

Lesson Plan developed during the [DigCompHub project](#)'s 4th Mentoring cycle.

LLMs unveiled: starting your journey with Large Language Models

by **Maria Petrolo**, teacher of English language and culture at CPIA Ragusa,

based on the DigCompHub MLR6 [LLMs Unveiled: Starting your Journey with Large Language Models](#)

Target audience: teachers and/or adult learners with A2 (DigComp) level digital skills and B1 (CEFR) level language skills or higher.

Objectives:

1. Understand what Large Language Models (LLMs) are and how they work.
2. Develop basic lexical skills related to artificial intelligence (AI) and LLMs.
3. Recognise the potential and limitations of LLMs.
4. Apply an LLM in a simple way for practical activities.

Duration: approximately 90 minutes.

Required Materials: computer or tablet with Internet access, IWB/Smartboard for presentation, printed information sheets and activities, access to an LLM (e.g., ChatGPT, NotebookLM, etc.).

Lesson Structure

Phase 1 (Elicitation) Introduction to LLMs (Large Language Models) - 10 minutes

Objective: Activate prior knowledge and introduce the topic.

Activities:

- a) Guided discussion with stimulus questions: e.g., "Have you ever heard of 'artificial intelligence'? Where?"; "Have you ever had the chance to talk to a chatbot?" "How would you describe the experience?"
- b) Introductory explanation of what are LLMs (provide information sheets, use slides or websites with the definition of LLMs, etc.) and how they are used, with stimulus questions: 'According to you, what does language model mean?'; 'How do you think a programme can understand and write texts in a way that is similar to humans?' and 'What difference do you think there is between a search engine, such as Google, and an LLM like ChatGPT?'

Phase 2 (Key Vocabulary) Presentation of the topic's key words - 10 minutes

Objective: Become familiar with specific vocabulary.

Words to be introduced: AI (Artificial Intelligence), LM (Language Model), Bias, Data, Prediction, Reliability.

Activities:

- a) Word-definition matching exercises
- b) True/False exercises
- c) Practical examples for each term

Phase 3 How LLMs work - 15 minutes

Objective: Understand the differences between traditional tools and LLMs.

Activities:

- a) Simplified explanation of how LLMs work with the aid of the video [How Large Language Models Work](#) by IBM, which is in English, but subtitles in Italian (or other languages) can be activated and used as support for the presentation.
- b) Matching exercise from the 'How LLMs are trained' section of MLR6 to be completed after explaining and/or translating the concepts of Tokenisation, Transformers, Fine-tuning.

Phase 4 Practical use of an LLM - 25 minutes

Objective: Experience first hand the use of an LLM and reflect on the results.

Activities:

- a) Students, in pairs, following the instructions provided in the "How LLMs can Enhance Your Digital Projects" section of MLR6 (Interactive Example: Building a Simple LLM-Powered Application), create a chatbot and ask questions to an LLM on a chosen topic. Then, together with the teacher, they analyse the responses by looking at accuracy, clarity, and any errors.
- b) Comparison between search engines and LLM chatbots.

Phase 5 Discussion on the limits and potential of LLMs - 20 minutes

Objective: Develop critical thinking about the use of LLMs.

Activities:

- a) Guided discussion on when it is appropriate to use an LLM and when not.
- b) Reflection on possible risks and benefits, referring to the chapter 'Understanding privacy concerns and data security when using LLMs' of MRL 6.
- c) Suggest viewing independently the videos: '[What is AI Bias?](#)', '[Is your AI secure?](#)' and '[Data Privacy Concerns and Solutions When Using LLMs in Production](#)'.

Phase 6 Conclusion - 10 minutes

Objective: Consolidate acquired knowledge and promote autonomy in the use of LLMs.

Activities:

Summary of the lesson's key points by completing the "Quick-Knowledge Check" at the end of MLR6.



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- DigComp competences addressed by the lesson plan -

1.1. Browsing, searching, and filtering data, information, and digital content

Besides guiding students in the navigation of the online resource 'LLMs Unveiled' and related materials, the teacher explains the differences (which are rapidly blurring) between chatbots and traditional search engines.

1.2. Evaluating data, information, and digital content

MLR6 addresses several issues about the quality and reliability of answers and results generated by LLMs.

2.1. Interacting through digital technologies

Using multimedia devices to experiment with the use of LLMs, students interact, communicate, and collaborate via digital technologies, learn to participate in society through public and private digital services, and manage their digital presence, identity, and reputation.

3.1 Developing digital content

By directly experimenting with the use of an LLM and/or by creating a chatbot, following the instructions set out in MRL 6, students learn to check whether sentences are correct, try different ways to express something, and to give comprehensible instructions to a computer system in order to create digital content.

4.2. Protecting personal data and privacy

By discussing the risks and benefits of using LLMs, presented in MLR6 chapter "Understanding Privacy Concerns and Data Security When Using LLMs", students are encouraged to reflect on the risks of inadequate protection of personal data and privacy, and learn to protect them in digital environments.

5.2. Identifying needs and technological responses

By discussing how LLMs can help them with reading, writing, speaking (indirectly), and learning, students begin to identify potential technological solutions for language-related needs. Furthermore, the lesson introduces basic vocabulary related to artificial intelligence (AI) and LLMs, which contributes to a basic understanding of digital technologies and concepts within the broader scope of digital competence. Although not a specific DigComp competence in itself, mastering digital-related vocabulary is fundamental to several competence areas.