Unit Overview

Unit Length	Six 60-90 minute lessons / 2 weeks of 45-50 minute lessons
Grade Level(s)/Subject(s)	8-12 grades
Unit Overview	Students will research, analyze and determine how Artificial Intelligence or AI influences their daily lives, how AI could potentially violate their privacy, and how colleges/universities/school districts are already using AI & their biometric data to monitor their social gatherings and access to collegiate services (i.e. facial recognition for meal plans, access to buildings, etc.). Students will explore how third-party AI companies protect, share, and document legally/illegally obtained information from collegiate students and school district minors. Students will debate which policies/procedures should be included in their district or campus's AI policy. Leveraging the investigative research conducted on Pulitzer Center articles throughout this unit, students will present their findings to their respective school board or technology department coordinators.
Objectives & Outcomes	Students will… ● Master formerly-known digital citizenship safety measures (cyberbullying, social media monitoring, algorithm, two-factor authentication, geolocation, data privacy, terms of service, cookies, privacy settings, opt-out, etc.) to create an AI policy for their university or school campus ● Describe how AI already affects their daily lives and how it affects their roles as digital citizens ● Discover what terminology needs to be included in university and school district policies and procedures as it relates to AI data surveillance ● Research race and biometric identification biases ● Research how facial recognition technology, geo-location monitoring and AI sleuthing software violate, limit and/or infringe on their rights ● Research collegiate and school district AI policies to determine whether their biometric information and/or social media is monitored or influenced by AI software

	• Create an AI policy based on researching local colleges or other districts with a policy • Examine the European AI policy outline to help develop their own "kid-friendly" policy to present to their campus • Explore "advanced search" for social media (i.e. Tik-Tok, X [formerly Twitter], and Instagram/FB), including how to block or focus on key phrases • Ask AI for an algorithm to prevent spying/monitoring of their social media name • Employ data and reporting to debate the moral and ethical ramifications of AI use in a variety of contexts • Suggest AI policies as a result of research, analysis and debate
Standards	ISTE Standards: Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students: 1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.1.b. build networks and customize their learning environments in ways that support the learning process. 1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1.1.d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. 1.2. Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students: 1.2.a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 1.2.b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using

	networked devices. 1.2.c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 1.2.d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. TEA/TEKS for Technology Standards: Knowledge and skills. (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: (A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files; (B) create original works as a means of personal or group expression; (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; and (D) discuss trends and possible outcomes. (2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: (A) participate in personal learning networks to collaborate with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies; (B) communicate effectively with multiple audiences using a variety of media and formats; and Middle School §126.B. August 2022 Update (C) read and discuss examples of technical writing. (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to: (A) create a research plan to guide inquiry; (B) discuss and use various search strategies, including keyword(s) and Boolean operators; (C) select and evaluate various types of digital resources for accuracy and validity; and (D) process data and communicate results. (4) Critical thinking, problem-solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:

	(A) identify and define relevant problems and significant questions for investigation; (B) plan and manage activities to develop a solution, design a computer program, or complete a project; (C) collect and analyze data to identify solutions and make informed decisions; (D) use multiple processes and diverse perspectives to explore alternative solutions; (E) make informed decisions and support reasoning; and (F) transfer current knowledge to the learning of newly encountered technologies. (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to: (A) understand copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain; (B) practice ethical acquisition of information and standard methods for citing sources; (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and (D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media. Common Core Standards: CCSS.ELA-LITERACY.RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-LITERACY.RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-LITERACY.RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Unit Resources	Reporting: *Tracked* by Garance Burke, Martha Mendoza, Juliet Linderman, Michael Tarn for *The Associated Press* *Beyond Bias* by Jyoti Madhusoodanan for *Open Mind Magazine* *Are AI Hiring Tools Racists & Ableist?* by Hilke Schellmann for *The Guardian*

	"There Is No Standard: Investigators Find AI Algorithm Objectify Women's Bodies," by Hilke Schellmann and Gianluca Mauro for *The Guardian* *"What Will It Take to Fix AI's Bias Problem?"* by Jean Darnell for *The School of Library Journal* *Peering into the Black Box* by Arijit Douglas Sen for *The Dallas Morning News* "How We Did it: Peering Into the Black Box," by Arijit Douglas Sen for *The Dallas Morning News* "How Colleges Used AI to Monitor Student Protests," by Arijit Douglas Sen and Derêka Bennett for *The Dallas Morning News* "The Impact of Loneliness on the Six Dimensions of Online Disinhibition," by Jessica Mueller-Coyne, Claire Voss and Katherine Turner in *Computers in Human Behavior Reports*, *Volume 5*, Science Direct "South Florida Police Widely Use Facial Recognition, Yet Resists Policies to Curb Abuse. That's a Problem for People of Color," by Joanne Cavanaugh Simpson for *South Florida Sun Sentinel* "Tech Tools Offer Police Mass Surveillance on a Budget," by Garance Burke and Justin Dearen for *The Associated Press* "EU AI Act: First Regulation on Artificial Intelligence," *Artificial Intelligence* from *European Parliament* "Districts Looking for New Guidance on AI, Tech Equity from the States," by Emma Kates Fittes for *Market Week*) "Ethical Concerns about AI," by Kathleen Walch for *Forbes* "Top 9 Ethical Issues of Artificial Intelligence," by Julia Bossman for *World Economic Forum* (2016) Podcast: "Tracked and Traced," by David Leins for *WDET* Videos: *How Facebook Tracks Your Data* by *The New York Times* (3:30) *How TikTok's Algorithm Figures You Out* by *The Wall Street Journal* (13:02) *There is No Anonymity Online* from *The Teaching Privacy Project* (8:14) *A Terrorist Threat or a Cry for Help* from *The Dallas Morning News* (5:00) *New Jersey will allow 16 y/o to vote for school boards* from *New Jersey Spotlight News* (3:57) *5 Ethical Implication of AI in Education* from *Quizalize* (1:33) *Upload Your Podcast on Spotify for Free: Beginner's Guide* from *Gadgets 360* (5:07) Anchor Podcasting IS GONE!! from *Podcast Creators Hub* (4:51) Additional Resources: Presentation: Understanding AI Biases (Common Sense Media presentation for students on biases) Presentation: AI in Our Community Presentation: Paraphrasing AI Policy [.pptx][.docx]

	"Fourth Amendment," *Constitution of the United States*. Constitution Annotated Padlet: Paraphrasing AI Policy Class Presentation: Colleges That Already Spy on Students or Have Plans To Do So Brainstorming: Poem that defines Online Disinhibition Effect (ODE) Spotify4Podcasters Infographic: AI Over the Years: 2016, 2019 & 2023
Performance Task(s)	Using inspiration from all the articles analyzed throughout the unit, students will in groups to craft and present a new AI policy. Once developed, students will present their policy in a class-wide debate.
Assessment/Evaluation	Formative: As a daily exit ticket, students will create a policy/procedure regarding AI usage/governance to contribute to the total list of policies/procedures to be adopted by their campus. ● Assessment for Video: Listening Comprehension Assessment from Anonymity video [.pdf][.docx] ● Discussion Grading Rubric [.pdf][.docx] Performance Task: Using inspiration from all the articles analyzed throughout the unit, students will in groups to craft and present a new AI policy. Once developed, students will present their policy in a classwide debate. AI Visual Presentation Rubric [.pdf][.docx]

Day 1

Lesson Objectives
Students will … • Recall knowledge about digital citizenship safety measures to create an AI policy for their university or school campus • Identify instances of how AI already affects their daily lives • Create a 30-second or less vlog on TikTok educating audiences about how data is tracked and algorithms created to "figure us out" • Use "advanced search" for social media (i.e. Tik-Tok, X [formerly Twitter], and Instgram/FB), including how to block or focus on key phrases • Explore the importance of IP addresses and how their information is communicated with intended websites and 3rd party websites
Focus Texts / Resources / Lesson Materials
Focus Texts & Resources *Tracked* by Garance Burke, Martha Mendoza, Juliet Linderman, Michael Tarn for *The Associated Press* *How Facebook Tracks Your Data* by *The New York Times* (3:30) *How TikTok's Algorithm Figures You Out* by *The Wall Street Journal* (13:02) Teacher Guide: How Facebook Tracks Your Data [.pdf][.docx]** *can be adapted into a worksheet* Social Media/Digital Literacy Key Terms Vocabulary [.pdf][.docx] Turn-and-Chat Discussion [.pdf][.docx] Bonus: Teachable Moment on Social Media Monitoring [.pdf][.docx] - A discussion and resource guide PSA on Tik-Tok or Facebook video (educational audience on data tracking/algorithms) OR a self-generated visual graphic (poster) calling attention to data tracking or algorithm biases. ***use this as an example for students* Example written policy ***use this as an example for students* **Lesson Materials** Traditional materials: Notebook paper Notecards Sticky notes Pens/Pencils Highlighters Markers Technical materials: Laptop/Chromebook Google Classroom or Canvas Downloaded Canva app for presentations Access to the internet Access to the campus/school district's digital technology policies Access to Tik-Tok or Facebook

Lesson / Activities

Lesson Summary:
Students will begin by connecting what they already know about digital citizenship to how they present and engage with social media (SM). Students will examine the permissions allowed on their own social media accounts. Students will listen to and respond to the video on tracking data and algorithms. Students will annotate and discuss simple ways to prevent being "tracked online." In a Socratic Method, students will discuss the ethics and privacy ramifications of SM. After discussion, students will partner up to create a 20-30 PSA directed at their peers regarding the dangers of an "unattended SM account." (i.e. default settings allow too much access to one's privacy). Students will start a "tag me" challenge–where the student/friends take a screenshot of their "secured settings" and tag each other when they've done the same!

Lesson Steps:

1. Refamiliarize students with digital citizenship behaviors while online.
    a. Screen *How Facebook Tracks Your Data*. Use the accompanying worksheet[.pdf][.docx] to guide engagement.
    b. Screen *How TikTok's Algorithm Figures You Out*.
    c. Have students complete the Social Media/Digital Literacy Key Terms handout [.pdf][.docx].
2. Read and annotate *Tracked* as a whole ground or in small groups
3. Have students participate in a Turn-and-Chat Discussion [.pdf][.docx] (groups of 3).
4. Within the same groups, have students brainstorm to create a PSA on Tik-Tok or Facebook video (educational audience on data tracking/algorithms) OR a self-generated visual graphic (poster) calling attention to data tracking or algorithm biases.
    a. Students can vote on an unique hashtag to create for the social media PSA on Tracked by social media to "tag" each other via social media. The students must include a specific fact from the PC article that they found important to notify the public about.
5. EXIT Ticket: Write one policy rule based specifically on the information presented to you today.

    ***Educator note: you may want to pre-teach writing a policy by sharing an example of a simple policy that you'd like students to leverage as a model for the policy they are writing.*

Day 2

Lesson Objectives & Essential Questions
Objectives: Students will… • Define and describe AI biases • Examine a presentation[.pptx][.pdf] about AI biases by Common Sense Media • Research data about biases in race, gender and occupation and make connections to AI biases • Create a list of prompts to generate biased outputs about AI Essential Questions: • Is AI perpetuating prejudices/biases? • How do we program or de-program AI from sources that are proven biased? • Can AI be manipulated to produce a biased result?
Focus Texts / Resources / Lesson Materials
Focus Texts & Resources Understanding AI Biases (Common Sense Media presentation for students on biases) [.pptx][.pdf] *Beyond Bias* by Jyoti Madhusoodanan for *Open Mind Magazine* *Are AI Hiring Tools Racists & Ableist?* by Hilke Schellmann for *The Guardian* "There Is No Standard: Investigators Find AI Algorithm Objectify Women's Bodies," by Hilke Schellmann and Gianluca Mauro for *The Guardian* *"What Will It Take to Fix AI's Bias Problem?"* by Jean Darnell for *The School of Library Journal* CANVA: AI in Our Community slide deck (Ms. Darnell's presentation on AI biases, features 3 Pulitzer Center articles) [.pdf] **Lesson Materials** Traditional materials: Notebook paper Notecards Sticky notes Pens/pencils Highlighters/markers Technical materials: Laptop/Chromebook Google Classroom or Canvas Downloaded Canva app for presentations Access to the internet Access to the campus/school district's digital technology policies Access to Tik-Tok or Facebook
Lesson / Activities

Lesson Summary:
Build a foundation for students by sharing the Understanding AI Biases presentation created by Common Sense Media. Then, have students discuss and annotate pages from the Pulitzer articles in pairs. Next, students will investigate how biases in AI affect a specific culture/community by looking at data connected to the articles. Have students present a brief written summation of what they learned AND draft a potential policy/procedure (50 words or less) to combat negative aspects of biases in AI. The student's exit ticket will be an additional policy/procedure they will add to their student-generated AI policy booklet.

Lesson Steps:

1. Use the Understanding AI Biases presentation [.pptx][.pdf] to build a foundation of understanding about AI and its challenges/impacts.

2. Have students discuss and annotate the following articles in pairs, paying special attention to data introduced:
    - *Beyond Bias*
    - *Are AI Hiring Tools Racists & Ableist?*
    - "There Is No Standard: Investigators Find AI Algorithm Objectify Women's Bodies"

    a. Have students define and describe the bias explored in each article by analyzing data described/captured in the articles. Students should also be able to describe the impact of the bias on people.
    b. Have students present a brief written summation of what they learned and draft a potential policy or procedure to govern how to combat/improve upon negative aspects of their examination of biases.

3. Introduce a policy assignment to students:
    a. Provide steps/examples of student-drafted policies.
    b. Hold time for students to write their 50-word policy independently.

***Educator note: Draw upon lesson 1's policy writing lesson or create a template students can use to craft a powerful policy that addresses the impact that bias has and captures a solution for this negative impact.*

Exit Ticket:
Have students write one policy rule based specifically on the information presented to you today to add their student-generated AI policy booklet based on the information they learned from reading the articles on objectifying women's bodies and biases.

Day 3

Essential Questions
Essential Questions: • In what ways is AI used to monitor students with or without their consent? • How can students protect their social media accounts from unapproved spying? • What are the importance and dangers of algorithmic monitoring? • Where's the line in surveillance for safety & violations of privacy rights from illegally obtained surveillance?
Focus Texts / Resources / Lesson Materials
Focus Texts & Resources *There is No Anonymity Online* from *The Teaching Privacy Project* (8:14) *A Terrorist Threat or a Cry for Help* from *The Dallas Morning News* (5:00) *Peering into the Black Box* by Arijit Douglas Sen for *The Dallas Morning News* "How We Did it: Peering Into the Black Box," by Arijit Douglas Sen for *The Dallas Morning News* "How Colleges Used AI to Monitor Student Protests," by Arijit Douglas Sen and Derêka Bennett for *The Dallas Morning News* CANVA Presentation: Colleges That Already Spy on Students or Have Plans To Do So [.pdf] Brainstorming: Poem that defines Online Disinhibition Effect (ODE) [.pdf][.docx] Assessment for Video: Listening Comprehension Assessment from Anonymity video[.pdf][.docx] Assessment Rubric for Discussion [.pdf][.docx] "The Impact of Loneliness on the Six Dimensions of Online Disinhibition," by Jessica Mueller-Coyne, Claire Voss and Katherine Turner in *Computers in Human Behavior Reports, Volume 5*, Science Direct **Materials** Traditional materials: notebook paper Notecards sticky notes pens, pencils, highlighters, markers Technical materials: laptop/Chromebook Google Classroom or Canvas, downloaded Canva app for presentations, access to the internet, access to the campus/school district's digital technology policies and access to Tik-Tok or Facebook
Lesson / Activities
Lesson Summary: Students will begin with defining the "online disinhibition effect," (ODE) in their own words to build foundational knowledge and connect to digital citizenship and online behavior. Then, they will view the video There is No Anonymity Online and complete a quick summary assessment to determine content comprehension. Next, students will divide into pairs and respond to assigned sections of the article "How Colleges Use AI to Monitor Student Protests." Then, students will write down the name of the college they hope

to attend. Once all the names are written down, the instructor will show the presentation Colleges That Already Spy on Students or Have Plans to Do So. This will segway into a discussion on whether the students feels comfortable knowing that they will be spied on or if they've changed their mind on attending based on the AI monitoring. All students will have a copy of the Discussion Grading Rubric for feedback/assessment.

Lesson Steps:

1. Define and discuss the *online disinhibition effect*.
    a. Have students create a web cloud on what they think "online disinhibition effect" (ODE) means.
        i. If the students have no idea, use the poem "O.D.E. to the Internet"[.pdf][.docx] to introduce the term. This poem has six types of online disinhibitions buried into it.
    b. Call on students to share their definitions as a whole class, before numbering off students 1-6 to break into groups.
    c. Using poster-sized post-it, students will fall into a category of ODE that they've participated in online or witnessed.
        i. To dig deeper, share the 6 types of ODE on a poster with a simple definition of each type of ODE:
            1. Dissociative anonymity
            2. Invisibility
            3. Asynchronicity
            4. Solipsistic Introjection
            5. Dissociative Imagination
            6. Minimization of Authority
    d. Have students give an example of a group that pertains to their specific type of ODE.

2. Screen *There is No Anonymity Online* from *The Teaching Privacy Project* (8:14). Share the handout which includes discussion questions and a summary assessment.

3. Divide the Pulitzer Center article: "How College's Used AI to Monitor Student Protests," into 6 segments and assign segments to small groups.
    a. Each group should provide a summary to the class using the sentence stem: "Our section of the article discussed _____, which is important because _____."

4. Have students investigate how AI might affect their lives in college.
    a. Have students write down on a sheet of paper the top 3 colleges they want to attend.
    b. Share the Colleges That Already Spy on Students or Have Plans To Do So slide deck and allow students time to view if their chosen college is on there.
    c. Ask students "whether being spied upon by an AI big brother affects their choice in college." Have students respond on a slip of paper.

5. Allow the students reflection time to respond to the prompt: "Will being spied upon by an 'AI big brother' affect my college choice?"
    a. Inform students that they should be prepared to defend their answers in a Socratic discussion.
    b. Distribute the Discussion Grading Rubric [.pdf][.docx] so that the students may grade the speakers.

Exit Ticket:
Have students write one policy rule based specifically on the information presented to you today.

Day 4

Lesson Objectives & Essential Questions
Objectives: Students will… • Recall/define *paraphrasing* • Examine the European AI policy outline to help develop their own "kid-friendly" policy to present to their campus that haven't created an AI policy • Review current AI policies for ISTE and/or their own campus • Research collegiate and school district AI policies to determine whether their biometric information and/or social media has been monitored or affected by AI software or create an AI policy based on researching local colleges or other districts with a policy. Essential Questions: • How do students write policies/procedures that are meaningful to them versus just another example of conformity? • What are foreseeable pitfalls of AI? • Who will be the authority on your likeness incorporated into AI: you, the government or the machine? • How will laws ensure that the biological you isn't superseded by virtual you?
Focus Texts / Resources / Lesson Materials
Focus Texts & Resources Presentation: Paraphrasing AI Policy [.pptx][.pdf] "South Florida Police Widely Use Facial Recognition, Yet Resists Policies to Curb Abuse. That's a Problem for People of Color," by Joanne Cavanaugh Simpson for *South Florida Sun Sentinel* "Tech Tools Offer Police Mass Surveillance on a Budget," by Garance Burke and Justin Dearen for *The Associated Press* "Fourth Amendment," *Constitution of the United States.* Constitution Annotated Paraphrasing AI Policy Class Padlet ** an example from my classroom. Please recreate one for yours. **Materials** Traditional materials: Notebook paper Notecards Sticky notes pens, pencils, highlighters, markers Technical materials: laptop/Chromebook Google Classroom or Canvas Downloaded Canva app for presentations Access to the internet Access to the slide presentation & Padlet to submit their paraphrased policies

Access to the campus/school district's digital technology policies and access to Tik-Tok or Facebook

Lesson / Activities

Lesson Summary:
Students will examine how authorities are using AI algorithms to locate and violate 4th Amendment rights without a warrant by reading Pulitzer Center articles on facial recognition and tech tools that offer mass surveillance. Then, they will write their responses to discussion questions about tech tools. Next, students will look at current technology policies in Europe and on some college campuses related to AI. Students will paraphrase the EU AI Act into their own words. Then, students will work in groups to review current AI policies, ultimately crafting one 25-word policy to share on a class padlet [**educator note: recreate this padlet or a similar platform for your students*].

Lesson Steps:

1. Have students review and paraphrase the United States' 4th Amendment Right.
    a. Have students journal a response to this prompt: Based on what you've learned this week so far, how is AI in support or AI the privacy rights guaranteed in our US Constitution?

2. Direct students to read and annotate "Tech Tools Offer Police Mass Surveillance on a Budget."
    a. Have students journal whether this article confirmed or denied some of their concerns with AI as it relates to 4th amendment rights.

3. Have students review and discuss the EU policy on AI via the presentation Paraphrasing AI Policy [.pptx][.pdf]. Throughout this activity, students should:
    a. Gain an understanding of what it is to paraphrase
    b. Read the EU policy on AI embedded into the presentation
    c. Select which paraphrase best summarizes the given AI policy to examine

4. Have students read and summarize the article "South Florida Police Widely Use Facial Recognition. Yet Resists Policies to Curb Abuse. That's a Problem for People of Color."

5. Students should share their thoughts on facial recognition software used by police on a collaborative digital or physical space.

    **educator note: I used jamboard and centered some photographs from the reporting along with the following questions:*

    - ➜ What are the pros/cons of Fog Reveal?
    - ➜ How does this tech tool violate privacy?
    - ➜ How important is the 4th amendment right to you?
    - ➜ Would you advocate for or against school districts using this software? Why?
    - ➜ Would you resign from your job for an ethical concern?

6. Have students return to the EU Policy on Artificial Intelligence and select one policy to paraphrase into their own words.
    a. Encourage students to share their AI paraphrased policy on the AI Policy Padlet.

Day 5

Lesson Objectives
Lesson Objectives: Students will… • Examine articles from 2016, 2019, and 2023 to compare initial fears about AI to present-day results and new fears now that generative AI has been released to the public • Listen to a podcast that details how we're tracked and traced in society
Focus texts / Resources / Materials
Focus Texts & Resources *New Jersey will allow 16 y/o to vote for school boards* from *New Jersey Spotlight News* (3:57) *5 Ethical Implication of AI in Education* from *Quizalize* (1:33) "EU AI Act: First Regulation on Artificial Intelligence," *Artificial Intelligence* from *European Parliament* "Districts Looking for New Guidance on AI, Tech Equity from the States," by Emma Kates Fittes for *Market Week*) "Ethical Concerns about AI," by Kathleen Walch for *Forbes* "Top 9 Ethical Issues of Artificial Intelligence," by Julia Bossman for *World Economic Forum* (2016) Podcast: "Tracked and Traced," by David Leins for *WDET* Canva: AI Over the Years: 2016, 2019 & 2023 [.pdf] Discussion Grading Rubric [.pdf][.docx] **Materials** Traditional materials: Notebook paper Notecards Sticky notes pens, pencils, highlighters, markers Technical materials: laptop/Chromebook Google Classroom or Canvas Downloaded Canva app for presentations Access to the internet Access to the slide presentation & Padlet to submit their paraphrased policies Access to the campus/school district's digital technology policies and access to Tik-Tok or Facebook

> "State leaders can't shy away from change, or the technologies that bring it about," said Kirsten Baesler, superintendent of public instruction for the North Dakota Department of Public Instruction, in the report, "That's not an option for the students we serve, whose future success depends on their ability to thrive in an ever-changing, technology-rich world."

"SETDA: Cybersecurity, AI and Equity Are Main Concerns," for *Government & Technology*

This picture is the quote that students will open the lesson with, journaling for 5 complete minutes on what they've learned thus far about AI and how it relates to their campus/school district. Students will focus their writings on agreement/disagreement. Students will either prove or disprove concerns about AI from the past 8 years to see if fears have come true.

Lesson / Activities

Lesson Summary:
Students will connect the SM monitoring to the ethical and privacy concerns related to AI via a journaling active to respond to the Kirsten Baesler quote above in the lesson materials. Students will look at current policies in Europe and on some college campuses regarding technology policies related to AI. Students will then create a chart of fears in 2016 vs 2019 vs 2023. The class will discuss similarities, substantiated fears, and new concerns that have arisen. The **Discussion Rubric** will be used to assess each other's feedback.

Lesson Steps:

1. Hold 5-7 minutes for students to journal a response to the Baesler quote in context of what they've learned thus far about AI. Students should share how their understanding of AI influences the policies they want to make.

2. Divide the students into 3 groups labeled by the following years: 2016, 2019 and 2023.
    a. Under each group, have students read Top 9 Ethical Issues of Artificial Intelligence (2016), Ethical Concerns about AI (2019) and Districts Looking for New Guidance on AI, Tech Equity from the States (2023).
    b. Each group should create a summary using 3 bullets that represents the main ideas of their articles.
    c. Using the compare and contrast graphic organizer, AI in 2016, '19 & '23 [.pdf], students should capture how AI has either substantiated or overcome initial fears about AI.

3. Play the podcast "Tracked and Traced."

4. Debrief with the students in a socratic method to discuss what they've learned today about AI from an ethical stance.
    a. Use the Discussion Grading Rubric [.pdf][.docx] to assess participation. Score each student yourself or anonymously pair students and have them grade one another.
5. EXIT Ticket: Encourage students to write one policy rule based specifically on the information presented to you today.

Day 6

Lesson Objectives or Essential Questions
Lesson Objectives: Students will … • Create a podcast to present their polished arguments for a formal debate to encourage student agency & accountability • Break into groups of 3 and assume the role of either a presenter, expert or moderator • Lead an interview with Arijit Sen on his groundbreaking article exposing Social Sentinel and organizing journalist data
Focus texts / Resource / Materials
Peering Into the Black Box by Arijit Douglas Sen for *The Dallas Morning News* "How We Did It: Peering into the Black Box," by Arijit Douglas Sen for Pulitzer Center "The Black Box: Colleges spend thousands on AI to prevent suicides and shootings. Evidence that it works is scant," by Arijit Douglas Sen and Derêka Bennett for *The Dallas Morning News* *Upload Your Podcast on Spotify for Free: Beginner's Guide* from *Gadgets 360* (5:07) Anchor Podcasting IS GONE!! from *Podcast Creators Hub* (4:51) Spotify4Podcasters Graphic Presentation: AI Visual Presentation Rubric [.pdf][.docx] **Lesson Materials** Copies of the article to annotate Scratch paper to brainstorm their role as either a **Presenter, Expert or Moderator** for their policy portion of the podcast Traditional materials: Notebook paper Notecards Sticky notes pens, pencils, highlighters, markers Technical materials: laptop/Chromebook Google Classroom or Canvas Downloaded Canva app for presentations Access to the internet Access to the slide presentation & Padlet to submit their paraphrased policies Access to the campus/school district's digital technology policies and access to Tik-Tok or Facebook downloaded Spotify/Anchor.fm app for recording of their podcast segment
Lesson / Activities
Lesson Summary:

After analyzing *Peering into the Black Box*, students will join groups of three to craft their own AI policies in preparation for a classwide debate. As an extension activity, students will use audio from the debate and a recorded engagement with an AI expert to produce a classwide podcast discussing the need for more policies that regulate AI technology and the impact of unregulated AI advancement on historically marginalized people and young people.

Lesson Steps:

1. Have students read and annotate *Peering into the Black Box*.
    a. Split students into groups of three and have them read and annotate the article together or individually.
    b. Students should discuss the article in their groups.

2. Using inspiration from all the articles analyzed throughout the unit, students will work together to craft and present a new AI policy.
    a. Assign or encourage students to self-assign the following roles: presenter, expert, and moderator.
        - The presenter will present the suggested policy to the class.
        - The expert will examine why that policy is/isn't good, which includes an analysis of the suggestion based on research
        - The moderator will challenge the information the presenter and expert give to represent the marginalized or voiceless.
    b. Share the AI Visual Presentation Rubric [.pdf][.docx] with students.
    c. Hold time for students to…
        - Review articles and resources from previous lessons to build their argument.
        - Brainstorm, discuss, craft and practice their polished argument

3. Hold the debate in the classroom.
    a. Share norms for engagement
    b. Review the discussion grading rubric
    c. Record the debate for students to review at leisure and/or to use in a classwide podcast.

4. Hold time for students to reflect in small groups or individually about what shared policies resonated with them and why.

5. Extension Activity: Encourage students to work together to make a classwide podcast that addresses the need for new AI policies. The podcast should use audio from the debates, quotes directly from the texts reviewed throughout the unit, and the voice of an outside expert (like journalist Arijit Sen)
    a. Share the following podcast production resources with students:
        - *Upload Your Podcast on Spotify for Free: Beginner's Guide* from *Gadgets 360* (5:07)
        - Anchor Podcasting IS GONE!! from *Podcast Creators Hub* (4:51)
        - Spotify4Podcasters
    b. Invite Arijit to your class using the Pulitzer Center's virtual journalist visit program (allow 2-3 weeks to arrange this engagement). Encourage students to develop a list of questions for journalist Arijit Sen in preparation for the visit.
    c. Hold class time for students to develop the podcast and prepare a platform for publication.