

Lesson title: **Question the Conversation, Not Just the Answer**

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Lesson overview

Artificial Intelligence (AI) can generate responses that sound accurate, confident, and complete, even when information is incomplete, biased, or unsupported. Learners need more than technical skills to use AI effectively. They need a structured process for evaluating both the conversations that produce AI responses and the information those responses contain.

In this lesson, learners investigate and apply the AI Conversation Check (Figure 4.1), a six-question framework designed to strengthen critical thinking, information literacy, and intellectual freedom. Through collaborative analysis, prompt revision, independent verification, and reflection, learners examine how prompts influence AI responses, evaluate evidence, recognize missing perspectives, and refine their own AI interactions. Rather than viewing AI as either trustworthy or untrustworthy, learners develop habits of inquiry that support responsible, ethical, and informed use of generative AI.

Essential questions

- How do I know when an AI-generated response is trustworthy?
- Why should I question the conversation that produced an AI response?
- How can evidence and multiple perspectives improve my understanding?
- What responsibilities do I have before using, sharing, or citing AI-generated information?

Lesson outcome

Learners will use the AI Conversation Check to analyze, revise, and evaluate AI-generated conversations, determine the reliability of AI-generated information through independent verification, and reflect on how questioning both prompts and responses leads to stronger research and more informed decision making

Table 4.X Lesson Competency Crosswalk: Question the AI Conversation, Not Just the Answer

AASL Standards Framework for Learners	Lesson objective	“I can” statement
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<i>I.A.1 (Inquire/Think)</i>	Apply the AI Conversation Check to analyze how prompts shape AI-generated conversations.	I can analyze how my prompts influence AI responses.
<i>II.B.1 (Think/Create)</i>	Evaluate evidence and assumptions in AI-generated information.	I can identify assumptions and evaluate evidence in AI conversations.
<i>V.B.1 (Include/Create)</i>	Identify missing perspectives and consider how omissions influence understanding.	I can identify missing perspectives in AI conversations and explain why they matter.
<i>III.A.1 (Collaborate/Think)</i>	Work with others to compare findings and provide evidence-based feedback.	I can use evidence to discuss and improve an AI conversation with others.
<i>VI.D.1 (Engage/Grow)</i>	Verify AI-generated claims with reliable, independent sources and reflect on responsible use.	I can independently verify AI-generated claims before I use, share, or cite them.

Materials

- Figure 4.1, *The AI Conversation Check* classroom poster
- Figure 4.2, *The AI Conversation Check* student handout, one per learner
- Figure 4.3, *Sample AI Conversations*
- Figure 4.4, *Prompt Revision Challenge*
- Internet-connected device for each learner or learner pair
- Access to a district-approved AI chatbot
- Projector or interactive display
- Reliable, independent reference sources for verification, including library databases, trusted websites, and books
- Highlighters or colored pencils, optional

Lesson Prep

Before the lesson, the lesson leader should display Figure 4.1, *The AI Conversation Check*, where all learners can see it and prepare copies of Figure 4.2, *The AI Conversation Check* student handout. Prepare Figure 4.3, *Sample AI Conversations*, for projection or distribution and copies of Figure 4.4, *Prompt Revision Challenge*. Ensure learners have access to a district-approved AI tool and reliable, independent sources for verification. Review discussion norms that encourage respectful dialogue and evidence-based reasoning.

Pre-Assessment

Display **Conversation Set 1 in Figure 4.3 Sample AI Conversations**. Before providing any instruction about the AI Conversation Check, ask learners to independently examine the two prompts and corresponding AI-generated responses.

Ask learners to respond to the following questions:

- Which response do you find more trustworthy? Explain your reasoning.
- What specific features influenced your decision, such as tone, evidence, detail, citations, or balance?
- How, if at all, do you think the wording of each prompt influenced the response?
- What additional information would you need before using either response for research?

Do not discuss or evaluate learners' responses yet. Ask them to save their answers so they can revisit them after applying the AI Conversation Check. The purpose of the pre-assessment is to capture how learners initially evaluate an AI conversation before being introduced to the six-question framework.

Lesson Steps

1. Project Figure 4.3, *Sample AI Conversations*, and begin with Conversation Set 1. Ask learners to examine the two prompts and corresponding AI-generated responses about social media and teenagers. Do not introduce the AI Conversation Check yet.

Ask learners:

- Which response appears more balanced?
- How did the wording of each prompt influence the response?
- What differences do you notice in the evidence, language, or perspectives included?
- Which response would be more useful as a starting point for research? Why?
- What additional information would you want before trusting either response?

Invite learners to share what they notice. Encourage them to focus not only on differences between the answers, but also on differences between the prompts that produced those answers.

Explain that AI conversations do not begin with the answer. The way a user frames a question can influence the direction of the conversation, what information is emphasized, and what may be left out. Tell learners that they will use a framework for examining both the AI-generated information and the conversation that produced it.

2. Display Figure 4.1, The AI Conversation Check. Introduce the six questions:

1. Did I steer the conversation?
2. Did I assume the answer?
3. Did the AI provide evidence?
4. Did I test the answer?
5. Whose voices or perspectives are missing?
6. Can I verify it independently?

Return to Conversation Set 1 in Figure 4.3 and model how to apply the questions. Think aloud as you examine the original prompt and AI-generated response. Rather than simply determining whether the response is correct, demonstrate how each question leads to another step in the inquiry process.

For each question, model:

- What you notice in the prompt or response.
- What evidence you would look for.
- What information may be missing.
- What you would independently verify.
- What you might ask or investigate next.

Emphasize that the six questions are not intended to produce a simple trustworthy or untrustworthy judgment. They help users identify what deserves additional questioning, evidence, verification, or investigation. Skilled AI users continually revise both their prompts and their thinking.

3. Divide learners into pairs or small groups and assign each group one of the remaining conversation sets in Figure 4.3, Sample AI Conversations. Distribute Figure 4.2, The AI Conversation Check student handout.

Learners use all six questions in the AI Conversation Check to examine their assigned conversation. They should consider how the original prompt influenced the response, identify assumptions or leading language, evaluate the evidence provided, determine what information should be tested, identify perspectives that may be missing, and independently verify important claims using reliable sources.

As groups complete their analysis, ask them to identify:

- One strength of the AI conversation.
- One weakness or limitation.
- One claim that requires independent verification.
- One perspective, voice, or piece of evidence that may be missing.
- One question they would ask next.

Learners should record the sources they use for independent verification and note whether those sources confirm, complicate, or challenge information provided by the AI.

4. Distribute Figure 4.4, Prompt Revision Challenge. Using what they discovered through the AI Conversation Check, each group revises the original prompt from its assigned conversation.

Learners should consider whether the revised prompt could improve the conversation by:

- Using more neutral language.
- Requesting evidence or sources.
- Including multiple perspectives.
- Asking for greater depth, explanation, or context.

Groups submit their revised prompt to the approved AI tool and compare the new response with the original response.

Ask learners:

- What changed between the original and revised responses?
- Did the revised prompt result in a more balanced response?
- Was stronger or more specific evidence provided?
- Did additional perspectives appear?
- Did the response provide greater depth or context?
- What information still requires independent verification?

Learners complete Figure 4.5 by explaining how their revised prompt changed the AI-generated response and what they learned from the revision process.

Emphasize that a stronger prompt does not guarantee an accurate response. Prompt revision can improve the quality of an AI conversation, but independent verification remains necessary.

5. Bring the class back together and ask groups to briefly share what they discovered. Each group should identify one significant difference between its original and revised AI conversations and explain what produced that difference.

Rather than asking whether the AI was “right” or “wrong,” pose the following question:

What responsibility does the user have in creating and evaluating a trustworthy AI conversation?

Encourage learners to support their responses with evidence from their investigations.

As a class, create a list titled “Characteristics of a High-Quality AI Conversation.” Learners may identify characteristics such as:

- Open-ended questions.
- Neutral wording.
- Requests for evidence.
- Consideration of multiple perspectives.
- Independent verification.
- Follow-up questions that deepen the inquiry.
- Willingness to revise a question when new information emerges.

Conclude by returning to Figure 4.1, The AI Conversation Check. Reinforce that the framework is not a one-time checklist. The six questions can be revisited throughout an AI conversation as users encounter new claims, evidence, perspectives, and questions.

Exit Ticket

The lesson leader may have learners respond on paper, in a learning management system, or through a tool such as Google Forms. Ask learners to respond to the following:

- Which question from the AI Conversation Check changed your thinking the most today?
- Imagine you are using AI for a research assignment tomorrow. Which step of the AI Conversation Check will you complete first, and why?
- Describe one way you improved an AI conversation during today’s lesson. What effect did your revision have on the AI’s response?
- Before trusting or citing an AI-generated response, what is one action you will always take? Explain your reasoning.

Peer Feedback

Learners exchange their completed AI Conversation Investigation Portfolios with a partner. After reviewing their partner’s work, each learner identifies one strength in the analysis or verification process, one question the investigation raises, and one suggestion that could strengthen the prompt, evidence, verification, or consideration of multiple perspectives. Partners briefly discuss their feedback and identify one revision they will make before submitting their final investigation.

Essential Question Revisit

Return to the lesson’s essential questions and ask learners to revisit their pre-assessment responses. Learners compare their thinking before and after completing the lesson. Using evidence from their AI Conversation Conversation Check, learners write a brief reflection addressing the following prompt:

How has the AI Conversation Check changed the way you think about using generative AI? Describe one habit of mind you will carry forward when using AI for research, learning, or everyday decision making.

Conclude with a whole-class discussion in which learners collaboratively develop a list titled “Habits of Responsible AI Users.” Possible responses may include:

- Ask open-ended, unbiased questions.
- Look for evidence rather than accepting confident answers.
- Consider multiple perspectives.
- Verify important information using reliable, independent sources.
- Revise prompts to improve the quality of AI conversations.
- Think critically before using or sharing AI-generated information.

Emphasize that the goal of the AI Conversation Check is not to discourage learners from using AI, but to help them become thoughtful, informed, and responsible users who approach AI conversations with curiosity, critical thinking, and a commitment to verifying information. This reinforces the role of school librarians in teaching information literacy and intellectual freedom in an AI-enabled world.

Formative/Summative Assessment

Learner understanding can be monitored throughout the lesson using multiple checkpoints:

- Participation during class discussions and collaborative investigations.
- Completion of the AI Conversation Check while analyzing AI-generated conversations.
- Ability to identify assumptions, supporting evidence, missing perspectives, and opportunities for independent verification.
- Prompt revisions and explanations of how those revisions influenced the quality of AI-generated responses.
- Reflections during whole-class discussions and the final exit ticket, demonstrating growth in critical thinking and information evaluation.

AI Conversation Investigation Portfolio

Learners complete an independent investigation using the AI Conversation Check framework. The portfolio should include the following components:

Portfolio component	Completed
An original research question.	☐

The original prompt submitted to an AI chatbot.	☐
The AI-generated response.	☐
A completed AI Conversation Check analysis.	☐
A revised prompt designed to improve the conversation.	☐
The revised AI-generated response.	☐
Verification of at least three factual claims using reliable, independent sources.	☐
A one-page reflective analysis addressing the required reflection questions.	☐

The one-page reflective analysis should address:

- How did your original prompt shape the AI's response?
- What assumptions, biases, or missing perspectives did you identify?
- How did revising your prompt improve the conversation?
- What did you learn about evaluating AI-generated information?
- How will you use the AI Conversation Check in future research or everyday AI interactions?

Assessment Criteria

Use the rating scale below to assess the learner's investigation portfolio.

Criteria	4 – Consistently	3 – Usually	2 – Developing	1 – Beginning
Application of the AI Conversation Check	Applies all six components accurately and uses them to support a thorough analysis.	Applies the six components with minor gaps or inconsistencies.	Applies some components, but analysis is incomplete or uneven.	Shows limited or inaccurate application of the framework.
Evaluation of AI-generated information	Critically evaluates claims, evidence, assumptions, and missing perspectives	Evaluates most claims and evidence with generally clear reasoning.	Identifies some concerns but provides limited evaluation or explanation.	Provides little evidence of critical evaluation.

	with clear reasoning.			
Prompt revision	Revises prompts purposefully and clearly explains how the revisions improve quality, balance, or reliability.	Makes relevant revisions and explains most effects on the response.	Makes limited revisions or gives a partial explanation of their effect.	Makes minimal or ineffective revisions with little explanation.
Independent verification	Verifies at least three factual claims using credible, independent sources and connects findings to the analysis.	Verifies required claims using generally credible sources with minor gaps.	Verification is incomplete, inconsistently sourced, or weakly connected to the analysis.	Provides little or no independent verification.
Reflection and responsible use	Reflects thoughtfully on how questioning the conversation strengthens inquiry and informs future AI use.	Explains key learning and identifies a reasonable future practice.	Provides a general reflection with limited connection to future practice.	Provides minimal reflection or does not connect learning to responsible AI use.



THE AI CONVERSATION CHECK

Question the conversation, not just the answer.

✓ Use these six questions before using, sharing, or citing AI-generated information.

Better questions lead to better AI conversations.

1		Did I steer the conversation? Did my prompt influence the AI's response?	 The way you ask questions can lead the AI in a particular direction.
2		Did I assume the answer? Did I ask the question as though something was already true?	 Assumptions or leading questions can push the AI toward agreeing with you.
3		Did the AI provide evidence? Did it explain where the information came from?	 AI can sound confident even when it is wrong. Evidence matters.
4		Did I test the answer? Did I compare the answer by using another prompt, new conversation, or AI tool?	 Testing helps you know if the answer is consistent or influenced by the chat.
5		Whose voices or perspectives are missing? Does this answer leave out important voices or experiences?	 AI reflects patterns in data. It may not include all perspectives or identities.
6		Can I verify it independently? Can I confirm the information using reliable sources?	 Always double-check with trusted, independent sources.



Remember: AI can sound convincing without being correct. Critical thinking begins with *your questions*, not the AI's answers.

★ Pause before you **prompt**. Think before you **trust**. Verify before you **share**.



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Figure 4.1: *The AI Conversation Check* classroom poster



The AI CONVERSATION CHECK

Question the Conversation, Not Just the Answer

Name: _____

Date: _____

Class: _____

 **TOPIC OR QUESTION**

 **MY ORIGINAL PROMPT**

Write the exact prompt you entered into the AI.

 **BRIEFLY SUMMARIZE THE AI'S RESPONSE.**

USE EACH QUESTION TO ANALYZE YOUR AI CONVERSATION.

1 DID I STEER THE CONVERSATION?

How did my wording influence the AI's response?

Could I rewrite my prompt to encourage a more balanced answer?

☐ Yes ☐ No

If yes, how? _____



2 DID I ASSUME THE ANSWER?

Did my prompt suggest the answer I expected?

☐ Yes ☐ No

Explain your thinking.



3 DID THE AI PROVIDE EVIDENCE?

Did the AI explain where its information came from?

☐ Yes ☐ Somewhat ☐ No

What evidence was provided?

What additional evidence would strengthen the response?



4 DID I TEST THE ANSWER?

How did you test or challenge the AI's response? (Check all that apply.)

☐ Asked follow-up questions
☐ Changed my prompt
☐ Compared another AI tool
☐ Used library databases

☐ Used reliable websites
☐ Consulted a book
☐ Asked my teacher/librarian
☐ Other _____

What did you discover?



5 WHOSE VOICES OR PERSPECTIVES MIGHT BE MISSING?

Why might those perspectives matter?



6 CAN I VERIFY IT INDEPENDENTLY?

List at least TWO reliable sources you used.

SOURCE 1 _____

What did it confirm or challenge? _____

SOURCE 2 _____

What did it confirm or challenge? _____



REFLECTION

 What is one strength of this AI conversation?

 What is one weakness?

 If you could ask the AI one more question, what would it be?



FINAL DECISION

After completing the AI Conversation Check, I would:

☐ Trust this response.

☐ Use it, but continue researching.

☐ Revise my prompt and ask again.

☐ Look for more evidence before using it.

☐ Not use this response.

Explain your decision.



Figure 4.2: *The AI Conversation Check* student handout



SAMPLE AI CONVERSATIONS



Use the AI Conversation Check to analyze each conversation.

1 CONVERSATION SET 1: How the Prompt Shapes the Conversation

STUDENT PROMPT A

Why are social media apps harmful to teenagers?

AI RESPONSE

Social media can have several harmful effects on teenagers. Research suggests that excessive social media use may contribute to increased anxiety, depression, sleep disruption, and lower self-esteem. Social comparison and cyberbullying are also common concerns. Some studies have found that frequent use is associated with reduced attention spans and academic performance.

Parents, educators, and health professionals often recommend limiting screen time and encouraging face-to-face interactions to support healthy development.

STUDENT PROMPT B

What does research say about how social media affects teenagers?

AI RESPONSE

Research suggests that social media has both positive and negative effects on teenagers.

Potential benefits include maintaining friendships, finding supportive communities, creative expression, and accessing educational resources.

Potential challenges include increased exposure to cyberbullying, unrealistic social comparisons, sleep disruption, and excessive screen time.

Researchers generally conclude that the impact depends on factors such as how social media is used, how much time is spent online, and individual differences among users.

DISCUSSION QUESTIONS

- Which prompt produced a more balanced response? Why?
- Did Prompt A steer the AI? Explain your reasoning.
- Which response would you use for research? Why?
- How would you improve Prompt A to get a more balanced response?

2 CONVERSATION SET 2: Looking for Evidence

STUDENT PROMPT

Why did the Roman Empire fall?

AI RESPONSE

The Roman Empire fell because it became too large to govern effectively. It experienced political corruption, economic decline, military invasions, and internal instability. Many historians believe these factors combined to weaken the empire over time until it collapsed in A.D. 476.

FOLLOW-UP PROMPT

Can you support that answer with evidence and identify the historians or historical sources that support these ideas?

AI RESPONSE

Historians generally describe the fall of the Western Roman Empire as resulting from multiple interconnected causes rather than a single event.

For example:

- Edward Gibbon argued that declining civic virtue contributed to Rome's decline.
- Peter Heather emphasizes pressure from migrating peoples and military conflict.
- Bryan Ward-Perkins points to economic disruption and the collapse of infrastructure.

Modern historians continue to debate the relative importance of these causes.

Students should consult history books, academic databases, and primary sources to compare interpretations.

DISCUSSION QUESTIONS

- Which response is more useful for understanding the topic? Why?
- What changed between the first response and the second?
- Why did the second prompt improve the conversation?
- Would you still verify the information? How would you do that?

3 CONVERSATION SET 3: Missing Perspectives

STUDENT PROMPT

Was the Industrial Revolution good for society?

AI RESPONSE

The Industrial Revolution was one of the greatest advances in human history. It created factories, increased production, improved transportation, and led to economic growth. Millions of people found jobs, and technology advanced rapidly.

REVISED PROMPT

How did the Industrial Revolution affect different groups of people? Include both positive and negative impacts and discuss whether historians disagree.

AI RESPONSE

The Industrial Revolution transformed society, but its effects varied among different groups.

Many business owners benefited from increased production and profits. Consumers gained access to less expensive manufactured goods. New transportation systems improved trade and travel.

At the same time, many factory workers experienced long hours, dangerous working conditions, and low wages. Child labor became common in many industries. Urban populations grew rapidly, creating overcrowding and public health challenges.

Historians continue to debate whether the Industrial Revolution ultimately improved quality of life because the benefits and hardships were not experienced equally.

DISCUSSION QUESTIONS

- Which perspectives were missing from the first response?
- How did the revised prompt improve the conversation?
- Why is considering multiple perspectives important?
- Which version would be more appropriate for research? Why?

Figure 4.3: Sample AI Conversations



PROMPT REVISION CHALLENGE



Name: _____

Date: _____

Class: _____

Great questions lead to better answers. Your challenge is to **rewrite the prompt** to get a more **balanced, detailed, and useful** response from the AI.

Your revised prompt should aim to improve:



NEUTRALITY
Avoid leading or biased wording



EVIDENCE
Ask for facts, sources, or proof



MULTIPLE PERSPECTIVES
Include different sides or viewpoints



DEPTH
Encourage detail, analysis, and examples

1 ORIGINAL PROMPT

Write the prompt exactly as it was given to the AI.

2 IMPROVED PROMPT

Rewrite the prompt to improve neutrality, evidence, multiple perspectives, and depth.

3 WHY IS IT BETTER?

Explain how your revised prompt is better than the original.

- ☐ More neutral?
☐ Requests evidence? _____
☐ Includes multiple perspectives? _____
☐ Encourages more depth? _____
☐ Other: _____

4 HOW DID THE AI RESPONSE IMPROVE?

After using your improved prompt, how did the AI response change?

- ☐ More accurate
☐ More balanced
☐ More detailed
☐ Better evidence
☐ More perspectives
☐ Other: _____

5 WHAT DID YOU LEARN?

What did you learn about asking better questions when using AI?



REMEMBER:

The quality of the answer depends on the quality of the question.
Be curious. Be critical. Be responsible.



BONUS CHALLENGE!

Try your improved prompt with a different AI tool. Did the response change? How?

Figure 4.4: *Prompt Revision Challenge*