Playlab

AI for Action Unit at a Glance

In this "**AI for Action**" project based unit, students will explore Artificial Intelligence (AI) and how it impacts folks at the personal, family, and community level. Students will develop AI intuition and fluency by creating and implementing AI solutions for themselves, their families, or communities by designing, testing, and refining AI apps that they create in Playlab.

Teachers will begin by facilitating activities that introduce students to the pervasiveness of AI in our daily lives, the ethical risks associated with using AI, as well as the opportunities AI presents. Based on their observations about AI and the world around them, students will plan potential AI applications that could address personal, local, and global issues.

As the unit progresses, educators will introduce students to Playlab and support them as they build, test, and refine their own AI apps that lead to increasing agency and driving action.

Teachers support this by introducing students to a formal design process as well as fostering critical thinking and ethical considerations. Educators will also facilitate peer feedback sessions, help students prepare presentations, and organize a community showcase where students present their AI projects to a broader audience through a dedicated pitch.

By the end of the unit, teachers will empower their students with technical AI skills, deeper understanding of AI's impact, and the ability to leverage technology for positive change. Through this comprehensive approach, students develop both the technical skills and ethical awareness needed to become responsible AI creators and advocates of leveraging technology for good.

To learn more about this curriculum and Playlab please contact wyman@playlab.ai

Unit at a Glance

Unit Question: How can we use AI to benefit us in safe and responsible ways?

🎬 Showcase 💻 Computer Use 💬Discourse

Big Question #1: What is AI and how does it impact us?

This phase focuses on building foundational knowledge about AI, its impact on society, and its potential applications in addressing personal and community challenges.

Lesson 1	Lesson 2	Lesson 3
AI All Around Us 💻💬	Opportunities in AI 💻💬	Play with Playlab 💻💬

Big Question #2: How can I build tools with AI that benefit us?

This phase guides students through the process of creating, refining, and implementing their own AI solutions to address meaningful challenges.

Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Imagining in Playlab 💻💬	Building Background in Playlab 💻💬	Building Workflow in Playlab 💻💬	Refining Workflow in Playlab 💻💬	User Experience 💻💬

Big Question #3: How can I put my AI tool into action?

This phase guides students through finalizing their product and practicing a pitch to present their AI apps to a broader audience and bring their tool into action.

Lesson 9	Lesson 10	Lesson 11	Lesson 12
Targeted Work Day 💻💬	Product Pitches 💻💬	Community Showcase 💻🎬	Unit Reflection 💻💬

Assessment

Culminating Project Description

In this culminating project, students will identify a challenge or opportunity that resonates with them personally and develop an AI solution using Playlab. Students can choose to create AI applications that range from personal tools that enhance their daily lives, to family-oriented solutions, to broader community impact projects. This flexibility allows students to pursue projects they're genuinely passionate about while applying their design, AI literacy, and technical skills meaningfully.

By allowing students to choose their focus area, this culminating project empowers them to create AI solutions that matter to them personally while developing real-world technical and presentation skills. Whether they build an AI study assistant, a family communication tool, or a community resource app, students demonstrate both their technical proficiency and their understanding of AI's potential for positive impact.

Playlab Application Rubric

Category	1 Emerging	2 Developing	3 Proficient	4 Exemplary
Focus on Defined Need	**Few or no** parts of the app work toward solving the defined problem.	**Some** parts of the app work toward solving the defined problem.	**Most** parts of the app work toward solving the defined problem.	**All** parts of the app work toward solving the defined problem.
User Experience	Student app prompts the user in a way that functions as intended **almost none of the time.**	Student app prompts the user in a way that functions as intended **some of the time.**	Student app prompts the user in a way that functions as intended **most of the time.**	Student app prompts the user in a way that functions as intended **all of the time.**
Proposed Solution	Student app **does not use** AI **somewhat reasonably** and would likely **not solve** the defined need or problem.	Student app **uses** AI **somewhat reasonably** in a way that would likely **somewhat solve** the defined need or problem.	Student app **uses** AI **reasonably** in a way that would likely **mostly solve** the defined need or problem.	Student app **uses** AI **creatively and efficiently** in a way that would likely **expertly solve** the defined need or problem.

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Pitch Rubric

Category	1 Emerging	2 Developing	3 Proficient	4 Exemplary
Complete	Student pitch contains **almost none or no** major components.	Student pitch contains **some** major components.	Student pitch contains **most** major components.	Student pitch contains **all** major components.
Clear	Student pitch is **very difficult** to follow and understand.	Student pitch is **somewhat difficult** to follow and understand.	Student pitch is **mostly easy** to follow and understand.	Student pitch is **very easy** to follow and understand.
Brief	Student pitch is **long** - it **would egregiously exceed** a long elevator ride.	Student pitch is **a bit long** - it **would exceed** a long elevator ride.	Student pitch is **mostly brief** - it could **almost** happen in a long elevator ride.	Student pitch is **very brief** - it could happen in a long elevator ride.
Compelling	Student pitch is **not engaging**.	Student pitch is **somewhat engaging**.	Student pitch is **mostly engaging**.	Student pitch is **highly engaging**.

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Unit Vocabulary

Lesson 1	**Algorithms** are a set of rules that a computer follows to solve problems. **Generative AI** is AI that leverages the prediction powers of AI to generate things like language, images, audio, media, etc. Also known as AI generators.
Lesson 2	A **design thinking** is a systematic method for solving problems and creating innovative solutions **Target audience** is the specific group of users an AI tool is designed for. **Empathize** (as part of the design process): Design opportunities to understand the experiences, emotions, and motivations of the person or community you are designing with. Empathize from a place of love, respect, and curiosity.
Lesson 3	**Large language model (LLM)** is a complex AI model that programmers train on vast amounts of data. There are multiple LLMs in existence today, ChatGPT is probably the most famous one right now. LLMs generate text resembling human-generated language. **Chatbot** is a program that runs on an LLM. It interfaces via chat or text messages, allowing a person to interact with the program in a back-and-forth conversation through typed text. **Define** (as part of the design process): Develop a point of view about challenges and needs with the community. Together, look for patterns and insights in stories that reveal the deeper needs of the people closest to the challenge. **Notice and Reflect** (as part of the design process): Deepen self-awareness and situational awareness, as well as spur key pauses for reflecting and adapting throughout a process.
Lesson 4	An **output** is the information or creative work that an AI tool produces after it is prompted, such as an answer to a question. **Imagine** (as part of the design process): Creating the time to brainstorm and imagine “what if?!” can unlock and unleash the creative courage that will lead to innovative approaches and solutions to equity challenges. **Inquire** (as part of the design process): Inquire when the way ahead is not clear. Inquire to help you better understand and define the challenge and to provide a clearer direction for your prototyping.
Lesson 5	**Human-centered design** means we are designing AI tools that focus on the needs, wants, and limitations of our users.
Lesson 6	**Prototype** (as part of the design process): Build rough versions of what you’re working on to test key ideas. Designing for equity requires creative

	experimentation. **Prompting** is giving instructions to AI in regular English (or any language) to build an app. Instead of writing code directly, you describe what you want your app to do, and the AI helps turn your description into working software.
Lesson 7	**Try** (as part of the design process): Gather authentic feedback about prototypes to check your assumptions and intentions. Feedback is a gift used to improve whatever is being designed and ensure that the design is attuned to stated equity goals.

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Discussion Practices

For **guidance** on how to **facilitate brief discussions** in your classroom, check out these resources:

edutopia	[5 Discussion Strategies to Deepen Student Engagement](#) For teachers seeking to facilitate rather than lead discussions, these strategies empower students to share their ideas. **By Daniel Casebeer** **January 5, 2023**
Washington University in St. Louis Center for Teaching and Learning	[Discussion Strategies](#) Using questions, reflective writing, and small-group work to improve class discussions
tcea	[Proven Classroom Discussion Strategies for Deeper Learning](#) **By Dr. Bruce Ellis May 8, 2023**

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