you examine the tensions between tradition and modernity, rural and urban life?
- Could your themes give voice to the hopes, struggles or achievements of the city's people?

Craft:

- How can you incorporate local languages, dialects, sayings or figures of speech into your narrative?
- What cultural details, regarding food, clothing, music, etc. could you vividly depict?
- Are there any symbolic objects, places or elements that could carry deeper meaning in your story?

Ten commandments' students should follow when using Copilot

1. **Be Specific:** Encourage students to be very specific with their questions. The more detailed their questions, the more precise and helpful responses can be.
2. **Explore and go beyond simple questions:** Suggest that they explore a variety of questions. In some cases, Copilot may offer information that is too basic for more advanced students, they can ask Copilot questions that are a higher level of difficulty.
3. **Be Creative:** Let them know they can use prompts for creative tasks. For example, they can ask Copilot to write a poem about a historical event or explain a concept with a metaphor. They can ask Copilot to be creative using examples from the culture and tradition of Edo State.
4. **Follow-Up Questions:** Advise them to ask follow-up questions if they need more clarification or wish to delve deeper into a subject.
5. **Interactive Learning:** They can use Copilot to create interactive learning activities, such as quizzes to test their knowledge, riddles, and trivias.
6. **Enhance their debating skills:** If they're preparing for a debate they can ask Copilot to review their points, give suggestions, and also anticipate counter arguments.
7. **Critical Thinking:** Encourage them to think critically about the information provided. They can ask for sources or how Copilot arrived at a conclusion.
8. **Feedback Loop:** Remind them that they can give feedback on the responses. If something is not clear, they can ask for a simpler explanation.
9. **Fun and Games:** They can also use Copilot for light-hearted activities, like creating a story together, to make learning more enjoyable.
10. **Safety First:** Lastly, ensure they understand the importance of not sharing personal information online, even with AI tutors like Copilot.



Figure 12: Created using Copilot with the following prompt: boys and girls of senior secondary school in Nigeria using generative artificial intelligence to spark creativity for writing, poetry, and music.

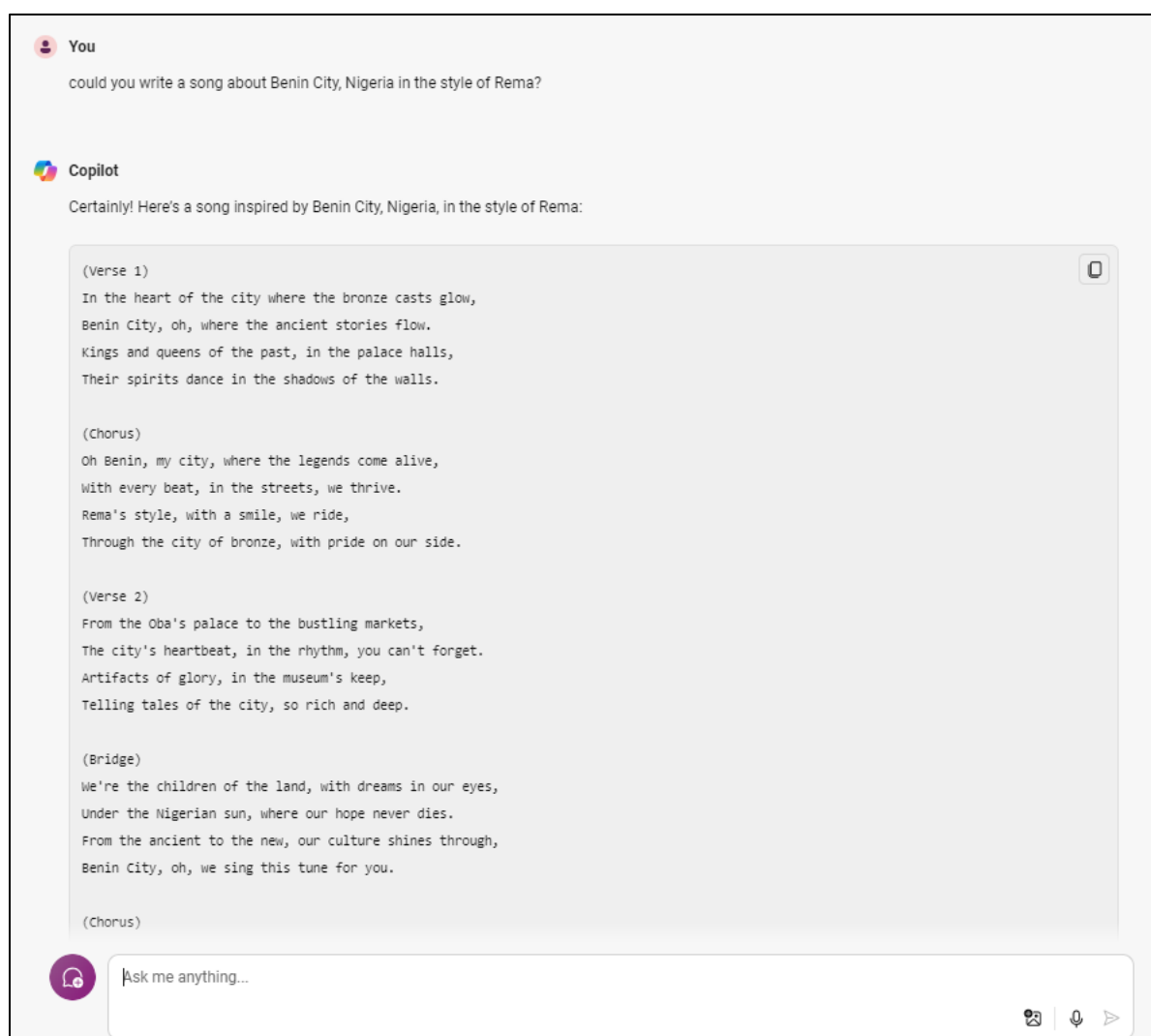


Figure 13: Output from Copilot- A song about Benin city in the style of Rema

Expert Tip: Students can play with Copilot to spark their creativity in many ways, for example they may ask Copilot about creating a song or poem in the style of their favorite singer or author (see Figure 10)

Discussion/ reflections

Reflective questions are a great way to encourage students to think critically about their learning experiences. Here are some questions you could ask students after a lesson on creative writing using Copilot:

1. Creativity and Inspiration:

- Did interacting with Copilot spark any new creative ideas or directions for your writing that you may not have considered otherwise? If so, what were they?
- What did you find most helpful or inspiring about the suggestions, questions, and prompts that Copilot provided?

- Were there any instances where you felt Copilot's input limited or constrained your creative process in any way? Explain.

2. Challenges and Solutions:

- Were there any challenges you faced while using Copilot? How did you overcome them?
- Did Copilot help you solve a problem you were having with your writing? If so, how?

3. Personal Growth:

- Do you feel that using Copilot has helped you become a more confident writer? Why or why not?
- In what other ways do you think you can use Copilot to improve your writing skills?

4. Feedback and Suggestions:

- Would you want to continue using an AI like Copilot for future creative writing projects or idea exploration? Why or why not?

These questions are designed to prompt students to reflect on their experiences, articulate their thoughts and feelings, and consider how they can apply what they've learned to future writing tasks. It's also a good opportunity for you to gather feedback on the use of Copilot in the classroom and how it can be used to support learning. Remember to encourage open and honest responses, and to create a supportive environment where students feel comfortable sharing their experiences.

*If you have any questions on these materials please contact mbarronrodriguez@worldbank.org
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