

INTRODUCTION TO MEDIA LITERACY

Five-Part Lesson for Grades 9-12

Lesson 5: AI on the rise

Description

In this lesson, you'll learn how to tell AI-generated from human-made content and understand its upsides across different fields. We'll also tackle the challenges and ethical concerns AI presents. By the end, you'll have a good sense of how AI could fit into your life, both personally and professionally.

Objectives

- Distinguishing AI vs. Human Content: Spot differences in creation and presentation.
- Understand AI's Negative Impacts: Grasp the benefits of AI in various sectors.
- Recognize AI Challenges: Understand the potential risks of AI. Delve into the ethical concerns surrounding AI.
- Anticipate Future AI Applications: Reflect on how AI might be integrated into personal/professional areas.

[Texas TEKS State Standards](#)

[ISTE Standards](#)

Length

135 minutes (at least 3 45-minute class periods)

You may shorten to two class periods, depending on your time, but with the newness of AI this is a subject that needs to be addressed thoroughly.

Resources

Laptop, screen projector or TV

Students will need computer access or Chromebooks

Slideshows: AI on the rise [Part 1](#), [Part 2](#), and [Part 3](#)

Handout: [AI IAN Student Handout](#) and [Teacher Key](#)

Handout: [Battle of the Words](#)

Handout: [Your Plan for AI](#)

Handout: [ChatGPT Social Media Posts](#) and [Teacher Key](#)

Lesson step-by-step

Day 1

1. How do you know it's AI – 10 minutes

Using the slideshow [AI on the Rise Part 1](#) introduce students to the fact that today's lesson starts a three-part series on AI or artificial intelligence. Go through the first slide and slide 2 with lesson objectives.

On slide 3, click on the New York Times Learning Network's article and quiz and ask students if they can tell the difference between AI-generated faces and real faces.

2. AI is everywhere – 20 minutes

On slide 4, explain how AI is now everywhere we look.

On slides 5 and 6, ask students to read the two quotes and decide which one was AI-generated and which one is real.

On slide 7, show the students the AI-generated photo of the pope and ask the questions.

Then give students the [AI IAN Student Handout](#) and watch the [video](#).

Go over the handout and slide 8 that lists key indicators to look for in AI.

3. Activity – 15 minutes

[Battle of the Words](#) handout. Have students work alone or in groups. Make sure they have access to Canva's Magic Write or ChatGPT.

After they complete the handout, discuss as a class.

Day 2

1. AI possibilities — 15 minutes

Use slideshow [AI on the rise Part 2](#) and talk about how AI does have some cool features. Show students the Wall Street Journal's [video](#) on Open AI's Sora.

From the video, and slide 2, have a class discussion about where AI is going. Talk about what was discussed and shown in the video.

2. *New York Times AI articles – 10 minutes*

On slides 3 and 4 are links to two New York Times articles on students' point of views on AI. Read each slide and click on the articles and read together and discuss as a class.

3. *Activity – 20 minutes*

Have students write an opinion piece on their own about how they plan to use AI now and in the future. Length and details are up to the teacher. You might give them the links to the two New York Times articles and the WSJ video from the presentation to reference. If they do not finish in class, assign for homework. Handout: [Your Plan for AI](#)

Differentiation and Accommodations: For students who struggle with writing, have them make a list, or have them draw a picture.

Day 3

1. *AI and journalism – 10 minutes*

This lesson will go through how journalists, readers, and educators use AI and the positives and negatives.

On slide 2, click on the link to the [Journalist's Toolbox AI](#) and show students the tools and articles available for journalists on using AI.

Go through slides 3, 4, 5 and talk about the challenges the press has with AI. Stop on slide 4 to go over the four drawbacks.

2. *AI and education – 15 minutes*

On slide 6, have a class discussion on the question “What should schools and colleges do to get students ready for a future where they will be surrounded by a world full of AI?”

On slide 7, show the video “[A Student Offers His Take on the Promise and Perils of ChatGPT](#)” and then discuss.

Slide 8 is for class discussion on what your school districts, or school districts or higher education institutions, are doing with AI. If your school doesn't have a policy, look up other school's or university's policies.

Slide 9 is one to remind students that professors and teachers are aware of AI and are on the lookout for students who use it in ways they shouldn't.

3. Activity – 20 minutes

Have students put their AI skills they just learned to the test with the handout [ChatGPT Social Media Posts](#). They can work together or alone. Go over the handout after everyone finishes. If students do not finish, then assign for homework.

References

(n.d.). *Canva with articles from The New York Times*. Canva. Retrieved February 25, 2024, from https://www.canva.com/p/canva-with-articles-from-the-new-york-times/?utm_medium=referral&utm_source=creator_share&utm_campaign=creator_share

(2023, February 15). *Be MediaWise lesson 13: ChatGPT—Separating fact from fiction in a new era of artificial intelligence*. PBS NewsHour Classroom. Retrieved March 3, 2024, from <https://www.pbs.org/newshour/classroom/lesson-plans/2023/02/lesson-plan-how-to-separate-fact-from-fiction-in-a-new-era-of-artificial-intelligence>

(2024, February 7). *A.I.-Generated Faces: Can you spot the real ones from the digital fakes*. New York Times. Retrieved March 3, 2024, from <https://www.nytimes.com/2024/02/07/learning/ai-generated-faces.html?searchResultPosition=2>