

让AI为你打工是一种什么样的体验？

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昨天和一个朋友聊天，她说她的生活和工作，不需要AI。我听完，很震惊。

没想到GPT已经出来快两年了，居然有人能说出来这样的话。

因为AI是用来代替人类的思考的，也就是说，AI可以不断的优化你的思考效率。让她这样说的时候，无疑在说，我不需要优化思考一样。

也许她的工作是纯手工的吧，这样，所有重复性的工作恰恰是要被AI取代的对象。

约翰老师从2023年初就开始跟着我的导师王德生博士，详情请参考：[郑重介绍我的导师王德生博士](#)，全面，系统的学习和研究AI,我是在跟着老师学习过程中亲眼见证了在SIO本体论指导下的GPT强大的知识生产能力。现在连论文生产机的流水线也出来了。

我自己则是在今年出了一系列AI素养课，拍普及AI在个性化英语材料设计，英语备课和教研上的落地以及AI高效阅读等落地。

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很多学员在指导下切实体会到了AI为自己打工的超绝体验。

在我的影响下，越来越多的朋友开始探索AI和自己的工作以及生活的合作与赋能。GPT就像一个超级跑车，超级思维跑车，要想用车，首先，你得有个车，需要GPT账号的可以私信和我联系。

这个国庆假期，我开了近5次公益课，向大家展示GPT在高效阅读，PBL教学设计上的高效。我的一个深刻体会就是AI真的太强大了。我们每一个人都要学会和他合作，未来属于和AI深度和广度合作的时代。

我现在个人的工作中越来越多的领域，都在和GPT合作来完成，GPT大大提升了我的工作效率，我预估我的工作60%以上的部分都是和GPT合作完成的。

那么，让AI为自己打工是一种什么样的体验呢？

昨天晚上，我让AI给我尝试做一个教学设计，大家一起看看吧。



我希望在带领孩子们学习这一课的同时培养孩子们的批判性思维，我让GPT根据这个教学目标，针对7岁的孩子给出完整的教学流程和教师用语设计。

GPT设计的方案如下：

Designing a dialectical and exploratory teaching process for children around 7 years old involves carefully guiding them through the analysis of opposing viewpoints. I'll create a step-by-step plan that allows students to engage with the text, question their own assumptions, and develop critical thinking skills. The entire process will use teacher-led questioning and scaffolding to foster independent thought while exploring the different viewpoints in the article about butterflies.

Teaching Objective:

- To help students analyze and compare contrasting viewpoints about butterflies.
- To guide students in developing critical thinking by evaluating evidence and reasoning.
- To ensure that students can connect the ideas in the text to real-life observations.

Step 1: Introduction (10 minutes)

Teacher's Role:

- Set the context for the lesson and introduce the concept of critical thinking.
- Explain that in today's lesson, the goal is to explore how ideas about butterflies might be different and that they will need to analyze and compare those differences.

Teacher's Script:

"Hello, class! Today we are going to talk about something fascinating – butterflies! We're going to explore not just what they are, but how they stay safe, how they change as they grow, and why these changes are important. But, we're going to do something even more interesting – we're going to look at different ideas about butterflies. Sometimes, ideas about things like butterflies can seem opposite, and our job today is to compare those ideas. By the end, you'll be great at figuring out why there are different views and which ones you think make the most sense!"

Step 2: Reading the Text Aloud (10 minutes)**Teacher's Role:**

- Read the text aloud to ensure students understand the content.
- Pause briefly after each key section to ask questions to gauge comprehension.

Teacher's Script:

"I'm going to read a short article about butterflies. As I read, I want you to think about what you already know about butterflies and what surprises you. Remember, there are many cool facts here, but also some things that might seem a little tricky. Let's see if we can understand everything together."

Read the article aloud, pausing after key sections.

"Do you know what butterflies do to stay safe? How do they change when they grow? Let's listen carefully because these are important questions!"

Step 3: Initial Discussion (10 minutes)**Teacher's Role:**

- Start a basic conversation about butterflies, asking students for their initial thoughts.
- Encourage students to share personal experiences and observations.

Teacher's Script:

"Now that we've read about butterflies, what are some things you remember? Can anyone tell me something they learned that was interesting?"

(Wait for responses)

"You said butterflies have bright colors, right? Do you think all butterflies are colorful? Why do you think some are colorful while others blend in?"

"We also learned that butterflies change a lot as they grow. Have any of you seen a caterpillar before? How does a caterpillar turn into a butterfly?"

(Encourage responses and build on them, guiding students toward deeper thinking.)

Step 4: Introducing Contrasting Viewpoints (15 minutes)**Teacher's Role:**

- Introduce the first contrasting viewpoint pair and guide students through understanding both sides.
- Use guided questions to lead students to think about why both perspectives might be valid.

Viewpoint 1: The Role of Color in Butterflies

Teacher's Script: "Okay, now let's dive into something really exciting. We learned that some butterflies have bright colors, but did you know that the colors have different purposes? Let's explore two different ideas about butterfly colors.

Some people say that butterflies use their bright colors to warn other animals that they are dangerous or poisonous. But others say that some butterflies are not poisonous at all. They use their colors to *pretend* they are dangerous to trick other animals.

What do you think about that? Do you think both ideas could be true?"

Ask students to think about examples where pretending to be something else helps protect animals. Encourage them to share ideas and make comparisons.

Guiding Questions:

- "Why do you think some animals pretend to be dangerous when they are not?"
- "Do you think the bright colors are a good way to warn other animals? Why or why not?"
- "Can you think of other animals that might trick predators by the way they look?"

Teacher's Follow-up Script: "It's interesting that some butterflies need to warn predators, while others use tricks. Let's think about why that happens. If you were a butterfly, would you want to warn or trick others? Which idea makes more sense to you?"

Step 5: Engaging in Deeper Analysis (15 minutes)

Teacher's Role:

- Encourage students to debate the viewpoints, guiding them through evidence-based thinking.
- Introduce the idea that both viewpoints can be true depending on the situation, but the goal is to consider which seems more effective in certain contexts.

Teacher's Script:

"Now that we know about these two ways butterflies use color, I want you to imagine you are a butterfly. Would you rather have bright colors to warn other animals, or would you rather pretend to be dangerous? Let's talk about it. Raise your hand if you think being colorful to warn predators is better."

(Encourage responses and follow up with, "Why do you think that's better?")

"Now raise your hand if you think it's better to pretend to be dangerous when you're really not."

(Encourage responses and follow up with, "Why do you think pretending works well?")

Guiding Questions:

- "If you were a butterfly and didn't have any poison, how could colors help you survive?"
- "Do you think animals that pretend to be dangerous are ever caught by predators? Why or why not?"

Teacher's Follow-up Script: "These are really great thoughts! Sometimes, animals have to decide how to stay safe, and both ideas can work in different situations. But, let's think about when each method works best. What happens if a predator doesn't believe the trick? Or, what if the colors are enough to scare them away? These are important things to think about when deciding which is better!"

Step 6: Exploring the Growth and Change of Butterflies (15 minutes)

Viewpoint 2: Caterpillar vs. Butterfly – Why the Big Change?

Teacher's Script: "Next, let's talk about how butterflies grow. Remember, we read that caterpillars eat a lot and then change into butterflies. But here's a question for you: why do you think they have to go through such a big change? Why don't they just stay the same their whole life?"

Encourage students to think about other animals that change and why change might be important.

Guiding Questions:

- "Why do you think caterpillars turn into butterflies instead of just staying caterpillars?"
- "Can you think of other animals that change as they grow?"
- "How does the change from caterpillar to butterfly help them survive?"

Teacher's Follow-up Script: "Now, some people say that caterpillars are small so they can hide and eat more food. But when they become butterflies, they have to be able to fly and find more places to live. What do you think? Does it make sense that they need to change to survive?"

Encourage discussion around the necessity of change and survival. Some students may argue that staying small has its advantages, while others might see the benefits of growing wings and flying.

Step 7: Discussion on Survival Strategies (15 minutes)

Viewpoint 3: Hiding vs. Surprising Predators

Teacher's Script: "We also learned that butterflies have different ways to stay safe. Some butterflies hide by blending into their surroundings, while others use bright colors to scare away predators. Let's compare these two ideas. If you were a butterfly, would you rather blend in or surprise your enemies?"

Guiding Questions:

- "What do you think is better: hiding or scaring others? Why?"
- "Can you think of a situation where blending in is better? How about a situation where scaring a predator is better?"

Teacher's Follow-up Script: "It's great to think about these strategies. Sometimes, butterflies need to hide so that no one sees them. But other times, they have to surprise their enemies to stay safe. Which method do you think works better in the wild?"

Step 8: Wrapping Up with Reflective Thinking (10 minutes)

Teacher's Role:

- Encourage students to reflect on what they have learned, connecting the ideas from the article to their own lives.
- Summarize the discussion by reinforcing the concept that animals, like butterflies, have different strategies for survival based on their needs and environments.

Teacher's Script:

"Wow, we've learned so much today about butterflies! We talked about how they use colors, how they grow and change, and how they stay safe. What we've learned is that there's not always just one right answer. Sometimes, butterflies need to warn predators, and sometimes they need to hide. They grow and change in ways that help them survive.

Now, let's think about how these ideas connect to other animals or even to us. Can we think of situations where we need to change or hide, or maybe where we need to stand out? It's all about figuring out the best way to survive and thrive in our own environment, just like butterflies."

Guiding Questions for Reflection:

- “What did you find most interesting about butterflies today?”
 - “Did any of the ideas we talked about surprise you?”
 - “How do you think we can use what we’ve learned about butterflies to help us understand other animals or even our own lives?”
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Step 9: Independent Work (15 minutes)

Teacher's Role:

- Have students create a drawing or a short paragraph explaining one of the viewpoints discussed during the lesson.
- Encourage them to choose a viewpoint and explain why they think it’s the best.

Teacher's Script:

“Now that we’ve talked a lot about butterflies and their survival strategies, I want you to draw a picture or write a paragraph about one idea that you thought was the most interesting. Maybe you want to draw a butterfly that’s warning predators with its bright colors, or you want to write about how caterpillars turn into butterflies. It’s your choice! Just make sure you explain why you think that idea is the best.”

Step 10: Closing Discussion (10 minutes)

Teacher's Role:

- End the lesson by having students share their drawings or writing with the class.
- Reinforce the idea that exploring different viewpoints helps us understand the world better.

Teacher's Script:

“I’m so proud of all the thinking you’ve done today. You’ve really thought hard about how butterflies live and survive. By looking at different ideas and comparing them, we can learn so much more than if we only thought about one idea. Let’s share what we’ve created and celebrate how much we’ve learned!”

Conclusion:

Through this detailed, dialectical teaching process, students will be guided to think critically about the various survival strategies of butterflies, the necessity of their life cycle changes, and the importance of different approaches to staying safe in the natural world. This lesson plan ensures that they are not only absorbing facts but also evaluating them, making comparisons, and developing a deeper understanding of the content.

一个有经验的老师，其实拿着这个设计就可以开始操作了，也许GPT的第一次设计不是那么完美，但我们可以根据自己的需求做后续的方案微调。

从输入文本，这给提示词，到出来方案，前后不过几分钟，而这个放在以前，需要一个多小时呀。这样的设计效率和之前比起来，效率提升了近十倍。

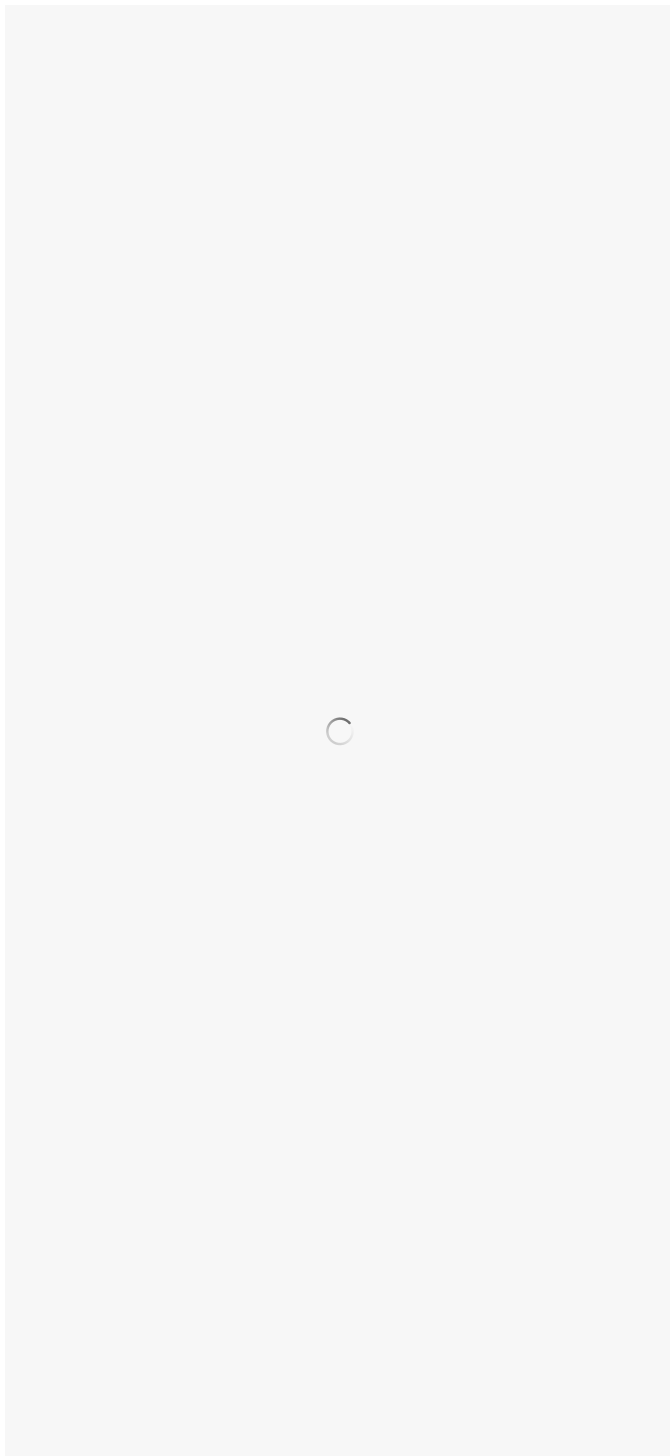
可以想想，一个英语老师，用了AI来做教学设计，那妥妥的是让AI为你打工呀。宝子们，还等什么，赶紧用起来呀。

觉得这篇文章有用，赶紧点赞收藏+转发哈。我下一次给大家分享如何和GPT合作，一个小时啃下一本大部头的书，从把书读薄，到把书读厚，所谓读厚就是直接出来落地的应用。有需要的朋友们，评论区留言，你想读哪本书，点赞最高的，安排。

以下是约翰老师的产品广告：

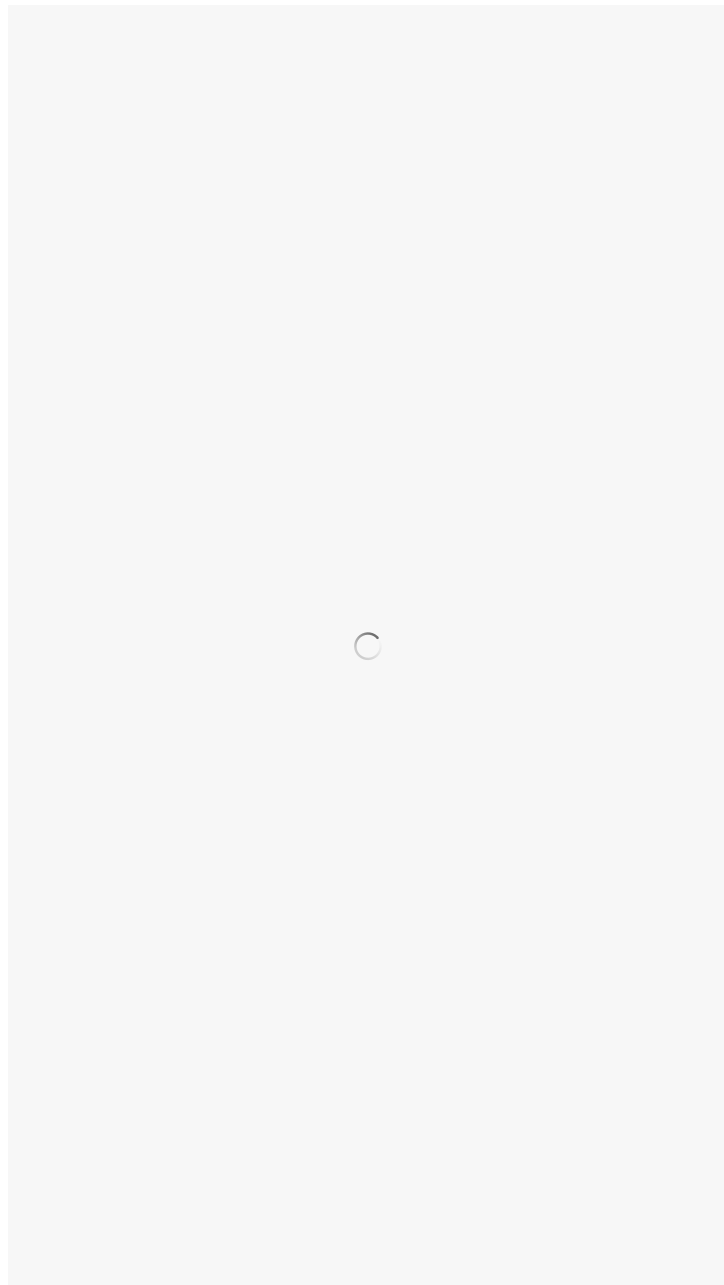
攀阁林助手不仅是孩子英语启蒙的得力工具，更是家长省心、孩子高效学习的好帮手。无论是动画片、绘本，还是国内外主流英语教材，攀阁林助手的**全覆盖词库**能帮助孩子轻松积累大量听力词汇。

攀阁林助手中同样有**蓝色小考拉**的词库哦。



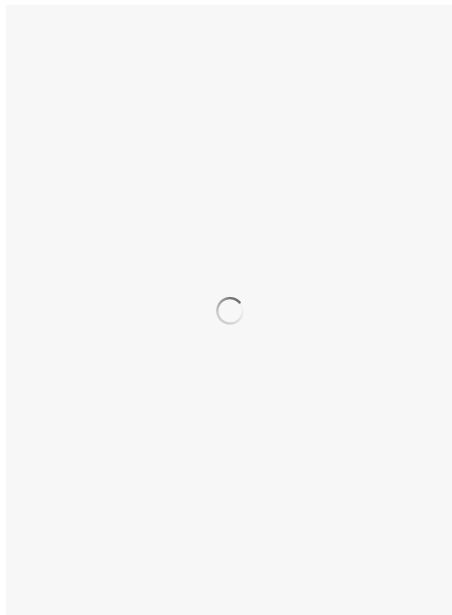
从此以后，**磨耳朵不再是瞎磨**，孩子的听力词汇量将会像火箭一样直线上升，为后续的自然拼读、阅读和口语打下坚实的基础。

现在就扫描二维码，解锁**攀阁林助手**，让孩子的英语学习变得高效、轻松又愉快！



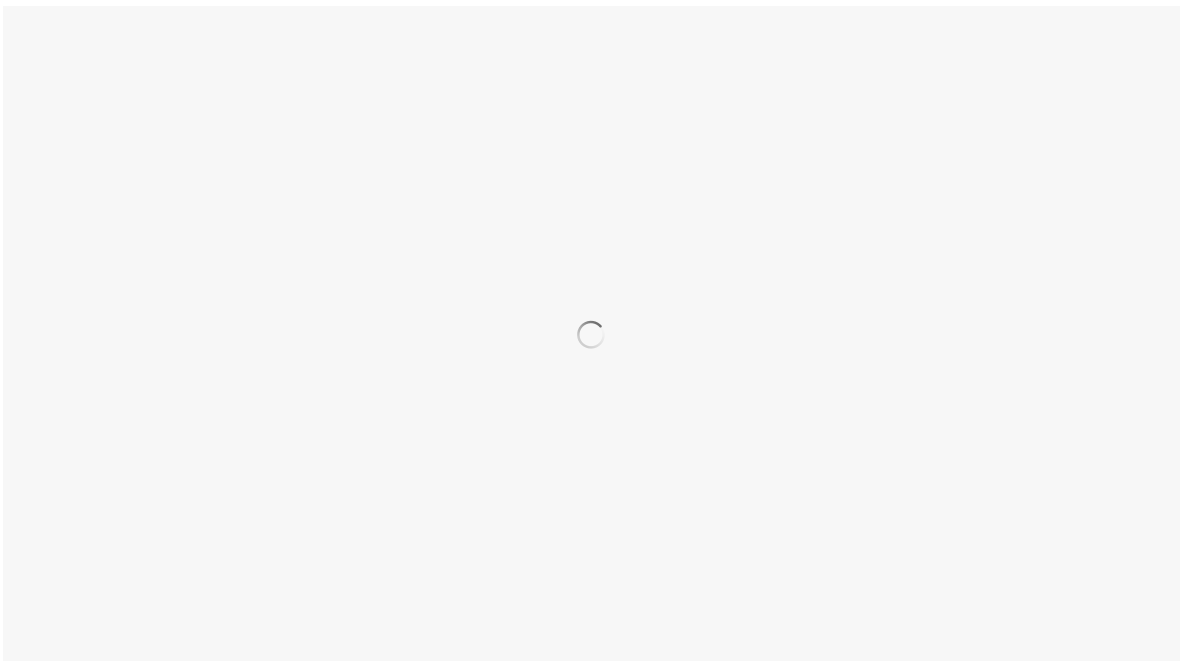
“攀阁林助手——孩子听力词汇增长的神器！”

约翰老师翻转课堂VIP小班还有少量名额，有需要的尽快联系，同时约翰老师推出VIP英语年度指导，详情请私信咨询。

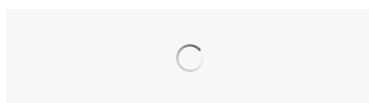


我是约翰老师，一名深耕英语教培行业超十年的老师。研究领域涉及翻转课堂，美国K12全英全科体系。

什么是全英全科K12翻转课堂？



AI+个性化英语学习，AI+论文写作，AI智慧农场游学。若需要GPT 4.0账号，请直接私信咨询约翰老师。



约翰老师从事英语教学行业十多年，直接或间接指导了上千家庭。我发现一个重要的问题，凡是英语学习效果好的家长，都是花了很多时间和我做一对一私信沟通的家长。因为很多问题是在一对一沟通过程中被解决的。我现在每天都会花时间和我的321英语终生学员或者翻转课堂以及家庭营的学员做一对一深度交流。我和我的团队通过翻转课堂，家庭营服务着上百名家庭。虽然我们是一个小团队，但我们做的是小而美的，我们希望真正踏踏实实服务一批家长，帮助孩子们在小学阶段打下扎扎实实的英语基础。

=我们主要产品为四大类：

- 1 全体系，全方位的指导和支持**AI个性化英语学习方案**的搭建。
- 2 全英全科K12：**AI翻转课堂**，随时报班可学。
3. **约翰老师英语终生会员**：终生会员包括终生的学习课程，以家庭为单位，实现全方位的指导。
4. AI素养课。

更多的课程正在陆续完善中，为了帮助更多的家长享受高质量的，全体系的英语学习支持，我决定招收约翰英语终生会员，孩子的英语学习我来终生指导，同时可以享受团队全方位的课程体系支持。

终生会员的服务包括：

- 1 约翰老师终生指导孩子的英语学习，搭建个性化的英语学习方案。
- 2 所有终生会员孩子学习翻转课堂，费用是6折优惠。
- 3 终生会员是针对家庭的，家长可以跟着终生学习，同时家里无论有几个孩子。
- 4 所有的终生会员，如果是同行业的独立老师，约翰老师提供系统的运营体系的支持。
- 5 跟着约翰老师系统学习AI素养系列课程，主要分为：逻辑&批判性思维&实用主义哲学&PBL&以及语言学系统理论。

因为我的精力有限，终生会员名额有限，有需要的家长速速联系，加我微信。

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