


ASSISTED GEOGRAPHICAL DIALOGUE: ADAPTING THE AI POWERED NARRATIVE CO DESIGN METHOD TO SECONDARY HISTORY AND GEOGRAPHY TEACHING

DIÁLOGO GEOGRÁFICO ASISTIDO (DGA): ADAPTACIÓN DEL CODISEÑO NARRATIVO CON IA A LA ENSEÑANZA DE LA HISTORIA Y GEOGRAFÍA EN SECUNDARIA

DIÁLOGO GEOGRÁFICO ASSISTIDO: ADAPTAÇÃO DO MÉTODO DE CO DESIGN NARRATIVO COM IA PARA O ENSINO DE HISTÓRIA E GEOGRAFIA NO SECUNDÁRIO

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ABSTRACT

This article proposes a didactic adaptation of the narrative co design method with artificial intelligence (AI) for teaching History and Geography in the third year of Spanish secondary education. After a critical reflection on how to interact with generative AI, the paper contrasts the direct integration approach—asking AI follow up questions after studying a topic—with the alternative of narrative co design, in which teachers and students play an active, creative role. The process begins with a factual analysis of a real case (Case A) via AI prompts. The teacher then writes a reflective piece linking the case to a curriculum concept (Theme 1). A narrative exploration phase follows, where simulated voices—such as protagonists, antagonists or experts—enrich the dialogue. Finally, the AI synthesises the discussion and students debate and evaluate the proposals, thus developing spatial competence and critical thinking. The article concludes that this methodology turns AI into a cognitive mediator, encourages student participation and creativity, and provides a flexible model for addressing contemporary issues through Geography and History.

Keywords: AI Assisted Narrative co Design. Geography and History. Critical Thinking. Generative Artificial Intelligence. Secondary Education.

RESUMO

O artigo apresenta uma adaptação didática do método de co design narrativo com inteligência artificial (IA) para o ensino de História e Geografia no terceiro ano do ensino secundário espanhol. Após uma reflexão crítica sobre a interação com a IA generativa, contrasta-se a via de integração direta —fazer perguntas à IA para ampliar ou aprofundar após estudar um tema— com a alternativa do co design narrativo, em que docentes e estudantes assumem um papel ativo e criativo. O processo inicia-se com a análise factual de um caso real (Caso A) mediante prompts à IA, seguida por um texto reflexivo elaborado pela professora que liga o caso a um conceito curricular (Tema 1). Depois, abre-se uma fase de exploração narrativa em que se simulam vozes de diferentes atores —protagonistas, antagonistas ou especialistas— para enriquecer o diálogo. Finalmente, a IA sintetiza o discutido e os alunos debatem e avaliam as propostas, desenvolvendo assim a competência espacial e o pensamento crítico. O artigo conclui que esta metodologia transforma a IA em

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um mediador cognitivo, estimula a participação e a criatividade dos estudantes e oferece um modelo flexível para abordar problemas contemporâneos a partir da Geografia e da História.

Palavras-chave: Co Design Narrativo com IA. Geografia e História. Pensamento Crítico. Inteligência Artificial Generativa. Ensino Secundário.

RESUMEN

El artículo presenta una adaptación didáctica del método de codiseño narrativo con inteligencia artificial (IA) a la enseñanza de Historia y Geografía en tercer curso de ESO. Partiendo de una reflexión sobre la interacción con la IA generativa, se contrasta la vía de integración directa —que consiste en hacer preguntas para ampliar o profundizar tras estudiar un tema— con la alternativa del codiseño narrativo, en la que el alumnado y el profesorado desempeñan un papel activo y creativo. El proceso se inicia con el análisis de un caso real (Caso A) mediante prompts a la IA, seguido de un texto reflexivo elaborado por él o la docente que vincula el caso con un concepto del currículo (Tema 1). A continuación, se abre una fase de exploración narrativa en la que se simulan voces de distintos actores —protagonistas, antagonistas o expertos— para enriquecer el análisis. Finalmente, la IA sintetiza lo discutido y el alumnado debate y evalúa las propuestas, desarrollando así la competencia espacial y el pensamiento crítico. El artículo concluye que esta metodología convierte a la IA en un mediador cognitivo, favorece la participación y la creatividad del alumnado, y ofrece un modelo flexible para abordar problemas contemporáneos desde la Geografía y la Historia.

Palabras clave: Codiseño Narrativo con IA. Geografía e Historia. Pensamiento Crítico. Inteligencia Artificial Generativa. Educación Secundaria.

1 INTRODUCTION

The method of narrative design with artificial intelligence (AI), formulated by Francesc Pujol (2025), is sustained in a critical reflection on the naturalness of interaction with generative artificial intelligence (AGI) tools. Mientras que la vía de integración directa consiste en plantear a la IA preguntas de ampliación o profundización tras el estudio de un tema, para contrastar o validar información de manera estructurada, el codiseño narrativo propone una lógica distinta: la de un usuario que asume un rol activo, creativo y estratégico configurando un proceso iterativo y dialógico en el que la IA actúa como mediador cognitiva. This approach does not seek to replace the direct route, which remains useful to introduce and consolidate concepts, but complements it with a more open, exploratory and generative dynamic of more nuanced, holistic and applicable results.

The procedure part, equal to that in direct via, of the analysis of a Case A—a person, a historical fact or a current event—, but it distances itself from it in the following phase: instead of asking the IA for an analysis of Topic 1 (concept, theorizing the interpretative framework with what is intended to bind the case), es el propio usuario quien redacta un texto reflexivo que establece conexiones entre ambos elementos desde su conocimiento experto. Este input inicial orienta todo el desarrollo posterior, ya que las aportaciones de la IA se modulan en función de la dirección marcada por la reflexión humana. From this cross, the method unfolds a phase of narrative exploration in which diverse perspectives are incorporated through creative resources, such as giving voice to the protagonist of the case, to an antagonist or to an expert on the subject. Estas interacciones, que pueden repetirse en varias rondas, allow us to introduce nuevas escala de análisis, matizar interpretaciones y explorar implicaciones no evidente (implications in the obvious), to finally elaborate a synthesis that responds to the initial question integrating the distinct angles treated.

In the context of teaching geography in secondary, IAG—and in particular ChatGPT—can be empeñar, according to its use, of differentiated roles: "máquina de respuestas" y el de "socio de pensamiento". En el primer caso, la IA se utiliza como herramienta rápida, ordena y eficiente para acceder a información estructurada, elaborar resúmenes, definir conceptos o elaborar glosarios. This function, useful for introducing the processing of contents, nevertheless presents risks of superficiality, excessive dependence, perdida of proper criteria and transmission of sesgos derivados de los datos de entrenamiento (Batista et al., 2024; Bobula, 2024; 2024; Cruz et al., 2024; Faculty AI, 2024; Gallent-Torres et al., 2024; Giannini, 2023; Martínez, 2024; Meneses, 2023). In the second, when it is integrated as a "partner of

thought", AI becomes a dialogical collaborator capable of stimulating analysis, favoring argued debates, supporting research projects and expanding student participation, always if the generated productions are critically verified (Bobula, 2024; Castillo, 2023; Marchena & Veliz, 2024; Misiejuk et al., 2025). This role connects with emerging ideas such as the "augmented conductor" and human-AI cooperation as a principle of pedagogical design (OECD, 2023a; Workshop C, 2024; Vallejo, 2024; Wang et al., 2025).

Frente a la linealidad de la vía directa, el codiseño narrativo introduce un ciclo iterativo que potencia dimensiones clave del pensamiento crítico described by Paul y Elder (2008): clarity, precision, relevance, logic, amplitude, depth and justice. By incorporating multiple perspectives —factual, emotional, strategic and creative—, it generates integrative narratives in which facts, theories, emotions and metaphors are combined, giving rise to richer and more applied interpretations. Si bien exige mayor inversión de tiempo, un andamiaje docente sólido y criterios de evaluación que valoren tanto el proceso como el producto, sus beneficios en términos de profundidad analítica, empatía y transferencia a contextos reales sonos significativos.

From a didactic perspective, the method fits in a natural way with the basic knowledge of 3rd ESO (España, 2022) linked to geographical thinking, spatial competence and critical citizen training. It is possible to apply, for example, to the analysis of landscapes and news, to the study of cases on urban policies, migrations or climate risks, and to the realization of debates with roles and simulations that oblige the student to confront diverse data, interests and narratives. In this way, the class of Geography and History is configured as a laboratory of informed citizenship, where AI does not support human reflection, but that amplifies it, helping to build a more profound, plural and contextualized understanding of contemporary complex problems.

In this work, I propose a generalizable structure for the elaboration of narrative design projects, 12 activities are presented as application examples in real educational contexts of the 3rd ESO, with special attention to the climate emergency, sustainability and other global rights

2 PROPOSAL OF DIDACTIC ARCHITECTURE IN PHASES

Proponemos, a continuación, una estructura generalizable para la elaboración de proyectos de codiseño narrativo con IA en Geografía e Historia. Cada fase incluye orientaciones y ejemplos de posibles actividades

Phase 0 – Preparation and contextualization

Definition of objectives and basic knowledge: select a real case linked to the curriculum (climate emergency, migration, heritage, etc.) and Theme 1 the concept that needs to be addressed (ecosocial responsibility, territorial knowledge, human rights...).

Evaluation planning: agree with the student on evaluation criteria based on critical thinking standards (clarity, precision, relevance, depth, amplitude, logic and fairness).

Activación de conocimientos previos: debatir en grupo qué saben sobre el caso y qué preguntas se plantean.

Phase 1 – Starting point: factual analysis

El alumnado formula, con ayuda del docente, un primer prompt para que la IA realice un análisis factual del Caso A.

Se pone énfasis en identificar causas, actores, consecuencias y datos cuantitativos, y en verificar la información consultando otras fuentes.

Activities: critical reading of the analysis generated by AI, elaboration of a gloss, spatial localization of the case in maps.

Phase 2 – Initial connection created by the teacher or the student

A reflective text is written that links Case A to Theme 1, planting connections with experiences, theories or values. Este texto marca la dirección del diálogo y puede incluir preguntas retóricas o hipótesis.

La IA analiza ese texto, ofreciendo complementos, discrepancias o ejemplos que enriquecen el panorama.

Activities: group discussions on the text, identification of surprises or sesgos, reformulation of questions.

Phase 3 – Exploración narrativa abierta

Se propone una serie de interacciones creativas con la IA donde diferentes voces (direct protagonists, transformed observers, expert mediators, antagonists) comentan el caso. Each voice allows you to explore emotions, interests and different scales.

Se pueden realizar varias rondas: por ejemplo, un brigadista explica la impotencia ante un incendio, un vecino esceptico reflexiona desde el futuro, una climatóloga propone preventive actions, etc.

Activities: dramatization of you, Socratic debates, cartographies of perspectives, writing of dialogues.

Phase 4 – Synthesis and metacognition

Después de la exploración, se pide a la IA una síntesis que integre las aportaciones y responda a la pregunta inicial.

El alumnado compara la síntesis con sus propias conclusiones y discute qué elementos añadiría o matizaría. Se promueve la metacognición: ¿qué estrategias han funcionado?, ¿qué sesgos han detectado?, ¿qué nuevas preguntas han surgido?

Activities: writing comparative summaries, elaboration of infographics, self-evaluation of critical thinking skills employed.

Phase 5 – Investigation and evaluation

A final debate is organized or an assembly in which the student proposes action measures, awareness plans or intervention projects related to the case.

The evaluation is carried out through rubrics and other instruments (see below section), valando tanto el proceso como el producto.

It can generate final products such as narrative dossiers, dramatized podcasts, interactive maps, school camps or thematic exhibitions.

Phase 6 – Diffusion and feedback

The products are shared with the school community or place (exhibitions, social networks, web of the center).

External feedback is received and the student is encouraged to reflect on the impact of his work and on how to improve future explorations.

3 DESARROLLO DE LOS EJEMPLOS PROPUESTOS

A continuación se proponen doce escenarios para aplicar el codiseño narrativo en el aprendizaje de la geografía con alumnado de quince años. The themes are supported by the basic knowledge of tercer curso de Educación Secundaria Obligatoria (España, 2022).

Estas actividades no pretenden ser una programación cerrada, sino un modelo de integración pedagógica de la IA que sirva como referencia práctica para el profesorado. Its objective is to offer examples of how generative AI can be implemented as a creative, analytical and reflective tool in the classroom, fostering student participation, critical thinking and the ability to work with multiple perspectives. Cada propuesta parte de un caso de estudio real vinculado con los saberes básicos del curricula, y se desarrolla a través de un conjunto estructurado de fases que incluyen:

1. Un **análisis factual** del caso con apoyo de prompts específicos para IA.

2. An **initial reflective text** prepared by the teacher, which contextualizes the theme and asks key questions.
3. Una **exploración narrativa abierta** con voces y personajes ficticios que representan diferentes puntos de vista.
4. Una **síntesis final**, que conecta los aprendizajes y fomenta propuestas de acción o reflexión del alumnado.

Points 5 and 6 of the previous structure were not unbooked for reasons of space and, on the other hand, because I understand that the indications given in the same way are sufficient to be able to carry out the evaluation of students and students (debates, rubrics, proposals of improvement, etc.) as well as the elaboration of the possible final products.

En la fase de cierre y evaluación es recomendable que el alumnado comparta públicamente los aprendizajes obtenidos. Para ello pueden organizarse debates en los que contrasten las perspectivas recogidas durante la exploración narrativa y propongan acciones concretas en relación con la tema trabajada. Este intercambio servirá también para evaluar el grado de comprensión, la empatía con las distintas voces simuladas y la capacidad de elaborar propuestas realistas; Una rúbrica facilita la valoración de estos aspectos, prestando atención tanto a solidez del análisis como a la originalidad y pertinencia de las soluciones planteadas. The teacher can complement this event with a self-evaluation and co-evaluation section, in which each participant reflects on their learning process and on how they contribute to collective work.

As for the final products, the activities allow the generation of diverse materials that integrate factual analysis, critical reflection and narrative creativity. Un dossier con los textos y las síntesis puede convertirse en una publicación digital o impresa para compartir con la comunidad educativa. The reports and dialogues created during the simulations can give rise to podcasts or dramatizations, which foster the oral expression and the diffusion of the topics treated. Other options are infographics and interactive maps, awareness campaigns in social networks on responsible consumption or equality, and participatory projects, as proposals for sustainable mobility or rural revitalization plans, which bring the class and are designed in the surrounding environment.

The themes selected for the activities cover environmental, social, cultural and economic problems, from the energy transition to access to water, through the conservation of heritage, cultural changes linked to globalization or inequalities derived from international

trade. All of them have been designed for a specific course (3rd ESO), but the focus and methodology allow them to adapt to other stages and acronyms with ease.

Es importante destacar que los prompts y los textos iniciales que se incluyen son meros ejemplos de partida. The teacher can modify, expand or adapt them to their style, to the competent level of the group or to the specific characteristics of the educational context. El formato propuesto —con objetivos de aprendizaje, saberes básicos, vínculos y fases detalladas— proporciona un andamiaje claro que facilita tanto la implementación como la adaptación de las actividades.

In addition to its direct application, this material seeks to serve as inspiration for the design of new proposals that combine analysis of real cases, narratives with IA and critical reflection, so that the teaching of Geography and History connects in a more lively way with contemporary reality and with global straight.

Activity 1: Incendio de la Sierra de la Culebra

Learning objectives

- The students will be able to analyze the causes, management and consequences of the fire in the Sierra de la Culebra by developing knowledge about the climate emergency and sustainability in order to understand its environmental, social and economic implications.
- The students will be able to relate the Sierra de la Culebra fire to the climate emergency, sustainability and ecosocial responsibility by applying knowledge about action and position in the face of the climate emergency to critically value the interdependence between natural phenomena and human behaviors.
- Students will be able to explore different perspectives on the Sierra de la Culebra fire using simulated narratives with AI and knowledge linked to digital ethical citizenship to foster critical thinking and empathy in the face of socio-environmental problems.
- Students will be able to propose measures that can promote sustainability by knowing about ecosocial responsibility and action before the Sustainable Development Objectives with the purpose of promoting positive changes in their surroundings.

Linked basic knowledge (3rd ESO)

- Action and position in the face of the climate emergency.
- Climate Emergency and Sustainability.

Phase 1 — Starting point: análisis factual del Caso

Prompt 1: Lead to an analysis of the causes, management and consequences of the forest fire that occurred in June 2022 in the Sierra de la Culebra (Zamora), one of the most serious in the recent history of Spain. It includes climatic, socioeconomic and forest management factors.

Phase 2 — Initial connection created by the teacher

Initial reflective text:

The fire that devastated the Sierra de la Culebra in June 2022 was not an isolated accident, but the result of a cocktail that we took had time preparing: more intense and frequent heat waves, rural abandonment, dense forests without preventive management, and a climate that is not the same as before. In just a few days, the fire consumed more than 30,000 hectares, vacated villages and reduced to unique habitats.

The climate emergency is not a manual concept: it is in dry air, at the speed of the flames, in the impotence of those who try to kill it. Yet, however, we continue to act as if inevitable phenomena were. The question is uncomfortable: ¿apercemos esta devastación como parte del verano o dare to change?

The fire also shows the gaps between the urban and the rural. Many of the affected areas had suffered decades of population and disintegration: fewer people to take care of the hill, fewer resources to prevent, more fuel for the fire. The result was an ecological and social disaster that forces us to aim more beyond the holder and ask us what policies, habits and priorities we have betrayed until here.

If we continue without performing, the Sierra de la Culebra will be remembered only as a place that burns. But it can also become a symbol: the moment we understand that sustainability is not a slogan, but the only way to protect it from falling.

Prompt 2: Analyzes this reflective text on the Sierra de la Culebra fire and its implications for action in the face of the climate emergency and sustainability.

Phase 3 — Exploración narrativa abierta

Voice: a firefighter who lived the fire

Prompt 3: Imagine that you were a firefighter who participated in the extinction of the Sierra de la Culebra fire in June 2022. Escribe un relato en primera persona describiendo la experiencia, la sensación de impotencia ante el fuego y la relación que ves entre este incendio y el cambio climático.

Voice: Ideological antagonist

Prompt 4: Imagine that you were a neighbor of the area that, in 2022, was skeptical about climate change. Now, 10 years later, I reflect on what happened in the Sierra de la Culebra and how has changed your perspective.

Voice: Dialoguing expert

Prompt 5: Write a dialogue between a climatologist and a firefighter on how to explain to the public the relationship between extreme fires and climate emergency. Incluye desacuerdos, propuestas de comunicación y ejemplos de acciones preventivas que podrían implicar a la comunidad escolar.

Phase 4 - Final summary

Prompt 6: Teniendo en cuenta todo lo que hemos conversado en este chat, haz una síntese que explique como los fires forestales extremos, como el de la Sierra de la Culebra en 2022, ilustran la emergencia climática y qué medidas puede impetiar el alumnado de secundaria para favor la sostenibilidad.

Activity 2: Exploitation of coltán in the Democratic Republic of Congo

Learning objectives

- Students will be able to analyze the origin, extraction and use of coltán in the technological industry by developing knowledge about economic structures in the current world and technological advances in order to understand their social, economic and environmental implications.
- The students will be able to relate the exploitation of the coltán with historical colonialism, the new economic subordinations and global inequality applying knowledge about colonialism, imperialism and inequality and injustice in the local and global context to critically interpret the dynamics of power and dependence.
- Students will be able to explore diverse perspectives on the exploitation of coltán through simulated narratives with AI and knowledge linked to digital ethical citizenship with the purpose of fostering critical thinking, empathy and analysis from different perspectives.
- Students will be able to propose fair trade measures to reduce the injustices associated with the exploitation of the coltán by empleaning knowledge about ecosocial responsibility and commitment to the Sustainable Development Objectives to promote responsible consumption and production.

Linked basic knowledge (3rd ESO)

- Colonialism, imperialism and new economic and cultural subordinations.

- Inequality and injustice in the local and global context.

Phase 1 — Starting point: analisis factual del Caso

Prompt 1: An analysis of the origin of the coltán, its main uses in the electronics industry, the labor conditions in its extraction in the Democratic Republic of Congo and its relationship with the colonial history of the region.

Phase 2 — Initial connection created by the teacher

Initial reflective text:

Del caucho y el marfil al coltán, la historia de la República Democrática del Congo parece escrita con la tinta de la codicia. At the end of the nineteenth century, the Belgian colonial rule extrajourned, and marfil to the coast of forced work, mutilations and millions of truncated lives. Today, the coltán, a key mineral for our phones, computers and consoles, is extracted in conditions that are too reminiscent of this past: strenuous working hours, miserable wages, security and violence in the mines.

Political independence does not bring economic independence. The rules of world trade and technological demand maintain a standard of extraction in which wealth is going and poverty is falling. This technological asymmetry—from where the countries that consume devices are the ones that least fail to obtain their materials— perpetuates a form of colonialism without banderas.

The most disturbing thing is that this story is based on our daily consumption. Every lithium battery, every condenser we use, can lead to the trace of an armed conflict or an unfair labor exploitation. La pregunta incómoda es: ¿somos solo usuarios inocentes o cómplices pasivos?

If the colonialism of the past is based on the military force and the territorial occupation, today it feeds on the global indifferentiation and the opacidad of the minister's chains. Romper este ciclo requiere mirar más allá de la pantalla y preguntarnos qué coste real tiene que ese dispositivo esté en nuestras manos.

Prompt 2: Analyzes this reflective text on the exploitation of coltán in the Congo, relating it to historical colonialism, new economic subordinations, and global inequality.

Phase 3 — Exploración narrativa abierta

Voice: un minero congoleño.

Prompt 3: Imagina que eres un minero congoleño que trabaja en la extracción de coltán. Escribe un relato en primera persona describiendo un día de trabajo, las

condiciones, los riesgos, lo que piensas sobre el destino del mineral que extraes y cómo ves la relación con la historia de tu país.

Voice: structural antagonist, European entrepreneur

Prompt 4a: Imagina que eres un empresario europeo de la industria tecnológica explicando por qué compras coltán procedente del Congo sin exigir trazabilidad. Describe tus economic, logistical and competitive arguments.

Voice: structural antagonist, reflexiona años después

Prompt 4b: Now, as the entrepreneur misconception, write a reflection on the consequences of your decisions and their relationship with global injustice and colonial legacy.

Voice: expert mediator dialogando con ambos

Prompt 5: Write a dialogue between a historian specialized in colonialism and new economic subordinations, a Congolese miner and a European entrepreneur. The historian plants how the colonial past continues to influence the current exploitation of resources in the Congo.

Phase 4 - Final summary

Prompt 6: Teniendo en cuenta todo que hemos conversado en este chat, haz una synthesis que explique como la explotación del coltán en el Congo refleja las continuidades del colonialismo y las nuevas subordinaciones económicas y culturales, y que comercio justicias pueden aumentar a reducir estas injusticias e fomentar un consumo tecnológico más responsable.

Activity 3: Energy transition in Spain

Learning objectives

- The students will be able to analyze the carbon mine cierre in Asturias and their relationship with the climate emergency by developing knowledge about the climate emergency and sustainability in order to understand their environmental, social and economic implications.
- The students will be able to relate the energy transition to climate justice and ecosocial responsibility, applying knowledge about ecosocial responsibility and commitment to the Sustainable Development Objectives to critically value their impact on communities and the environment.

- Students will be able to explore diverse perspectives on decarbonization through simulated narratives with AI and knowledge linked to digital ethical citizenship with the purpose of fostering critical thinking, empathy and analysis from different perspectives.
- Students will be able to propose measures for a fair energy transition, emphasizing knowledge about ecosocial responsibility and action in the face of the climate emergency to promote sustainable and inclusive change.

Linked basic knowledge (3rd ESO)

- Ecosocial responsibility.
- Climate Emergency and Sustainability.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: Provide an analysis on the history of Asturian mining bodies, the coal mines, the causes of this cierre and the conversion planes have renewable energy. It includes social, labor and environmental implications.

Phase 2 — Initial connection created by the teacher

Initial reflective text:

Closing the carbon mines in Asturias is not an environmental measure: it is a deep change in the way we produce energy and understand the work. Durante generaciones, las cuencas mineras han sido el corazón de una identidad forged en torno al esfuerzo, la solidaridad y la lucha sindical. Decarbonization, necessary to stop the climate emergency, has been achieved with the promise of a renewable future, but also with the risk of dejar ago a quienes construyeron el pasado energético del país.

Carbon has been affected by households, industries and cities, but the air has also been contaminated and the climate change has accelerated. Ahora, el reto es abandon esta fuente de energía sin que las comarcas mineras se conviertan en territorios fantasma. A just transition means that the affected people and communities have real alternatives: dignified employment, adapted training, public investment and respect for their history.

Climate justice reminds us that we do not all contribute equally to the problem or suffer the same consequences. If the energy transition is not designed thinking about people, it will be only a technical change, not a fair change. The question is: ¿remos capaces de encender con el sol y el viento un futuro que también ilumine a quienes trabajaron bajo tierra?

Prompt 2: Analyzes this reflective text on the energy transition in Asturias, connecting it with ecosocial responsibility and the climate emergency. It includes references to climate justice and the need for a fair transition.

Phase 3 — Exploración narrativa abierta

Voice: retired miner

Prompt 3: Imagina que eres un minero jubilado de Asturias. Escribe un relato en primera persona recuerda tu vida laboral, los riesgos y el orgullo del trabajo en la mina, y expresando tus sentimientos ante el cierre de las minas y la llegada de las energías renovables.

Voice: union leader reflecting on the past

Prompt 4: Imagine that you were a union leader in mining areas who reflects, after that, on the decisions made during the mine conference. Reconoce que se pudo haber hecho mejor para anticipar y preparar la transición energética.

Voice: experto en energías renovables

Prompt 5: Write a text in the first person of an engineer in renewable energies that explains that conditions are necessary for the energy transition in Asturias to be fair for mining communities, including measures of employment, training and citizen participation.

Phase 4 - Final summary

Prompt 6: Teniendo en cuenta todo que hemos conversado en este chat, haz una síntesis que explica las implicaciones sociales de la descarbonización en Asturias y proponga medidas para garantizar una transición energética justa e sostenible para las comunidades mineras.

Activity 4: Heritage and tourism: the Alhambra of Granada

Learning objectives

- Students will be able to analyze the history, conservation and tourist attractions of the Alhambra of Granada by developing knowledge about heritage as a good and as a resource to understand its historical, cultural and economic value.
- The students will be able to relate the management of heritage with sustainable tourism, applying knowledge about respect and conservation of material and intangible heritage and ecosocial responsibility to evaluate their impact on local and global development.
- Students will be able to explore perspectives of different actors involved in the management of the Alhambra through simulated narratives with AI and knowledge linked to digital ethical citizenship in order to foster critical thinking, empathy and analysis from different perspectives.

- Students will be able to propose measures to balance the protection and benefit of heritage by engaging in knowledge about the management and diffusion of heritage wealth and commitment to Sustainable Development Objectives to favor responsible and sustainable tourism.

Linked basic knowledge (3rd ESO)

- El patrimonio como bien y como recurso.
- Puesta en valor, difusión y gestión de la patrimonial wealth.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: An analysis of the history of the Alhambra of Granada, its declaration as a World Heritage Site, the conservation actions carried out and the impact of mass tourism on the monument and the city. Incluye retos y propuestas para un turismo sostenible.

Phase 2 — Initial connection created by the teacher

Initial reflective text:

The Alhambra of Granada is not only a monument: it is a testimony of siglos, a work that unites art, history and landscape. From its walls, patios and gardens, you can read the history of Al-Andalus, the Reconquista and the heritage that, after that, follow the world.

Pero su belleza es también su vulnerabilidad. The massive influx of visitors puts the preservation and changes the daily life of the city. The sweeteners and the walls have been worn out; The prices and public spaces change to adapt to a constant flow of tourists.

Gestionar la Alhambra means finding a delicate balance: opening it to the world and it's always the same time, protecting it from its own success. A tourism that is limited to consuming fast images puts in risksgo the soul of the place. A responsible tourism can be done, in exchange, sostener the conservation and the local good being.

La pregunta es: ¿queremos que la Alhambra sea solo una postal, o un legado vivo que las próxima generaciones puedan disfrutar sin que pierda su autenticidad?

Prompt 2: Analyzes this reflective text on the Alhambra of Granada, connecting it with heritage management, the impact of tourism and the balance between conservation and enjoyment.

Phase 3 — Exploración narrativa abierta

Voice: tourist guide

Prompt 3: Imagine that you were a tourist guide that has been working in the Alhambra since years ago. Write a story in the first person explaining what it means to you the

monument, the satisfactions of your office and the difficulties that you face in the face of tourist massification.

Voice: resident of El Albaicín

Prompt 4: Imagine that you are a resident of the Abbey in Granada who expresses his point of view on how tourism related to the Alhambra has changed life in the neighborhood. Incluye quejas y propuestas de mejora.

Voice: patrimonial gesture with the previous ones

Prompt 5: Write a dialogue between a heritage manager specialized in the conservation of monuments, the tourist guide and the resident of the Albaicín. The manager plans good practices so that the Alhambra is preserved and tourism is sustainable, and it scans the concerns of others.

Phase 4 - Final summary

Prompt 6: Keeping in mind everything we talked about in this chat, there is a summary that explains the importance of valuing the Alhambra as a heritage site and proposing measures to promote sustainable tourism that protects the monument and benefits the local community.

Activity 5: Citizen participation: urban huertos en Madrid

Learning objectives

- The students will be able to analyze the origin, management and social impact of the urban community huertos in Madrid by developing knowledge about civic commitment and citizen participation to understand their contribution to community sustainability and sustainability.
- The students will be able to relate the initiatives of urban community villages with the Sustainable Development Objectives, environmental education and social cohesion, applying knowledge about ecosocial responsibility and social knowledge and integration to value their role in the improvement of the urban environment and quality of life.
- Students will be able to explore diverse perspectives on urban community huertos through simulated narratives with AI and knowledge linked to digital ethical citizenship with the purpose of fostering critical thinking, empathy and analysis from different perspectives.
- The students will be able to foster reflection on citizen participation in urban sustainability, engaging knowledge about commitment and action before the

Sustainable Development Objectives to promote active and responsible involvement in the management of the environment.

Linked basic knowledge (3rd ESO)

- Commitment and action before the SDGs.
- Compromiso cívico y participación ciudadana.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: Provide an analysis of the origin of urban huertos in Madrid, its community management, its environmental and social benefits, and its relationship with the Sustainable Development Objectives. Incluye ejemplos concretos de distintos distritos y los retos a los que se enfrentan.

Phase 2 — Initial connection created by the teacher

Initial reflective text:

Between streets and buildings, in manor houses that were previously open fields, there were green spaces taken care of by small villages: the urban huertos. No son solo lugares onde crecen tomates o lechugas, sino puntos de encuentro donde germinan ideas, amistades y conciencia ambiental.

These community initiatives connect directly to several Sustainable Development Objectives: hambre cero, sustainable cities and communities, climate action. But also with something less medible and very valuable: the sense of belonging and social cohesión.

Los huertos urbanos son aulas al aire libre where it is learned that the land needs time, care and collaboration. Y, above all, that the sostenibilidad is not decreed: it is practiced, day by day, codo by codo.

The question is: ¿queremos ciudades donde la gente solo pase de largo o ciudades donde el vecindario se conozca, se organice y cultive juntos un futuro más verde?

Prompt 2: Analyzes this reflective text on urban huertos in Madrid, relating it to civic commitment, the Objectives of Sustainable Development, environmental education and social cohesion.

Phase 3 — Exploración narrativa abierta

Voice: teenage participant

Prompt 3: Write a letter in the first person of a teenager who participates in an urban village of Madrid, telling why he got married, who learned and how he changed his relationship with the barrio.

Voice: concejal cambiando de opinión

Prompt 4: Imagina que eres un concejal que al principio se opuso a los huertos urbanos por considerarlos una pérdida de espacio o recursos. Escribe una reflexión posterior, explicando cómo cambió tu opinión y qué valor les reconoces ahora.

Voice: dialogue of the previous with an urbanist

Prompt 5: Write a dialogue between an urbanist, the adolescent participant and the concejal. The urban planner explains how to integrate urban huertos in the design of the most sostenibles barrios and scuttle their experiences and concerns.

Phase 4 - Final summary

Prompt 6: Teniendo en cuenta todo lo que hemos conversado en este chat, haz una síntese que explica el valor de la participación ciudadana en proyectos como los huertos urbanos, su impacto en la sostenibilidad y la cohesión social, y cómo pueden motivar a otras comunidades a implicar.

Activity 6: Access to water and global justice

Learning objectives

- To analyze the differences in water access between North Africa and Europe.
- Relate access to water with human rights, global inequality and the SDGs.
- Explore diverse perspectives through simulated narratives.
- Proposing personal and collective commitments for water justice.

Linked basic knowledge (3rd ESO)

- Inequality and injustice in the local and global context.
- Ecosocial responsibility.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: Provide a comparative analysis of water availability in North Africa and Europe. It explains the main causes of the shortage in some regions, its social, health and economic achievements, and the policies or international initiatives to improve access to water.

Phase 2 — Initial connection created by the teacher

Initial reflective text:

Access to drinking water is a human right recognized by the UN, but not a universal reality. Mientras en muchas ciudades europeas abre un grifo y tenemos agua limpia al instante, en deas del españas de norted de antas de los personas —sobre todo mujeres y niñas— recur every day kilometers to llenar bidones.

This inequality is not only a geographical climate issue: it is also the result of political decisions, economic models and global priorities. The Sustainable Development Objectives for us to ensure water and sanitation for all are key to health, education and equal opportunities.

Water is not an infinite resource, and its management is a spirit of our ethical priorities. The question is: ¿Are we willing to change habits and policies so that we don't have to choose between studying or walking for hours to get water?

Prompt 2: Analyzes this reflective text on access to water, relating it to global inequality and injustice and ecosocial responsibility. Incluye referencias a los derechos humanos y a los Objetivos de Desarrollo Sostenible.

Phase 3 — Exploración narrativa abierta

Voice: teenager from North Africa

Prompt 3: Write a first-person account of a teenager who lives in a rural area of North Africa and walks several kilometers each day to collect water. Describe the recorrido, las dificultades y lo que sueña para su futuro.

Voice: persona europea

Prompt 4: Imagine that you are a European person who, after informing herself, discovers the implications of her daily water consumption and her connection with the shortage in other regions. Escribe una reflexión personal sobre cómo cambia tu forma de ver este recurso y qué compromisos decides asumir.

Voz 1 dialogo de un experto en cooperación al desarrollo con los anteriores

Prompt 5: Describe a dialogue between an expert in development cooperation, a North African teenager and a European person. The expert explains the structural causes of water inequality, skips her experiences and proposes actions to achieve equitable and sustainable access to water.

Phase 4 - Final summary

Prompt 6: Teniendo en cuenta todo lo que hemos conversado en este chat, haz una síntesis que explique cómo la desigualdad en el acceso al agua refleja injusticias globales y qué compromisos personales y colectivos pueden asumirse para avanzar hacia la justicia hídrica.

Activity 7: Cultural changes and global consumption: fast food chains in Spain

Learning objectives

- Students will be able to analyze the arrival and expansion of fast-food chains in Spain since the 80s by developing knowledge about globalization, migratory movements and interculturality to understand their social, cultural and economic causes and consequences.
- Students will be able to relate the expansion of fast food with globalization, cultural changes and social diversity by applying knowledge about social diversity and multiculturalism to critically interpret their effects on identity and eating habits.
- The students will be able to explore the impact of fast food on culinary traditions and the movements that define them through simulated narratives with AI and knowledge linked to cultural changes and social movements with the aim of fostering critical thinking, empathy and the valuation of gastronomic heritage.
- Students will be able to propose strategies to preserve gastronomic traditions by developing knowledge about heritage as a resource and commitment to Sustainable Development Objectives to promote conservation and transmission of food culture.

Linked basic knowledge (3rd ESO)

- Cambios culturales y movimientos sociales.
- Diversidad social y multiculturalidad.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: An analysis of the expansion of fast food chains in Spanish cities since the 1980s. It explains its relationship with globalization, changes in diets, economic and cultural impacts, and the response to gastronomic movements such as slow food.

Phase 2 — Initial connection created by the teacher

Initial reflective text:

Since the eighth year, the fast food chains have changed the urban landscape and our eating habits. Lo que empezó como una novedad exótica se ha convertido en parte del día

a día de muchas personas. Its illuminated places and standardized menus are symbols of an interconnected world, but also of a globalization that blurs borders... y a veces tradiciones.

Mientras la comida rápida offers speed, competitive prices and familiarity for the traveler, also desplaza a recetas, techniques and customs, transmitted during generations. The tortilla de patatas o el cocido competes with hamburgers and nuggets at the family tables.

As a response, movements such as slow food have emerged, which claim local products, paused rhythms and the defense of gastronomic heritage.

The question is: ¿podemos disfrutar de lo global without losing the taste of the propio?

Prompt 2: Analyzes this reflective text on the expansion of fast food in Spain, relating it to cultural changes, globalization and social diversity. It also includes the response of social movements such as slow food.

Phase 3 — Exploración narrativa abierta

Voice: traditional cocinera

Prompt 3: Imagine that you are a restaurant that has worked all your life in a traditional Spanish family restaurant. Escribe un relato en primera persona sobre como la expansión de la comida rápida ha afectado a tu negocio y a la cultura gastronómica de tu ciudad.

Voice: fast food chain manager

Prompt 4: Imagina que eres el gestor de una cadena de comida rápida en España. Recognize the economic benefits of your business, but also reflect on the cultural impact it has. Describe cómo percibes el equilibrio entre lo global y lo local.

Voice: Sociologist dialogando con los anteriores

Prompt 5: Write a dialogue between a sociologist, the traditional kitchen and the manager of the fast food chain. The sociologist analyzes how global consumption influences food identities and proposes ideas to preserve gastronomic traditions without renewing innovation.

Phase 4 - Final summary

Prompt 6: Having taken into account everything we have talked about in this chat, there is a synthesis that explains how global consumption influences local food cultures in Spain and proposes strategies to preserve gastronomic traditions in a globalized world.

Activity 8: Population and territorial cooperation in the Celtibérica Mountains

Learning objectives

- Students will be able to understand the historical and economic causes of population in areas such as the Celtiberian Mountains by developing knowledge about

economic structures in the current world and cultural changes and social movements to identify the factors that have conditioned rural vacancy.

- The students will be able to analyze the social, cultural and environmental consequences of rural vaccination by applying knowledge about social cohesion and integration and ecosocial responsibility to value their implications in territorial sustainability.
- Students will be able to reflect on social cohesion and the right to a balanced development throughout the territory by engaging in knowledge about civic commitment and citizen participation to promote an inclusive and equitable vision of rural development.
- The students will be able to propose individual and collective strategies to face the development and revitalize the rural environment by applying knowledge about commitment and action before the Sustainable Development Objectives to promote initiatives that favor the sustainability and well-being of rural communities.

Linked basic knowledge (3rd ESO)

- Inequality and injustice in the local and global context.
- Social knowledge and integration.
- Collective and individual responsibility.
- Compromiso cívico y participación ciudadana.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: Analiza las causas y consecuencias del vaciamiento demográfico en la Serranía Celtibérica. It explains the economic, social and political factors that have led to the loss of population and how it affects access to services, employment and cultural heritage. It mentions initiatives that are being applied to rural repopulation and development.

Phase 2 — Initial connection created by the teacher

Initial reflective text

When a village falls without children or children, the echoes of its history are also erased. In the Celtibérica mountain range, the bells repican for very few and the buildings were vaccinated at the same speed as the classes and medical consultations. This abandonment is not accidental: it responds to decades of policies that have concentrated opportunities in cities, a lack of infrastructure and the idea that rural is synonymous with backwardness.

However, life in the field is our cultural identity and takes care of our landscapes. No podemos hablar de igualdad si toleramos que haya territorios sin voz ni servicios, o personas

que deban migrar porque no encuentran trabajo. Revitalizing the rural environment is an act of intergenerational justice and correspondence: it requires changing perceptions, diversifying the economy and hiding those who resist in the pueblos.

Prompt 2: Analyzes this reflective text on despoblación, relational to territorial inequality and individual and collective responsibility. It includes references to social cohesion and the rights of rural communities.

Phase 3 — Exploración narrativa abierta

Voice: young man who abandons his pueblo

Prompt 3: Write a farewell letter from a teenager who decides to leave her village in the Celtibérica Mountains to study and work in the city. Describe sus sentimientos, las razones de su marcha y lo que espera para su comunidad en el futuro.

Voice 2: political responsable

Prompt 4: Imagina que eres un responsable político que, años después, revisa las medidas de repoblación puestas en marcha en su comunidad. Escribe una reflexión sobre qué funcionaciónó, qué no y qué aprendizajes obtuviste al intentar combatir la despoblación.

Voice: specialist in rural development

Prompt 5: Write a dialogue between a specialist in rural development, the young person who was part of the population and the politician. The expert exposes the structural causes of vacancy, skips her experiences and proposes actions to revitalize rural areas in a sustainable and participatory way.

Phase 4 - Final summary

Prompt 6: Teniendo en cuenta todas las conversaciones, realiza una síntesis que explique comomo la despoblación afecta a la cohesión social de España y qué compromisos individuales y políticas públicas pueden impulsarse para un desarrollo territorial equilibrado.

Activity 9: Urban regeneration in Bilbao: from industry to the Guggenheim

Learning objectives

- Students will be able to understand the processes of deindustrialization and urban reconversion in Spain by developing knowledge about economic structures in the current world and changes in the productive sectors to interpret their main causes and dynamics.
- The students will be able to analyze the social and economic impact of the transformation of the Bilbao river by applying knowledge about social cohesion and

integration and heritage as a good and as a resource to value the effects of urban regeneration in the population and in the local economy.

- The students will be able to reflect on how the industrial heritage is integrated into the new identity of the city by engaging in knowledge about respect and conservation of material and intangible heritage to understand its role in the collective memory and in the cultural development.
- The students will be able to debate the risks of gentrification and exclusion in regeneration projects, applying knowledge about inequality and injustice in the local and global context to propose alternatives that favor inclusion and social balance.

Linked basic knowledge (3rd ESO)

- Economic structures in the current world.
- El patrimonio como bien y como recurso.
- Cambios culturales y movimientos sociales.
- Social knowledge and integration.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: Realiza un análisis de la transformación de Bilbao desde los años 80 hasta la actualidad. It explains how the crisis of heavy industry has passed a strategy of regeneration based on culture and services, and evaluates effects in employment, the environment and urban identity.

Phase 2 — Initial connection created by the teacher

Initial reflective text

The Bilbao River was for decades the color of a city, black with humour and noise of stilleros. Cuando la industria cayó, miles of people lost their middle of life and the landscape that was heredita. La apuesta por un museo de titanio parecía una locura: ¿cómo podía el arte salvar lo que el acero había hundido?

Today, the Guggenheim is a symbol of success and Bilbao attracts visitors from all over the world. Pero la memoria de las fábricas aún late en sus inhabitants. Regenerar no debe significar borrar, ni crear espacios exclusivo para quienes pueden pagarlos. La verdadera renovación es la que respeta la historia, ofrece oportunidades a quienes vivieron la crisis y evita que la ciudad se convierta en un escaparate que expulse a sus vecinos.

Prompt 2: Analyzes this reflective text on the regeneration of Bilbao, relating it to economic and cultural changes and the need for inclusive and respectful transformation with local identity.

Phase 3 — Exploración narrativa abierta

Voice: extrabajador de la industria

Prompt 3: Write an account in the first person of an old worker of a still in Bilbao who goes back to the industrial era and observes the transformation of its city. Describe your emotions and your opinion on urban conversion.

Voice: transformed current vecina

Prompt 4: Imagine that you are a young person who lives in the current Bilbao and who reflects from the future on how there is change in their neighborhood due to tourism and the rise of prices. Write about the positive and negative aspects of regeneration.

Voice: sociologist dialogando con los anteriores

Prompt 5: Escribe un diálogo entre un socioólogo, el extrabajador y la vecina. The urban planner explains the objectives of regeneration, scrutinizes her concerns and proposes measures to balance economic development with social justice.

Phase 4 - Final summary

Prompt 6: Elabora una síntesis que explique comomo la regeneración de Bilbao ilustra la transición de una economía industrial a una economía de servicios y cultura, y qué aprendizajes se pueden aplicar para que otros proyectos urbanos sean inclusivas.

Activity 10: Doñana, agriculture and sustainability

Learning objectives

- The students will be able to analyze the ecological importance of the Doñana National Park and the impacts of intensive cultivation in its surroundings, developing knowledge about the relationship between natural and anthropic factors in the Earth to understand their environmental, social and economic repercussions.
- The students will be able to reflect on the balance between agricultural development and biodiversity conservation, applying knowledge about ecosocial responsibility and climate emergency and sustainability to value the compatibility between human activity and the preservation of ecosystems.
- Students will be able to value the implications of global consumption in the use of local resources by empleaning knowledge about globalization, migratory movements and

interculturality and on commitment to Sustainable Development Objectives to understand the interdependence between consumption habits and sustainability.

- The students will be able to propose solutions for a sustainable management of water and soil in areas of high environmental value, applying knowledge about implication in the defense and protection of the environment to promote practices that favor conservation and responsible use of natural resources.

Linked basic knowledge (3rd ESO)

- Implicación en la defensa y protección del medio ambiente.
- Climate Emergency and Sustainability.
- Relationship between natural and anthropic factors in the Earth.
- Ecosocial responsibility.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: Describe the ecological importance of Doñana and analyze how water extraction for intensive cultivation of mills and red fruits affects its fruits and biodiversity. Menciona las tensiones entre la producción agrícola y la conservación, así como las regulaciones existentes.

Phase 2 — Initial connection created by the teacher

Initial reflective text (I list to use)

Doñana is an oasis of life where migratory birds, lynxes and marshes unique in Europe are crossed. But under its arena there is a treasure that is not more valuable: the water that feeds its ecosystem and allows it to cultivate thousands of hectares. Every spring, millones de cajas de fresas salen de Huelva rumbo a los mercados del mundo. ¿A qué coste?

The conflict is not between farmers and nature, but between models of production. When the global demand presses, the acuíferos vacían y el parque languidece. If we accept a consumption that ignores the origin of what we eat, we are compliments of the sequence. Protecting Doñana requires reimagining how we produce and consume, because sustainability is not a place: it is the guarantee that there will continue to be fruits and marshes for future generations.

Prompt 2: Analyzes this reflective text on Doñana, relating it to the climate emergency, the responsibility of consumption and the need to reconcile economy and environment.

Phase 3 — Exploración narrativa abierta

Voice: milling cutter farmer

Prompt 3: Write a report in the first person of a farmer in the surroundings of Doñana who depends on illegal wells to irrigate her crops. It explains its dilemmas, its economic difficulties and its suses of a sustainable future.

Voice: transformed park ranger

Prompt 4: Imagine that you were a park ranger in Doñana and, from the future, look behind and reflect on the decisions that were taken to protect the park. Describe qué funcionó, qué no y cómo cambió la relación entre agricultura y conservación.

Voice: specialist in sustainable agriculture dialogando con los anteriores

Prompt 5: Write a dialogue between a specialist in sustainable agriculture, the farmer and the park rangers. La experta plantea alternativas de riego y producción respetuosas con el medio, escucha sus posiciones y propone acuerdos que equilibren economía y ecosistema.

Phase 4 - Final summary

Prompt 6: Realiza una síntese que explica como el caso de Doñana shows the need to reconcile agricultural production with environmental protection and what commitments can be made by consumers, producers and authorities.

Actividad 11:8 de marzo y el movimiento feminista en España

Learning objectives

- The students will be able to know the history and the main claims of the feminist movement in Spain, developing knowledge about the action of the feminist and suffragette movements in the struggle for gender equality to understand their evolution and achievements.
- Students will be able to analyze how feminist movements have been promoted legislative and cultural changes by applying knowledge on the conquest of rights in contemporary democratic societies to value their impact on social transformation.
- Students will be able to reflect on gender equality in everyday life and in their educational environment, engaging knowledge about the real equality of women and men to identify inequalities and propose better ideas in their surrounding context.
- Students will be able to foster personal commitment to equality and respect for human rights, applying knowledge about human dignity and universal rights to promote attitudes and behaviors that favor coexistence and social justice.

Linked basic knowledge (3rd ESO)

- Igualdad real de mujeres y hombres.
- La acción de los movimientos sociales.
- Dignidad humana y derechos universales.
- La juventud como agente de cambio.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: Haz un análisis de la evolución del movimiento feminista en España desde la Transición hasta hoy. Describe the manifestations of March 8, the laws of equality and their achievements, and señala the challenges that do not persist in the labor, educational and cultural environment.

Phase 2 — Initial connection created by the teacher

Initial reflective text (I list to use)

El 8 de marzo no es un día cualquiera: es el eco de generaciones de mujeres que alzaron la voz para decir basta. In Spain, the prohibition of working without the husband's permission, the lack of political rights or the silence about gender violence were realities for only a few decades. Hoy, thousands of people go out on the street dressed in violet to demand effective equality, but the data follow showing wage gaps, crystal techs and everyday violence.

Feminism is not a fight against others, but a society where all people have the same opportunities. The history of the 8 M invites us to aim at our surroundings: ¿qué inequalities observamos en nuestras aulas o hogares? ¿Are we willing and willing to cuestionar stereotypes and to build fairer relations? The equality is not celebrated un day, it is practiced every day.

Prompt 2: Analyzes this reflective text on March 8, relating it to gender equality, human rights and the role of social movements in the conquest of rights.

Phase 3 — Exploración narrativa abierta

Voice: feminist protester)

Prompt 3: Write an account in the first person of a woman who participated in the first feminist demonstrations in Spain and who observes how they have evolved the claims to the present. Describe sus emociones y los cambios que ha visto.

Voice: hombre desde el futuro

Prompt 4: Imagine that you were a young man who initially did not understand the importance of feminism and who, since the future, reflects on how equality there is better in life and its surroundings. Escribe sobre los prejuicios que tuvo que superar y los compromisos que asume ahora.

Voice: specialist in gender studies dialogando con los anteriores

Prompt 5: Write a dialogue between a specialist in gender studies, the protester and the man. The expert contextualizes the oils of feminism, scans her experiences and proposes action lines to continue advancing towards equality.

Phase 4 - Final summary

Prompt 6: Elabora una síntese que explica como las movilizaciones del 8 de marzo han contribuido a conquista derechos y cómo como cada persona puede contribuição a la igualdad real en su vida cotidiano.

Activity 12: High speed and territorial cohesion in Spain

Learning objectives

- Students will be able to analyze the development of the Spanish High Speed (AVE) network and its impact on mobility and economy by developing knowledge about economic structures in the current world and changes in the productive sectors to understand their influence on transport and economic growth.
- Students will be able to evaluate how transport infrastructures influence territorial cohesion and regional inequality, applying knowledge about social cohesion and integration and civic commitment and citizen participation to value their role in the balance and development of the territory.
- Students will be able to reflect on the benefits and limitations of large public investments by engaging knowledge about ecosocial responsibility and commitment to Sustainable Development Objectives to analyze its feasibility and its impact on a wide square.
- Students will be able to propose criteria for a balanced and sustainable development of infrastructures, applying knowledge about integration and social knowledge and climate emergency and sustainability to favor projects that boost social well-being and respect for the environment.

Linked basic knowledge (3rd ESO)

- Economic structures in the current world.

- Social knowledge and integration.
- Economic, monetary and citizen integration.
- Collective and individual responsibility.

Phase 1 — Starting point: factual analysis of Case A

Prompt 1: Analiza la expansión de la red de alta velocidad en España. It explains the objectives of its construction, the differences between benefited and non-benefited regions and the impacts on mobility, tourism and the local economy. It mentions the criticisms and debates on its cost and its social profitability.

Phase 2 — Initial connection created by the teacher

Initial reflective text

Viajar de Madrid a Sevilla en two hours parecía ciencia ficción hace treinta años. The arrival of the AVE connected cities and opened tourist markets, but also had to go to the surrounding districts. Cuando las vías y estaciones se trazan sobre un mapa, se decide quién tiene acceso rápido a oportunidades y quién queda a un lado de la vía.

Infrastructures are not neutral: reflecting political and economic priorities. Invertir en alta velocidad puede reducir las emisiones si desplaza el uso del avión, pero ¿qué pasa con los pueblos que ni siquiera tienen tren convencional? Territorial cohesion does not depend on traveling fast between capitals, but to ensure that all people are connected and have basic services. Thinking about the mobility of the future means balancing efficiency, sustainability and territorial justice.

Prompt 2: Analyzes this reflective text on the AVE, relational to social cohesión, economic development and territorial equity. Incluye referencias a la sostenibilidad y a la responsabilidad pública.

Phase 3 — Exploración narrativa abierta

Voice: estudiante que usa el AVE

Prompt 3: Write a report in the first person of a student of a village who travels every week in AVE to go to the university. Describe how this infrastructure has changed its life and its future prospects.

Voice: merchant of intermediate city

Prompt 4: Imagina que eres un trader de una ciudad mediana que, al quedar fuera de la red de alta velocidad, ha visto cambiar su negocio. Since the future, I reflect on how the lack of connection affects the local economy and what it is necessary to adapt.

Voice: transport economist dialogando con los anteriores

Prompt 5: Write a dialogue between a transport economist, the student and the merchant. El experto explica los criterios de planificación de infraestructuras, escucha sus experiencias y propone alternativas que fomenten un transporte más equitativo y sostenible.

Phase 4 - Final summary

Prompt 6: Realiza una síntesis que explique cómo las infraestructuras de alta velocidad influyen en la cohesión territorial y qué políticas podrían equilibrar la inversión en movilidad rápida con el acceso universal a servicios de transporte.

4 CONCLUSION

The Guided Geographic Dialogue (DGA), understood as a pedagogical adaptation of narrative design with AI, is consolidated in this work as an effective strategy to move from a merely consultative interaction with AI to a dialogical relationship in which the user —teacher or student— guides and enriches the process. Behind the analysis of a concrete case, the initial reflective text elaborated by the user persona marks the direction of the intellectual itinerary and converts AI into a mediator who amplifies and organizes human reflection. The narrative exploration phase, in which you test yourself and diverse perspectives, allows you to approach the phenomena from distinct angles and opens the door to the La síntesis final, generada mediante IA, recoge las conexiones descubiertas y apoya el aprendizaje crítico, completando un ciclo que integra datos, emociones, teoría y propuestas de acción.

The battery of examples proposes to show the versatility of the DGA: climate emergencies, migrations, colonialism, geopolitics, European construction, energy transition, heritage, misinformation, citizen participation, water inequality, cultural changes, population, urban regeneration, agricultural sustainability, feminism and territorial cohesion. In all cases, a real **Case A is based** on a curricular **Theme 1**, a reflective text is written that links both and an exploration phase is opened with simulations and you that allow you to develop empatía y multiperspectiva. Finally, it is cierra con un debate y una formaluación formativa based on rubrics, where conceptual comprehension, connection with civic values and the ability to propose better measures are valued.

Thus understood, the DGA is not a closed programming, but a flexible framework that invites the teacher to adapt prompts, initial texts and dynamics to its context. Its value lies in the fact that it integrates the use of AI with the basic knowledge of the 3rd ESO, favors critical and spatial thinking, and converges the class of Geography and History into an informed

citizenship laboratory. For this it is essential to have a **solid teaching andamiaje**, which includes criteria for verifying information, a follow-up in the formulation of questions and an evaluation system that values both the final product and the process of reasoning.

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