

Practical examples for teachers

Related content: M3-T3-MLC3 – AI-Supported Inclusion for Learners with Special Educational Needs

Exercise 1 – for the teacher’s own learning

Objective: to practise AI-supported adaptation of a real task while describing needs functionally and keeping the learning goal unchanged.

Title: Three routes to the same goal

Exercise: creating differentiated versions, a simplified text and a step-by-step checklist for one of your tasks.

Duration: 35 minutes

Form of work: individual work

Tools: ChatGPT, Claude or Gemini (school account if available)

Instructions:

1. Choose a task from your subject and write down its learning goal in one sentence.
2. Describe three fictional support profiles functionally, without names or diagnoses (e.g. “needs short instructions and visual cues”, “reads slowly but understands well when listening”).
3. Ask the AI for a task version for each profile with the same learning goal, a simplified version of the instruction text, and a step-by-step checklist.
4. Check each version: is the goal unchanged, is the content correct and complete (safety!), is the tone respectful and age-appropriate? Correct what is needed.

Lessons learnt:

- AI saves much time in drafting adaptations, but pedagogical checking remains essential.
- Functional descriptions of needs work well – personal data is not needed.
- Differentiation changes the route, not the goal.

Exercise 2 – classroom work with students

Objective: to develop learners’ ability to produce clear, accessible instructions and to experience that clarity helps everyone.

Title: Make it clearer!

Exercise: groups turn a complex workshop instruction into a clear step-by-step checklist with AI support and test it on peers.

Duration: 40 minutes

Form of work: group work, then peer testing

Tools: school-approved AI tool or teacher-led use on the projector, printed instruction, paper or tablets

Instructions:

1. Each group receives a long, complex instruction for a workshop task.
2. With AI support, the group creates a checklist of short steps, adds visual cues (symbols, drawings) and highlights safety steps.
3. Another group tries to follow the checklist (in a dry run) and notes where it was unclear.
4. Groups revise their checklists; the class discusses which features made instructions easiest to follow.

Lessons learnt:

- Clear, step-by-step instructions help everyone, not just some learners.
- AI can structure instructions, but people must check whether they work in practice.
- Safety steps must stay complete and visible in every simplified version.

Notes for teachers:

- Present the activity as a general communication task; never single out learners who need support.
- Do not enter any information about individual learners into AI tools.

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