LESSON PLAN TEMPLATE
The Impact and Uses of Generative AI in the Classroom

Course Name: English
Time Frame (in minutes): 3 or 4 - 40 minute lessons
Unit/Theme: Generative AI in the Classroom
Grade Level: 7-8

CONTENT AND SKILLS
Learning Objectives: ● Students will be able to identify issues related to the ethical use of artificial intelligence. ● Students will be able to determine how the use of artificial intelligence will impact their access to information. ● Students will assess the accessibility artificial intelligence provides to the user. ● Students will identify the type of personal information that needs to be protected. ● Students will examine the limitations of AI and learn to use AI tools to check for misinformation. ● Students will work cooperatively with their peers to generate a list of Classroom Agreements on using generative AI tools.
Essential Questions (optional): ● How will the use of artificial intelligence in the academic setting impact learning? ● What measures need to be in place to address the ethical use of artificial intelligence? ● How will students be able to identify bias and what impact will it have on their learning? ● What types of personal information need to be protected?
Students I can statements . . . ● I can list issues related to the ethical use of artificial intelligence in an academic setting. ● I can brainstorm ways that artificial intelligence will impact my access to information. ● I can assess the accessibility artificial provides to the user and consider who might want to use it because of their limitations (or diff-abilities). ● I can fact check information and note the limitations of AI. ● I can determine what types of personal information need to be protected. ● I can create a list of Classroom Agreements with my peers for appropriate and ethical use of Generative AI tools.
How will you meet the needs of SWD and ELL/MLL students? ● Students will be able to use the immersive reader, voice to text, and images to access material and represent their ideas.

- Students can use the translator extension in Google or in Microsoft Teams.

Content Standards
List all standards (Just the indicate - not the language)

.NYS Next Generation ELA Standards
- **7R9:** Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- **7W7:** Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
- **7SL1c:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- **7SL3:** Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.

Empire State Information Fluency Continuum Standards
- Anchor Standard I – Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
  - Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.
- Anchor Standard III – Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship
  - Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives
- Anchor Standard III – Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship
  - Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

NYS Computer Science and Digital Fluency Standards
List all standards that authentically align

- **7-8.IC.3** Identify and discuss issues of ethics surrounding computing technologies and current events.
- **7-8.IC.5** Analyze potential sources of bias that could be introduced to complex computer systems and the potential impact of these biases on individuals.
- **7-8.IC.6** Assess the accessibility of a computing device or software application in terms of user needs.

- **7-8.CY.1** Determine the types of personal information and digital resources that an individual may have access to that needs to be protected.
- **7-8.CY.2** Describe physical, digital, and behavioral safeguards that can be employed in different situations.
- **7-8.DL.3** Compare types of search tools, choose a search tool for effectiveness and efficiency, and evaluate the quality of the search tools based on returned results.

NYS SEL BENCHMARKS (Just the indicator - not the language)
https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

- **2B.3c** Reflect on the role of bias against individual, social, and cultural differences in bullying, stereotyping, prejudice, and microagressions.
- **3A.3b** Analyze the sources and effects of school and societal rules, including those that cause or perpetuate injustice, and their impact on individuals and groups.
- **3B.3a** Reflect on how decision-making skills contribute to their study habits, academics, relationships, and participation in group activities in and out of school.
- **3B.3b** As part of decision-making, consider strategies for making choices based on their values that promote personal and collective safety and well-being.

INSTRUCTIONAL PLAN
List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

- **This lesson lives in a Google slides presentation. **_This lesson was adapted from a Microsoft Tool Kit for using generative AI tools in the classroom._****
- Teacher will begin the lesson by defining generative AI and large language models.
- Teacher will ask students to brainstorm a list of ethical concerns using artificial intelligence both inside and outside of the classroom.Teacher will collect ideas from students and record in a visible place in the room or on a digital platform. **7-8.IC.3**
- Teacher will reinforce the use of AI as a copilot to assist in learning and then ask students to consider the ways they could use AI. Students will respond in a digital space like Padlet, Mentimeter, Schoology discussion, Microsoft Whiteboard, Collaborative space in OneNote Class Notebook**.** Results will be visible to the class as they post in any of these spaces. **7-8.IC.6**
- Teacher will ask students how generative AI tools provide access to information and who might benefit from this accessibility. Students will respond to this in a Nearpod open-ended question. Teacher will show response and students will look for patterns in thinking. **7-8.IC.6**
- Teacher will ask the students if they know the difference between searching and prompting. Teacher will show the slide noting the differences.
- Teacher will then show the anatomy of a good prompt and its attributes.
- Students will experiment with prompt engineering using **Microsoft Copilot, ChatGPT, Google Bard, or Skills Struck**- whichever is accessible. If students cannot access these tools, the teacher will have to model this next activity. **7-8.DL.3**
- Teacher will read the "_Gina's Fight for the Ocean_" slides to provide context for the

activities that follow.

- Students will experiment with **Compose in Copilot** to refine the prompt with the tools in Compose. Again, teacher may have to model this if students do not have access. <mark>7-8.DL.3</mark>
- Students will fact check the highlighted statements on the lesson slide using **Search Coach**. Teacher will note that not everything generated by artifical intelligence can be trusted or is accurate. There are lesson slides that speak about fabrications and bias. This is a feature (app) available in **Microsoft Teams**. Therefore, if students have access to Microsoft Teams they could do this part. <mark>7-8.DL.3 and 7-8.IC.5</mark>
- Students will read the interview that Gina conducted with Dr. Lee and the slide about Online Privacy. Teacher will ask the students to identify any sensitive information embedded in the interview notes. Students will explain why that is considered sensitive information and it should not be shared. <mark>7-8.CY.1</mark>
- The class will read the following slides: *"Meet Alex", "The Cosmic Adventure", "The AI's Output".*
- If access to Copilot, Bard, or ChatGPT is restricted, the teacher will model the activity on the *"Craft Your Own Character"* slide. This shows the attributes of a solid prompt and will demonstrate how to craft a good prompt that leads to the desired output. Teacher could have the students write their own prompt either on a digital collaboration tool (i.e. **Padlet)** or on paper. The class can share their prompts and evaluate each one based on the criteria previously discussed (persona, objective, audience, context, boundaries). The teacher can input the prompt into Copilot to see what it generates. <mark>7-8.DL.3</mark>
- On the slide "Conversation with Ash" the teacher will draw attention to the fact that AI is a chatbot and not real. Teacher will emphasize that AI generates human-like responses but is not a human. Students need to be reminded of the artificial nature of the conversation. <mark>7-8.CY.2</mark>
- Students will read Alex's Prompt and evaluate it for (persona, objective, audience, context, boundaries). They will also look at the AI's Output to determine if it met the criteria for Alex's prompt. <mark>7-8.DL.3</mark>
- Students will work through the steps on the *"Code An Online Game"* if they have access to Copilot or ChatGPT. The teacher will have to model this if students do have access to this. If students cannot participate in a hands-on manner, it is still valuable for the teacher to demonstrate this, since they could try this at home with parent permission. It will be fun for them to see AI at work creating a game.
- The teacher will have a conversation about Speed vs.Security and impress upon the fact that just because AI saves time, it can be inaccurate and the need to fact check and be aware of potential cybersecurity risks and harmful viruses is still necessary. The class can generate a list of things they can do to protect themselves and 'red' flags. Teacher will show the slide listing ways to be proactive. <mark>7-8.IC.5, 7-8.CY.2</mark>
- The teacher will ask the students to do a Turn and Talk and think about how they can take care of their digital well-being. Students can share this verbally or make post-it notes to display on the wall, chart, poster, etc. This would be a great opportunity for them to create an infographic using **Canva** to produce a PSA to share with classmates/school. <mark>7-8.CY.2</mark>
- Teacher will ask the students to offer some "Take Aways" from the lesson. *What did you learn today?* This could be shared in a **digital reflection** forum on **Schoology** or

in a **Mentimeter.**
- Students will discuss and list measures needed to address the use of artificial intelligence. The teacher will divide the class into two groups - one for personal use and one for academic use. Students will consider the following: recognizing bias, how to check for misinformation, how to properly cite AI generated content, how to evaluate the credibility of a source, fact checking, etc. These are all the parts they explored in the lesson. ==7-8.IC.3 and 7-8.CY.1==
- Teacher can Jigsaw the groups so that they can share out what they generated or one representative from each group can report out for their group.
- As a class, they will **generate Classroom Agreements** when using AI. The teacher will record the agreements on a **WORD document** that will be shared with students, families, and posted in the classroom. See sample at the bottom of this lesson. ==7-8.IC.3 and 7-8.CY.2==
  - An alternative or an addition to this could involve using AI to generate a list of Classroom Agreements. The last slide in the lesson gives directions on how to do this. The teacher could do it after the class generates their own list and then compare their list with the AI list to see patterns of thinking. They may also gain some insight and combine their thoughts for a final list of Classroom Agreements.

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. *Including Instructional Technology Tools*

- Lesson slide deck: https://docs.google.com/presentation/d/1e2AhgUIibvpz2ipEpgZ1ZxjhL6duXw7Y/edit?usp=sharing&ouid=107076455154625638846&rtpof=true&sd=true
- Access to AI content generator like Microsoft Copilot *preferred* (or ChatGPT, Google Bard, Skills Struck).
- Access to Microsoft Teams and *Search Coach* app for fact checking
- Access to a digital discussion tool (Schoology discussion, Mentimeter, Nearpod collaboration board, Padlet, etc.)
- Access to Canva
- Access to WORD doc or Google Docs
- See SAMPLES of student work below.

CLASSROOM AGREEMENT ON
Using Generative AI Tools

To ensure everyone uses generative AI tools safely and responsibly, we should agree to create a positive learning environment by following these rules.

I, _____ , agree to:

(STUDENT NAME)

1. **Use generative AI tools responsibly.** I understand that generative AI tools can be very useful, but they also come with risks and limitations. I agree to use such tools in a responsible and ethical manner, and know there are consequences to my usage.

2. **Understand AI's limitations.** I recognize generative AI tools have limitations and risks, and may not always produce accurate results.

3. **Be safe and secure.** I will safeguard my online safety and privacy by avoiding sharing personal information with AI tools, not clicking or downloading from suspicious links, and keeping my devices updated and secure.

4. **Always fact-check my information.** I will critically evaluate and verify AI-generated outputs with trusted sources before accepting it as true.

5. **Prioritize personal wellbeing.** I recognize that generative AI tools and LLMs are not human, and I pledge not to form dependent relationships or friendships with these machines. I will safeguard my wellbeing by being mindful of my usage, and ensuring a healthy balance with physical interactions with friends and family.

6. **Watch out for bias and discrimination.** I am aware of the possibility of bias in AI outputs and will critically evaluate the responses for fairness.

7. **Avoid plagiarism.** I understand that using generative AI tools for academic work or creative projects does not justify plagiarism. I will always be transparent in my use of AI tools and give proper credit to the original creators and sources of information, ensuring my work is honest, respectful, and follows ethical guidelines.

8. **Ask for help.** If I encounter any challenges or concerns, I will seek help and guidance from my teacher.

9. **Report misuse.** If I come across any inappropriate behavior or misuse of AI tools, I will report it to my teacher or school authorities.

10. **Stay curious.** I will continue to explore and learn about generative AI's capabilities and limitations to use it effectively and responsibly.

By agreeing to these rules, I am committed to being a safe and responsible user of generative AI tools.

_____   _____
SIGNATURE   DATE

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Be a Digital Ninja!
Protecting Your Identity Online!

Think before you post! Once you share something online, it can be difficult or even impossible to take it back. Even if you delete it, someone else might have already saved it.

- A strong password is like a super-secret code that keeps your accounts safe. It should be long (at least 12 characters) and include a mix of uppercase and lowercase letters, numbers, and symbols.
- Don't use the same password for multiple accounts. If someone figures out your password for one site, they could try to use it to hack into your other accounts!

- Most social media platforms and websites have privacy settings that allow you to control who can see your information and posts.
- Take some time to explore your privacy settings and adjust them so that only people you know and trust can see your personal information.

- Scammers are people who try to trick you into giving them your personal information or money online. They might send you emails, messages, or even fake websites that look real.
- Be careful about clicking on links or opening attachments from people you don't know. If something seems too good to be true, it probably is!

- Just like in the real world, it's important to be respectful online. Treat others the way you want to be treated, even if you disagree with them.
- Avoid posting mean comments, bullying others, or spreading rumors. Remember, the internet is a big place, but words can still hurt, even if they are typed on a screen.

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YOUR DIGITAL WELLNESS

BE MINDFUL OF YOUR TIME SPENT ONLINE.

Track your screen time on your devices and be conscious of how much time you spend on them each day. Aim for a balanced approach, incorporating other activities like spending time with loved ones, pursuing hobbies, or getting enough sleep.

ESTABLISH SCREEN-FREE ZONES AND TIMES.

Designate specific areas in your home, like the bedroom or dinner table, as technology-free zones. This promotes face-to-face interaction, reduces distractions, and allows for better sleep. Similarly, set screen-free times, especially before bed, to unwind, relax, and avoid the blue light emitted by screens, which can disrupt sleep patterns.

PRIORITIZE REAL-WORLD CONNECTIONS.

While technology facilitates communication, it's essential to nurture real-world relationships. Schedule regular in-person meetings with friends and family, engage in activities together, and prioritize face-to-face interactions for deeper connections.

ENGAGE IN PHYSICAL ACTIVITIES.

Make physical activity a regular part of your routine. Exercise not only improves physical health but also enhances mental well-being and reduces stress, which can be exacerbated by excessive screen time.

PURSUE HOBBIES AND INTERESTS OFFLINE.

Devote time to hobbies and interests that don't involve technology. Engaging in activities you enjoy can reduce stress, improve creativity, and provide a sense of accomplishment outside the digital realm.

Snapshot of the Padlet listing ethical concerns - creaeted by humand. See the PDF file in the folder for the whole document.
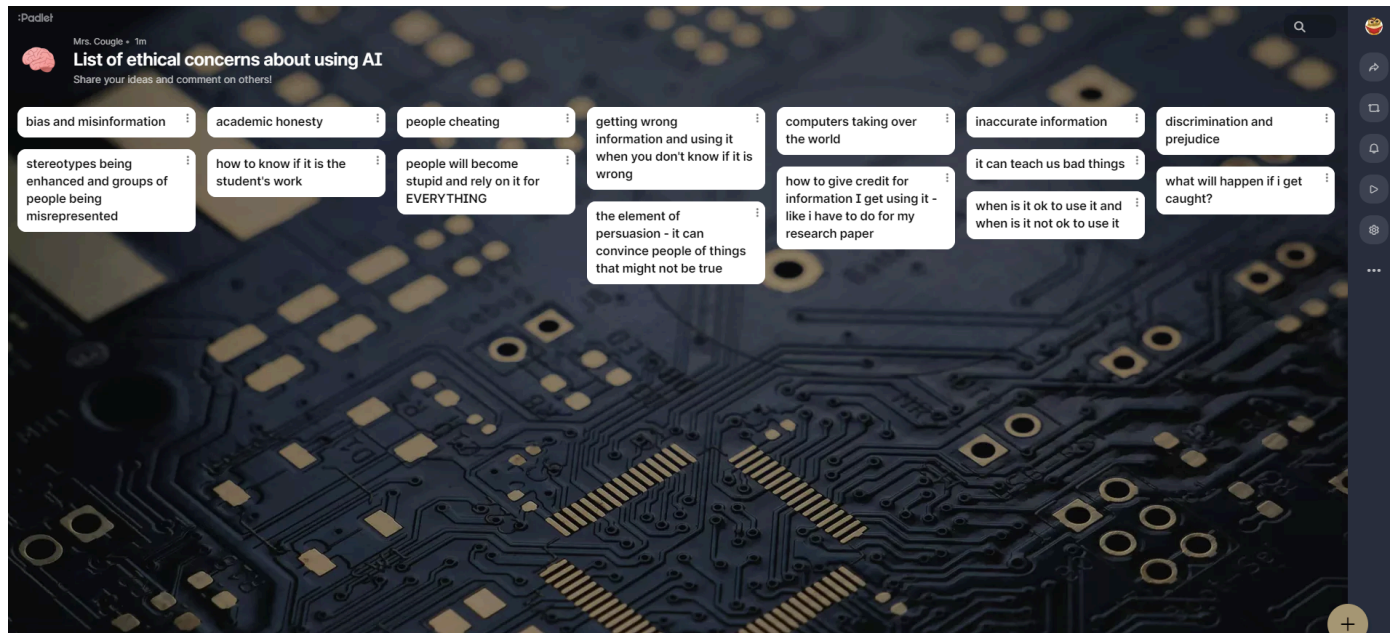
Snapshot of the Padlet listing the types of people who will benefit from using A.I. (A.I. was used to create this Padlet!). See the PDF file in the folder for the whole document.