

AI and Your Future — AI Literacy 5 of 5

9-12 GRADE · ELA · 50 MIN

OBJECTIVE

Assess how AI is changing a career of interest and draft a personal charter for responsible AI use.

I TILE 1 · REMEMBER · 5 MIN

Do Now: Career + AI Prompt

Students respond to a 1–2 minute prompt: 'Name one career that interests you. What do you already think AI might change about that job?' Capture initial thoughts to activate prior knowledge and set personal stakes.

DIRECTIONS

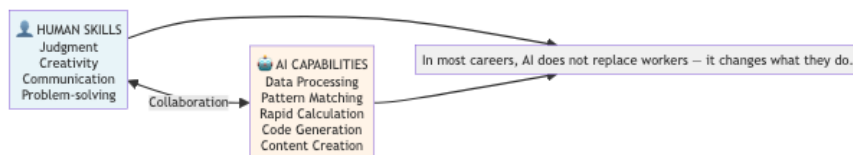
Think of a career that interests you—something you might want to explore as a job. Write down the name of that career. Then, in 1–2 sentences, jot down what you already think AI might change about that job. What tasks might AI do? What might workers still need to do? Don't worry about being exact—these are just your first thoughts.

Time: 5 min Grouping: Independent

QUESTION

Name one career that interests you. What do you already think AI might change about that job?

IMAGE



I TILE 1 · UNDERSTAND · 6 MIN

Mini-Lecture: AI's Real-World Career Impact

Teacher presents 2–3 concrete, current examples of how AI is reshaping specific careers (e.g., radiology, marketing, coding, graphic design). Include both disruption risks and new opportunities. Model the kind of evidence and reasoning students will use in their own research.

DIRECTIONS

Listen as your teacher walks through 2–3 real examples of how AI is changing specific careers. For each example, notice: (1) What tasks is AI now doing? (2) What new skills or jobs are opening up? (3) What risks or challenges exist for people in that field? Take notes on what stands out to you.

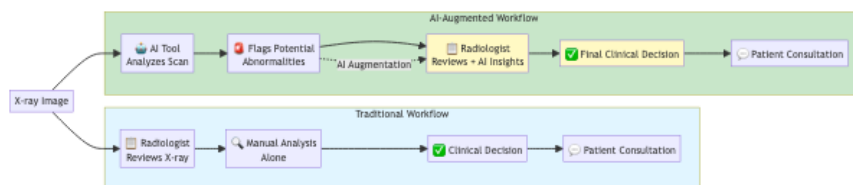
Time: 6 min Grouping: Whole Class

EXAMPLE 1: RADIOLOGY (MEDICAL IMAGING)

AI is now being used to scan medical images like X-rays and MRIs. AI can spot patterns and tumors as well as—or sometimes better than—radiologists. But radiologists aren't disappearing. Instead, their work is changing. They spend less time on routine scans and more time on complex cases, talking with patients, and deciding how to treat what the AI finds. New jobs are also opening: people trained to manage AI tools in hospitals, check AI results, and combine AI insights with human judgment.

Risk: Radiologists need to learn new skills fast or risk falling behind. Some routine imaging work may pay less or disappear.

IMAGE



WHAT TO NOTICE ACROSS THESE EXAMPLES

In all three fields, routine tasks are shifting to AI. But new skills and roles are opening up. The people who thrive are those who:

- Learn to work with AI tools, not against them
- Develop skills AI can't easily do (judgment, creativity, human connection, ethics)
- Stay curious and adaptable

The career you're interested in will likely change. The question isn't "Will AI affect my field?" It's "How can I shape my skills now to stay ahead?"

Guided Research: Your Career + AI

Students research their chosen career using provided sources or classroom databases. They complete a scaffold that prompts them to identify: (1) at least one AI application in the field, (2) one way it might eliminate/transform tasks, and (3) one new skill or opportunity it creates. Work in pairs or individually with teacher/peer support available.

DIRECTIONS

You've just learned about AI's real-world impact on careers. Now it's your turn to research a career you're interested in and discover how AI is reshaping it.

Using the research scaffold below, investigate your chosen career. You'll find answers using classroom databases, your teacher's suggested sources, or approved websites. Fill in each section as you discover new information.

Look for: (1) at least one specific AI application used in this career, (2) one task or job responsibility AI might eliminate or transform, and (3) one new skill you'd need or one new opportunity AI creates. You don't need to find perfect answers—make your best educated guesses based on what you learn.

If you finish early, choose one AI application and write a sentence explaining why it matters to people in that field.

Time: 10 min Grouping: Independent Materials: research scaffold (printed or digital—provided below), access to classroom databases, approved websites, or teacher-curated source list, pencil or pen

HOW TO USE THIS SCAFFOLD

Fill in each row as you research. Write your career name at the top. For each column, record what you find:

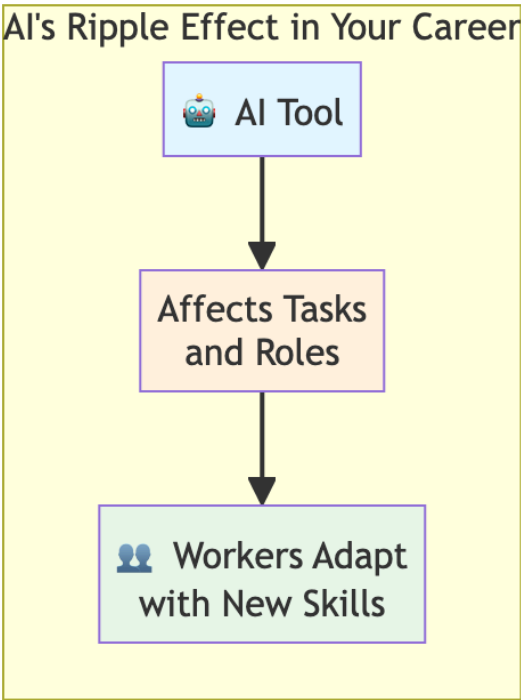
- **AI application in this field:** What AI tool or system does someone in this career actually use? (Example: a doctor might use AI for image analysis, or a journalist might use AI to fact-check claims.)
- **Task/responsibility that might change:** What job task could AI do instead, or do faster? (Example: a graphic designer might use AI to generate initial layouts, so their role might shift toward refining and creative direction.)
- **New skill or opportunity AI creates:** What new ability do people in this career need to learn? Or what new kind of work becomes possible? (Example: marketing professionals might learn to manage AI-written drafts, or teachers might learn to detect AI-written student work.)

ORGANIZER

columns

Career I'm researching	AI application in this field	Task/responsibility that might change	New skill or opportunity AI creates

IMAGE



III TILE 3 · UNDERSTAND · 6 MIN

Peer Synthesis: Present & Question

Each student (or pair) takes 1–2 min to share their career finding with a partner or small group. Partner asks a follow-up question (e.g., 'How would

you prepare for that change?'). This reinforces analysis and builds collective knowledge before the manifesto.

DIRECTIONS

Pair Share: 1–2 minutes per person

- 1. Partner A shares their career research finding in 1–2 minutes: What is one way AI is changing your chosen career?
- 2. Partner B listens and then asks a follow-up question (examples: "How would you prepare for that change?" or "What skills might become more important?").
- 3. Partner A answers briefly (30–45 seconds).
- 4. Swap roles: Partner B shares their finding, Partner A asks a follow-up question.

If you're working alone, write your answer to your own follow-up question before moving to the manifesto.

Time: 6 min Grouping: Pairs Materials: Research notes or handout from prior Guided Research tile

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T-chart

My Career Finding	How I'll Prepare

IV TILE 4 · CREATE · 10 MIN

Draft: Personal Responsible-Use Charter

Students draft a 3–5 sentence personal manifesto stating their own values and commitments around AI use (e.g., 'I will use AI to amplify my thinking, not replace it' or 'I commit to being transparent about AI's role in my work'). Ground it in their career research—what responsible practices matter in THEIR field? Emphasize original thinking, not reproduction.

WHAT IS A PERSONAL CHARTER?

A personal charter is a short statement of your own values and commitments. It answers the question: "In my future career, what does responsible AI use look like for me?"

Your charter will be 3–5 sentences. Each sentence should:

1. Name a specific practice or commitment (what you will or will not do)
2. Ground it in what you learned from your career research (why it matters in YOUR field)
3. Sound like your honest voice, not a template

Example commitments (do not copy):

- "I will use AI to amplify my thinking, not replace it—especially when [specific skill from your research] is at stake."
- "I commit to being transparent about AI's role in my work because [reason based on your career research]."
- "When using AI in [your field], I will [specific practice] to ensure [outcome]."

DIRECTIONS

Use your career research from the past three tiles to draft your personal manifesto about responsible AI use in YOUR field.

As you write, ask yourself:

- What did you learn about how AI is changing your chosen career?
- What practices or boundaries matter most in that field?
- What commitment will you make to yourself about using AI responsibly?

Write in first person, make it honest, and ground each commitment in something specific you learned.

Time: 10 min Grouping: Independent Materials: Your notes or research from the "Guided Research: Your Career + AI" tile, Paper or digital document

Personal Responsible-Use Charter

Gallery + Reflection

Students post their charters and take a silent 2–3 minute gallery walk to read peers' commitments. Return to seats and write 2–3 sentences: which peer charter resonated and why? What does it tell you about responsibility in AI?

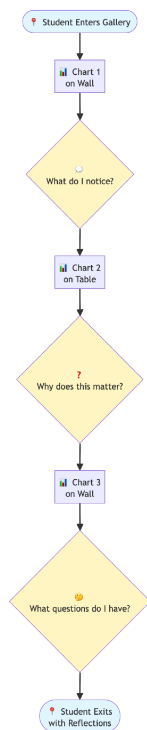
DIRECTIONS

Post your personal responsible-use charter on your desk or a wall space. You'll have 2–3 minutes to walk silently around the room and read your classmates' charters. As you read, notice which commitment(s) stand out to you and why.

When you return to your seat, write 2–3 sentences answering: Which peer's charter resonated most with you, and why? What does their commitment tell you about what responsibility in AI means?

Time: 7 min Grouping: Independent

IMAGE



QUESTION

Which peer's charter resonated most with you, and why? What does their commitment tell you about what responsibility in AI means?

VI TILE 6 · EVALUATE · 6 MIN

Exit Ticket: Commitment & Next Step

Students complete a final ticket: (1) Restate one key learning about AI's impact on a career, and (2) Name one concrete action you'll take to practice your personal charter this week. This anchors the lesson's arc in real behavior.

EXIT TICKET: COMMITMENT & NEXT STEP

You've spent this unit investigating how AI is reshaping the future of work and drafting your own principles for responsible AI use. This final ticket captures what you've learned and what you're ready to do.

Answer both prompts below. You have 2 minutes total.

QUESTION

Name one key learning you had during this unit about how AI is changing the career you researched. What surprised you or changed your thinking?

QUESTION

Look back at your personal responsible-use charter. Name one concrete action you commit to taking this week to live by it. Be specific: what will you do, when, and why it matters to you.

DIRECTIONS

Pass out one exit ticket per student (printed or digital). If using a digital form, share the link. Students work independently and respond to both prompts.

Time: 2 min Grouping: Independent Materials: Exit ticket (printed handout or digital form link)