

Lesson Plan - Teacher _____ Donna Goheen _____

COURSE: Any LESSON TOPIC: Ethical use of AI	UNIT: Any TIME FRAME: 75 Minutes
LEARNING EXPECTATIONS: CATHOLIC GRADUATE EXPECTATIONS <ul style="list-style-type: none"> · A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life · An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values 	MATERIALS/RESOURCES: <ul style="list-style-type: none"> ❖ Pens/Pencils ❖ A story/article ❖ Infographics: Critical Thinking and the Risks of AI ❖ Computer with Internet access ❖ ChatGPT and Quillbot loaded ❖ Exit Card <p style="text-align: center;">ACCOMMODATIONS:</p> <ul style="list-style-type: none"> · decreased workload · peer tutoring · increased time · scribing · different mode of response · teacher assistance · visual aid/manipulatives · use of a timer · technology · other -

TEACHING ACTIVITIES/STRATEGIES

X	Inquiry		Independent study		Jigsaw	Presentations
	Think /Pair / Share		Simulation		Video / Film	PMI analysis
	Four Corners	X	Lq. Grp. Discussion	X	Sm.Grp. Discussion	Computer lab
X	Brainstorming		Seminar		Textbook	X Socratic
	Round-Robin	X	Questioning		Library	Case Study
	Learning Centres		Role-play		Workshop	Conference
	Debate		Pass-the-Paper	X	Multimedia	Test/quiz
	KWL		Other -			

MULTIPLE INTELLIGENCES:
 ■ Spatial/Visual
 ■ Linguistic/Verbal
 · Musical
 · Intrapersonal
 · Interpersonal
 ■ Logical/ Math
 · Bodily/Kinesthetic
 · Naturalist

LESSON ORGANIZATION

LEARNING GOALS:

1. During today's lesson I will learn how to use AI in an ethical manner to help with my work and not to complete my work for me.

Time Frame	Specifics
3 Minutes 20 Minutes	<ul style="list-style-type: none"> ❖ Attendance <ol style="list-style-type: none"> 1. A difficult reading <ul style="list-style-type: none"> · Assign the students a difficult reading according to their abilities · I chose to have my students listen to an audio version "The Death of the Red Mask" but a journal article etc. will work. · Have students listen to a reading of it either by you or an app (I find a group reading works better) · Once the reading is complete ask plot based questions to gauge what the students understood (or any basic questions about the reading) · Eventually ask or have the students admit they did not understand what was happening · Ask how they can figure out what it is about - research etc.
20 Minutes	<ol style="list-style-type: none"> 2. Introduce AI <ul style="list-style-type: none"> · Bring up ChatGPT as an option at this point - discuss what it is for those who don't know · Ask students what they believe you should ask the AI to find out about the plot - students often ask surface level questions so the response will be short and vague

10 Minutes	<ul style="list-style-type: none"> · Explain to students that their questions aren't deep enough and their answers are not specific or detailed and their audience will know they did not read the story · Have the students ask deeper questions about the short story to ChatGPT · Show them the types of questions matter · Explain what you are asking the AI to do. Articulate the purpose and scope of the prompt you provide. · Once you have answers you like transfer them to a Google doc and edit as you go · Evaluate the quality and relevance of the output together. Note where the AI response is strong or lacking. Does it fully address the question? · Show how you edit and build upon the AI's ideas. Modify, add to, or omit certain passages to improve the content. · Once you have the response paste it back into ChatGPT and ask if it wrote it. This is to show that it is still plagiarized. Teach them to take the information, re-read the text and create your own work. · Discuss hallucinations etc.
10 Minutes	<p>3. Quillbot</p> <ul style="list-style-type: none"> · Quillbot: talk about the pros and cons · Show them how it works · Explain what errors can occur
Rest of class	<p>4. Infographics</p> <p>Read through the infographics on the risks of AI and critical thinking</p> <ul style="list-style-type: none"> · Discuss as a class and allow for questions <p>5. Exit card</p> <ul style="list-style-type: none"> · Have the students complete the Exit card before the end of class

Assessment & Evaluation

Diagnostic		Formative		Summative		
	Assignment		Self-assessment	X	Observation	Test / Quiz
	Portfolio		Peer-assessment		Journal	Checklist
	Presentation	X	Participation		Oral Questioning	Discussion
	Worksheet		Homework		Debate	Other:

ASSESSMENT TOOL

Anecdotal
 • Rating
 • Checklist
 • Rubric
 • Other _____
 • Sample assessment tool is attached

REFLECTIONS/COMMENTS