

DAIVERSE LEARNING ACTIVITY



Daily routines - short stories

Students will demonstrate their learning by creating a comic and an avatar about daily routines

AUTHOR

Renata Harapin Mehkek
Croatia

DAIVERSE FRAMEWORK



[What part(s) of the [Daiverse Framework](#) are covered in the scenario?]

AI TEACHING ASSISTANCE

- Learning Styles Diversity
- Linguistic Diversity
- Cultural Diversity

AI FOR DIFFERENTIATED INSTRUCTION

- Attention and Concentration Enhancement
- Thinking and Reasoning Enhancement
- Memory Boost

AI-DRIVEN ACCESSIBILITY

- Self-regulation Development
- Learning Needs Development
- Speech and Communication Development

AI EDTECH TOOL



storytool.co
dreamface

AGE GROUP



11-14 y.

TIMING of ACTIVITY



90 min.

OBJECTIVE(S)



- *Enrich students digital skills*
- *Develop their speaking skills by presenting their works. (Comic and AI presentation)*
- *Personalise the AI outcome by using Storytool and Dream face app.*

DESCRIPTION



PREPARATION

Revise with students activities they do in their daily routine. They will need their email addresses to be able to use Dream face app.

INTRODUCTION (15 minutes)

The resources and the aims of the activity will be presented by the teacher.

An existing example of a completed AI driven activity will be shown for explaining the steps of creation and the use of Storytool and Dream face app.

SCENARIO

1. Students will be working in pairs. First they need to write 9 activities they do during a day as a part of their daily routine.
 - a) What do you do in the morning?
 - b) What do you do in the afternoon?
 - c) What do you do in the evening?
2. They need to pick up one activity they do in the morning, in the afternoon and in the evening. Then it's time to create a comic with 3 images and write the speech bubbles using Storytool.
3. Each pair presents the comic to the colleagues to get feedback. The teacher gives advice and critical feedback.
4. Then each student will create a speaking avatar by using Dreamface app. This time they need to write all 9 activities during a day. They can use their own voice or the one from the app.
5. Final step: To see all the avatars and comment on them. You can collect them on Padlet. Students need to write down what did they like in working with avatars.

ASSESSMENT & FEEDBACK



Formative Assessment: Teacher advice and feedback after finishing their comics and then the speaking avatars.

Peer Review: Students review each other's work.

Self-Reflection: Students can make a list about what did they like or didn't in creating their comics and speaking avatars.