ARTIFICIAL INTELLIGENCE AND NOSTALGIA IN CULTURAL HERITAGE – HELPER OR JOKE?: LESSON PLAN FOR A 2-HOUR WORKSHOP

Format: Inspirational workshop
Target group: Seniors with basic computer literacy
Duration: 120 minutes
Level: Introductory, no technical or AI-related prior knowledge required
Teaching style: Presentation-led, reflective

EDUCATIONAL RATIONALE

To promote seniors' understanding of how artificial intelligence (AI) works and its potential, using examples from the Latvian Cultural Canon and the Digital Library. To foster curiosity and a sense of confidence toward AI as a tool that can support both creative and everyday activities.

LEARNING OBJECTIVES

1. Introduce the basic concepts of AI and its applications in daily life.
2. Demonstrate AI capabilities in information search, image recognition, text, and voice generation.
3. Encourage active participation, reflection, and critical thinking about the potential and limits of AI.
4. Strengthen the connection between the digital environment and cultural heritage values.

DETAILED LESSON PLAN

1. INTRODUCTION

Participants write one positive and one doubtful thought about AI on sticky notes. The notes are placed on a board and discussed collectively. Discussion: What seems most frightening or most useful about AI? Mini-survey: Have participants ever used an AI tool?

Opening phrasing
"This session is meant to give you orientation and confidence, not to turn you into an AI expert. You don't need to understand or remember every tool we mention today. Feel free just to listen, participation is always optional."

BIBLIOTEKA MIEJSKA W ŁODZI · FARI AI FOR THE COMMON GOOD BRUSSELS · GOETHE INSTITUT · LNB NATIONAL LIBRARY OF LATVIA · MUNT PUNT · Co-funded by the European Union

2. MYTHS AND FACTS ABOUT AI

Participants receive "AI statement cubes" containing true and false claims. Each statement is discussed – together they decide if it's true or false. The instructor briefly explains why and shows slides on AI uses in various fields.

3. AI AND CULTURAL HERITAGE

Working with the Latvian Cultural Canon. Two images are shown on screen – an advertisement for the moped Rīga and actor Eduards Pāvuls from the film Ceplis. Participants guess whether AI will recognize them. The instructor uses ChatGPT or Bing Image Recognizer to test the results. Discussion: Why does AI recognize (or not recognize) them? Does it learn from our questions? Why does it refuse to identify people?

4. ASKING QUESTIONS TO CHATGPT

Participants, individually or in pairs, try asking questions to AI. Examples: "What is depicted on the 100-lats banknote designed by Rihards Zariņš?" and "Why do people in Latgale gather at outdoor crosses in May?". They can follow printed step-by-step worksheets; the instructor and assistant help as needed. Afterward: group discussion on whether the answers were good and how to improve prompts. On screen: image of the 100-lats banknote (1923). The instructor adds an interesting fact – these notes were printed on paper made at Līgatne Paper Mill, and later issues (after counterfeits appeared) were printed in the UK until 1938.

5. CREATIVE TASK – WRITING AND SYNTHESIZING A POEM

The instructor introduces the activity "AI writes and reads poetry." Participants follow the worksheet steps:

1. Open ChatGPT.
2. Enter the prompt: Write two quatrains in the style of Aleksandrs Čaks – about Riga, people, and city sounds. Use the words: gutter, suburb, boulevard, coachman, heart.
3. Copy the generated poem.
4. Open https://tilde.ai/lv/voice-synthesis/.
5. Choose a voice and paste the poem.
6. Listen to their AI-generated poem. Discussion: What emotions and tone does the poem have? Why does one of the voices sound familiar? Optionally, show an animated portrait reciting the poem.

6. IMAGE GENERATION

On screen: a photo of the Gauja Valley. The instructor types into ChatGPT: Generate a photo of the Gauja Valley. After the image appears, participants discuss: What suggests the image was AI-generated? Who owns the copyright? Can others use this image?

7. ADDITIONAL TASKS

For image recognition:

1. https://which-content-is-real.netlify.app/
2. https://goodthingsaustralia.org/learn-resource/ai-image-quiz/
3. https://decopy.ai/ai-image-detector/

For text analysis:

1. https://www.undetectable.ai/
2. https://www.plag.lv/

Conclusion and Reflection

Group reflection: What tasks did we ask AI to do (search, write, speak, create images)? What was the hardest part? What was most surprising? The instructor summarizes the key insights and encourages participants to continue exploring AI tools. One place where AI could genuinely support my podcasting is… (e.g., editing, transcription, promotion, structuring)

Required Resources

- Computers or tablets with internet access (1 per 2 participants).
- Sticky notes and markers.
- Projector or monitor.
- Prepared slides (“What is AI?”, “Where is AI used?”).
- Printed worksheets for “What AI Knows about the Latvian Lats” and “AI Writes and Reads a Poem”.
- Access to https://chat.openai.com and https://tilde.ai/lv/voice-synthesis/.

Methodological Notes for the Instructor

- Begin by explaining that AI is a tool, not a thinking being. Emphasize where and how it learns and generates answers – remind participants throughout.
- Use humor and compare AI's responses with human experience.
  Encourage participants to ask questions and seek help freely.
- Stress data and privacy safety when using AI tools (voice, photos, personal data).
- Give simple, clear tasks.
- For groups larger than 5 people, an assistant is required.
- Speak clearly and slowly; check frequently that everyone understands the instructions.

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