

Lesson Plan



Empowering teachers through AI-powered storytelling.

Co-Create a SceneCraft Story with Your Students

Grade(s)	Middle School (6-8); High School (9-12)	Prep Time	
Subject(s)/Topic(s)	AI Literacy, Critical Evaluation, Human-in-the-Loop Collaboration	Lesson Length	1–2 Class Periods (45–60 minutes each)

Description

This is a 1-2 period lesson for 6th–12th grade focused on AI Literacy using the SceneCraft interactive storytelling tool. The core objective is for students to understand the concepts of AI Agency, AI Limitations, and the importance of Human-in-the-Loop.

The lesson is in three parts:

- **Co-Creation:** The class collectively generates a story in SceneCraft, with the teacher modeling how the prompt acts as the "Control Panel."
- **Playtesting:** Students explore the generated story in groups, documenting specific examples where the AI excelled (Agency) or made mistakes (Limitations).
- **Analysis:** The lesson concludes with a discussion and written reflection on the essential role of human input in ensuring the story is accurate, relevant, and meaningful.

Learning Objectives

- Collaborate to co-create a narrative by guiding a Generative AI tool (SceneCraft).
- Critically evaluate an AI-generated story, identifying its strengths and weaknesses.
- Identify and apply the core concepts of AI Literacy: Agency, Limitations, and Human-in-the-Loop collaboration.
- Reflect on the essential role of human input in refining and ensuring content safety and relevance.



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Materials and Preparation

- Internet-connected devices (1 per group or 1 per student)
- Access to the SceneCraft platform (www.SceneCraft.org) for teacher
- Printed or digital copies of the [SceneCraft Playtesting & Evaluation Form](#) (for tracking AI Agency and Limitations).
- Whiteboard or collaborative online workspace.
- Video to introduce Generative AI (<https://www.youtube.com/watch?v=NRmAXDWJVnU>)

Lesson Plan

1. AI as Co-Pilot: Setting the Scene (15 Minutes)

A. Prediction Activity (Hook) (5 minutes)

- **Question:** Ask students: "Can a computer write a truly good story? If so, what parts will be excellent, and what parts will the computer struggle with?"
- Have students quickly jot down 2-3 predictions for each. This activates their critical mindset toward AI capabilities.

B. Introduction to Generative AI (5 minutes)

- **Video/Presentation:** Watch the selected video: [Generative AI Explained In 5 Minutes](#) or a similar resource.
- Briefly explain that tools like SceneCraft use Generative AI (GenAI) to create new content based on our instructions (prompts).

C. Defining AI Literacy Themes (5 minutes)

- Introduce the three core concepts students will be tracking:
 1. **Agency:** The choices the AI makes on its own (e.g., character names, dialogue topics) that might surprise us.
 2. **Limitations:** The factual errors, nonsensical plot points, or missed contextual details the AI generates.
 3. **Human-in-the-Loop:** Our essential role in guiding, refining, and validating the AI's output.



2. Guided Story Creation in SceneCraft (20–30 Minutes)

Goal: Collaborate to generate one story, emphasizing that the human (teacher/student) is the Control Panel.

- **Whole Class Authoring:** Project the SceneCraft authoring tool and co-create a short story prompt as a class.
- **Focus on the Prompt:** Explicitly discuss how the prompt is phrased to manage the AI's output. Model how specific details (grade level, learning objective, setting) are the **human's control panel** for directing the AI.
- **Human-in-the-Loop Refinement:** As the AI generates the synopsis and scenes, lead the class in deciding what to keep and what to adjust. Emphasize the friction points (e.g., "If we change this scene, we risk the dialogue regenerating. That's a *limitation* we have to manage.")
- **Final Output:** Save the completed story and generate the student-facing link.

3. Focused Group Playtesting & Data Collection (20–30 Minutes)

Goal: Students actively engage with the story and collect data on the AI's performance.

- **Group Assignment:** Students break into pairs or small groups.
- **Standardized Review:** To ensure all content is covered without groups rushing, assign each group a **specific section or scene** of the story to focus on.
- **Evaluation Form:** As they read and interact, students complete the [SceneCraft Playtesting & Evaluation Form](#). They should specifically be looking for and annotating examples of the AI Literacy themes:
 1. *Example of **Agency**:* "The AI named the scientist 'Dr. Finkle.' Why that name?"
 2. *Example of **Limitation**:* "The character dialogue included a factual error about volcanoes."
 3. *Example of **Human Input Required**:* "We would need to change this dialogue to make it match the state standard."
- **Key Questions on Form:**
 1. Where did the AI make a logical or factual error (**Limitation**)?



2. Where did the AI make a surprising but workable creative choice (**Agency**)?
3. What specific human input (editing) is required to make this content safe and relevant?

4. Group Share-Out & AI Literacy Discussion (15 Minutes)

Goal: Synthesize the findings and formally connect the practical experience to AI literacy concepts.

- **Group Share-Out:** Each group shares their most notable example of an AI **Limitation** and an AI **Agency** moment they found.
- **Facilitated Discussion (Synthesizing Learning):**
 1. What patterns did you notice in what the AI did well (e.g., maintaining character voice) or poorly (e.g., getting facts wrong)?
 2. Why do you think the AI made these specific choices (discuss data gaps/bias)?
 3. Where was human input **essential** for improvement? (Focus on the **Human-in-the-Loop** role.)
 4. What does this experience teach us about how AI works and why we can't rely on it completely?

Assessment

- Completed [SceneCraft Playtesting & Evaluation Forms](#). (Formative Assessment)
- **Written Reflection** (Summative Assessment):
 - Prompt: “*Based on your experience with SceneCraft, what did this story teach you about the value of human creativity versus the limitations of AI creativity?*”

Bridge to Next Lesson

- **Future Thinking:** Discuss the difference between generating a story (text-based AI) and generating an image (image-based AI, like Sora).
- **Question:** *If we used an AI tool to generate an image for this story, what new types of **Limitations** might we have to watch out for? This prepares students for engaging with other AI modalities.*

Player Feedback Form



Player Feedback

Story Title: _____

SceneCraft Story Review – Group Name: _____

First Impressions

What was the most interesting or surprising part of the story?

Was it clear who the characters were and what they wanted? (Yes, No, Somewhat)

Story Logic & Clarity

**Did any part of the story feel confusing or unrealistic?
Describe what happened and why you think the AI generated it that way.**

**Was anything missing that would've improved the story?
Explain what you'd add and why the AI might have left it out.**



Feedback for Developers

One thing we really liked:
One thing we'd change or improve:
One new feature or scene idea we'd suggest:

Rate the Experience (1 = Poor, 5 = Amazing)

Category	Rating	Why?
Story Quality		
Interactivity		
Visual Design/Flow		
Overall Engagement Factor		