

WHERE IN THE WORLD IS AI AROUND ME?



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In this lesson students explore the prevalence of artificial intelligence in their personal lives. As students think through examples of AI in their lives, they explore different concepts of AI to better understand what AI is, what tasks it can do, and how it can do those.

Duration 45 minutes ▾

Lesson Objectives

After this experience, students will be able to

- Identify examples of artificial intelligence in their day-to-day life
- Articulate how they know a particular technology is using artificial intelligence

Questions Explored


In this experience, students will consider




- What technologies use artificial intelligence?
- Where do I see AI in my life, in my community, in the world?

Key Terms & Concepts | [Glossary](#)

- artificial intelligence
- machine learning
- device

Materials


- ☐ Documents
 - ☐  AI Around Me Worksheet_TeacherGuide

- ☐  AI Around Me Worksheet_Student
- ☐  AI Around Me | Is it AI?_Student
- ☐ Videos
 - ☐ [How AI works: Machine learning - YouTube](#)
 - ☐  How AI works in everyday life | Google AI

Lesson Experience

2 min

Activate Prior Knowledge

To understand what students already know or understand about artificial intelligence, have students think about their day- from the time they wake up until the time they go to sleep, and name where they think they interact with artificial intelligence. Students can do a quick write or complete the  AI Around Me Worksheet_Student . Encourage students to jot down any idea and *why* they think that. This will help build on their understanding during the course of the lesson.

5 min

Pair Share

Ask students to share their ideas with a peer, emphasizing *why* they think it is Artificial Intelligence. What is a characteristic students can think of that defines AI? What explanation can students give to support their thinking?

5 min

Elicit Student Thinking | Whole Group Conversation

On chart paper, the white board, a digital writing space, post its- any space where you capture student thinking, ask for student volunteers to name characteristics of Artificial Intelligence. As students do, you can document their thinking. Some questions you can ask the class

- What is a characteristic you thought of that defines AI?
- What made you think that thing was operated by AI?


[*A more formal pedagogical structure could be to start a K-W-L Chart](#)

As students share, capture key ideas or words that will help build an understanding of WHAT is artificial intelligence and examples of where they see it in their everyday life.

5 min

Video | How AI Works in Everyday Life

Watch [How AI works: Machine learning - YouTube](#) and


 [How AI works in everyday life | Google AI](#) . These videos introduce students to examples of AI in everyday life. As student watch ask them to consider

- What other technologies are operated by AI that you experience in your everyday life? What else in your daily life are examples of ways you encounter AI?
- What words should we add to our definition of AI?

15 min

Group Work | Where in the world is AI around me?

After students watch the video, have students get into pairs or trios and complete the

 [AI Around Me | Is it AI?_Student](#) . Present students with

some (unlabeled) examples of non-AI tech and AI-tech. In pairs or trios, students sort and provide a rationale for their decision. In this process, students are re-constructing the criteria for what constitutes AI that was established earlier, and once they complete the worksheet, they can repeat the exercise with the examples they generated at the beginning of the class.

3 min

Formative Assessment | Reflection

Have students reflect on what they now know or understand. ? In whatever ways make sense for your classroom community (a google form, a journal, an exit ticket), have students document their reflection and turn in

- What's an example of a technology that uses AI that you interact with in your daily life? Explain how you know it is AI?

10 min

Wrap Up

A few suggestions for how to wrap up this lesson experience

- Have students find a partner they haven't worked with and share their reflection. Then have them share out to another pair. Return to the thinking you documented with the class , and more to the definition and examples. Collect student reflections.
- Return to the document the class started at the beginning of the experience and ask for class volunteers to share their reflections. Document their thinking. Collect student reflections.