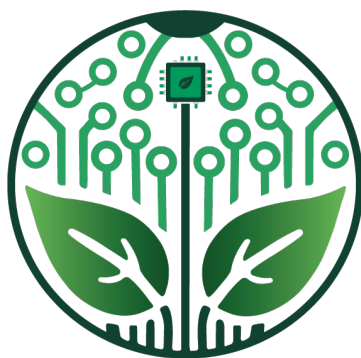




AI-GREENER

2024-1-AT01-KA220-SCH-
000248327



AI-GREENER

2024-1-AT01-KA220-SCH-
000248327

KI in Photoshop Part 1

Introduction to AI in Photoshop

 QUADRAT HAK x HLW Bundeshandelsakademie Wolfsberg Austria	 DARICA İLÇE MİLLÎ EĞİTİM MÜDÜRLÜĞÜ Darica İlçe Milli Eğitim Müdürlüğü Turkey	 CAMPUS 02 FACHHOCHSCHULE DER WIRTSCHAFT Campus 02 Fachhochschule der Wirtschaft GmbH Austria	 ΔΙΕΥΘΥΝΣΗ ΔΕΥΤΕΡΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΕΦΑΛΛΙΝΙΑΣ Directorate of Secondary Education of Kefallinia Greece	 Jaunpiebalgas vidusskola Latvia	 sucessos criativos Sucessos Criativos, Lda Portugal	 Sredno obshchobrazovatelno uchilishte Lyuben Karavelov Bulgaria
---	---	---	--	--	---	--



AI-GREENER

2024-1-AT01-KA220-SCH-
000248327

Authors

Hquadrat,
Bundeshandelsakademie Wolfsberg



Baumgartner Silvia
Gritzner Lisa

Disclaimer



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1. TITLE

Introduction to AI in Photoshop

2. GRADE LEVEL

- ☐ ISCED Level 2 – Lower Secondary Education (ages 12–15)
- ☒ ISCED Level 3 – Upper Secondary Education (ages 15–18)

3. SUBJECT AREA

- ☐ Sciences
- ☐ Environmental Studies
- ☐ Geography
- ☐ Economics
- ☒ Computer Science
- ☐ Mathematics
- ☒ Technology and Design
- ☐ Arts and Music
- ☐ Social Studies
- ☐ History
- ☐ Languages

4. TYPE

- ☒ Lesson Plan
- ☐ Project

5. DURATION

- ☒ 1 x 40-50minute class
- ☐ 1 x 60-minute class
- ☐ 1 x 80-100-minute block
- ☐ 2 x 45-minute classes



- 2 x 60-minute classes
- Double session (2 × 60 minutes) optional project-based homework.

6. LEARNING OBJECTIVES

O1 – Students will be able to identify and explain at least three AI-powered tools in Adobe Photoshop (e.g., Generative Fill, Remove Tool, Neural Filters), including their purpose and typical use cases.

O2 – Students will independently apply at least one AI-based feature in Photoshop to modify or enhance an image, demonstrating correct workflow and tool handling.

O3 – Students will evaluate the advantages and limitations of AI-assisted image editing by comparing an AI-generated result with a manually edited alternative.

7. Key Competences Developed

- Literacy
- Multilingual competence
- Mathematical competence and competence in STEM
- ✗ Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

8. Prior Knowledge / Prerequisites

Students should have basic computer literacy and introductory experience with Adobe Photoshop (e.g., working with layers, selections, and simple editing tools). No prior knowledge of AI-powered features is required.

9. Lesson/Project Outline



Phase 1 – Introduction (Engage & Contextualize)

The teacher briefly introduces how Artificial Intelligence is transforming visual media production. Students watch a short demonstration video showcasing AI features in Adobe Photoshop.

Activities:

- Class watches a 1 to 2-minute video explaining Generative Fill and Remove Tool.
- Short discussion: “Where do you already encounter AI-edited images?”

Resource (name)	Link (to the folder on Teams)
Generative Fill Video	https://youtube.com/shorts/eAktnzFX7BQ?si=ZA-VDTMxQKYQwHmR
Remove Tool Video	https://youtube.com/shorts/Jsfp4vhtpuo?si=OBxEcVC0dN22E4r-

Phase 2 – Exploration (Investigate & Compare)

Students move through two self-guided stations, each introducing a different AI feature in Photoshop. They explore what the tool does and how it changes an image.

Activities (Stations):

Station 1 – Generative Fill

Students test removing or adding objects using Generative Fill. They should try to create a bee on the flower.

Question for Portfolio: “What did the AI change? Was it accurate?”

Station 2 – Remove Tool

Students remove small unwanted elements (for example People in the background) from a sample image.

Reflection: “How would this process work manually?”

Resource (name)	Link (to the folder on Teams)
-----------------	-------------------------------



generate_fill.jpg
remove_tool.jpg

Phase 3 – Application (Hands-On Practice)

Students independently apply one AI tool they explored to an image of their choice.

Activities:

Open an image from the class image set.
Perform one AI-based edit (Generative Fill or Remove Tool).
Export before/after images (JPG or PNG).
Add a short written note: “Which tool did I use and why?”

Resource (name)	Link (to the folder on Teams)
One picture from the folder “KI pictures”	

Phase 4 – Reflection & Consolidation (Present & Connect)

Students reflect on how AI changes professional image editing and discuss responsible use.

Activities:

Brief pair exchange: “What surprised you about the AI results?”
Whole-class question: “When should edited images always be labeled as AI-generated?”

Resource (name)	Link (to the folder on Teams)



10. Assessment Criteria

Portfolio with selected outputs and documentation on Padlet:

- Ability to describe how each AI tool functions
- Accuracy of observations about AI-generated changes
- Correct use of AI tools
- Clarity of the written explanation (“Which tool did I use and why?”)
- Identification of at least one risk or ethical concern

Resource (name)	Link (to the folder on Teams)
Padlet: KI Photoshop Part 1	

11. Teaching Materials

Name	Type (Developed/Existing)	Link	Role in the lesson
Generative fill Video	Existing		
Remove tool Video	Existing		
generative_fill.jpg	Existing		
remove_tool.jpg	Existing		
Folder: KI pictures	Existing		
Padlet			

12. External Resources and References

Resource (name)	Link (external or to the folder on Teams)