Lesson Title: Understanding AI: Using Artificial Intelligence Responsibly in Everyday Life Created by: Evelyn Cassano	**Level of Lesson:** ABE/ASE Language Arts – NRS Levels 2–3

Content Area(s)	**Targeted IL ABE/ASE Content Standards**
Language Arts – Reading	**2.R.CI.1** - Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing
	2.R.CI.4 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe
	3.R.VA.3 - Acquire and accurately use level-appropriate conversational, general academic and domain-specific words and phrases
Language Arts - Speaking & Listening	**2.S.CC.1** - Engage effectively in a range of collaborative discussions…**e**. Explain their own ideas and understanding in light of the discussion.
Functional & Workplace Skills	**2/3.R.FW.1** - Communicate information, data, and observations to apply information learned from reading to actual practice
	3.R.FW.3 - Understand and use technology systems
	3.R.FW.4 - Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational tasks
	3.R.FW.5 - Evaluate the reliability of information from informational texts, internet web sites, and /or technical materials and resources

Integrated Essential Employability Skills	
Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* - Integrity: *Using AI ethically and honestly in work and personal contexts* - Respect: Respecting diverse technology comfort levels among classmates - Positive Attitude: Approaching new technology with openness and willingness to learn	Teamwork *(Critical Thinking, Effective & Cooperative Work)* - Critical Thinking: Evaluating AI responses for accuracy, relevance, and appropriateness - Effective & Cooperative Work: Collaborating with partners to explore AI tools and share findings

□ Work Ethic *(Dependability, Professionalism)* - Professionalism: Understanding appropriate use of AI in workplace settings	□ Communication *(Active Listening, Clear Communication)* - Clear Communication: Explaining AI concepts and experiences in own words; writing clear prompts

Lesson Objectives ***(Students will be able to)***:

1. Define artificial intelligence (AI) and identify at least 3 examples of AI in everyday life

2. Explain in simple terms how AI works (learns from patterns, makes predictions)

3. Use ChatGPT by writing effective prompts to get helpful responses

4. Evaluate AI-generated responses for accuracy and usefulness

5. Describe responsible and irresponsible uses of AI in workplace and home settings

6. Discuss potential benefits and limitations of AI technology

Engagement is not "one size fits all." How are you providing multiple ways to engage all learners? Click on Multiple Means of Engagement to learn more about providing options for learners and explain how you are including this below:

- Lesson objectives are displayed visually and shared orally at the beginning of class
- Personal relevance: Warm-up connects AI to students' own lives and experiences (phone assistants, autocorrect, Netflix recommendations, etc.)
- Choice: Students choose which AI scenarios most interest them during partner/group discussions
- Hands-on learning: Students actively use ChatGPT rather than just watching demonstrations
- Varied social configurations: Individual reflection, partner work, small group discussions, and whole-class sharing throughout the lesson
- Real-world application: Emphasis on how AI impacts students' actual jobs and daily lives
- Multiple entry points: Students with varying technology comfort levels can participate through different roles (typer, reader, note-taker in groups)
- Reflection opportunities: Students reflect on their own learning and questions throughout and at end of lesson

Key Vocabulary:
Artificial Intelligence (AI) - technology that can learn from information and make decisions or predictions
Pattern - something that repeats or appears regularly; AI looks for patterns in data
Algorithm - a set of step-by-step instructions that tells a computer what to do (like a recipe)
Input - information or data you give to AI
Output - the response or result that AI gives back to you
Prompt - the question or instruction you give to an AI tool to tell it what you want
Predict - to make a guess about what will happen based on available information
Evaluate - to carefully think about whether something is good, accurate, or useful

Additional Resource: Digital Skills Glossary Artificial Intelligence Terms

Instructional Materials:
Technology:
- Chromebooks or computers with internet access (1 per student, or 1 per 2 students, or teacher demonstration only)
- Projector/screen for teacher demonstration
- Access to ChatGPT (no account needed): https://chatgpt.com

Materials:
- What is AI? Quizlet Vocabulary Flashcards
- AI in My Life" Brainstorm Web (Edit) (PDF)
- ChatGPT Exploration Guide (Tab 1)
- Evaluating AI Responses Checklist (Tab 2)
- Responsible AI Use Scenarios Worksheet (Tab 3)
- Exit Ticket (provided by teacher)

Optional Materials:
- Chart paper or whiteboard for brainstorming
- Sticky notes for exit ticket alternative

Videos/Websites:

- **What is AI? from Common Sense Education**
  This lesson plan includes a video, slides, and handouts that you can use with learners. Note: Instructors need to create an account in order to access the lesson plan materials.

- **What is AI ? Quiz** (Learners can take the quiz after watching *What is AI?* video from Common Sense Education)

- **How AI Works in Everyday Life** Video from Google

- **What is AI?** Video from Cyber Civics
  This video dives a bit deeper into the considerations around how AI works, including the ways in which human activity helps AI get smarter.

- **What is AI and AI & Ethical Thinking**
  This activity includes two videos and supporting activity PDFs: What is AI? and AI & Ethical Thinking. Note: You must create a free account on The Achievery in order to access the lesson plan/student handout.

Lesson Activities:

INTRODUCTION & WARM-UP (15 minutes)

1. Display and share lesson objectives orally and visually where all learners can see them.

2. Activate prior knowledge

Ask students: Where have you seen or used AI recently, even if you didn't know it was AI?

- Give think time (1-2 minutes)
- Partner share (2-3 minutes)
- Whole class brainstorm - write ideas on board/chart paper

Examples to prompt if needed: Siri/Alexa, autocorrect on phone, Netflix/Spotify recommendations, GPS directions, spam filters, face recognition to unlock phone, chatbots when calling customer service

3. Introduce vocabulary (see Quizlet flashcards)
- Review key terms together
- Have students highlight or circle words they've heard before
- Practice pronunciation of "algorithm" and "artificial intelligence"

DIRECT INSTRUCTION: WHAT IS AI? (15 minutes)

4. Define AI: Artificial Intelligence means technology that can learn from information and make decisions or predictions, similar to how humans learn, but done by computers.

5. Show short intro video (2-4 minutes) explaining AI in simple terms
- Suggested video: *What is AI?* By Common Sense Education (3 min)
https://www.commonsense.org/education/digital-citizenship/lesson/what-is-ai
- Use captions/subtitles
- After video: Turn and talk. What's one thing you learned from this video?

6. Explain how AI works (use simple language and visuals):
- AI learns from patterns like noticing when you text "See you tomor..." you probably mean "tomorrow"
- AI needs lots of examples (data) to learn
- AI makes predictions based on what it learned. *If this happened before, it might happen again*

7. Discuss AI in the workplace: Ask students to brainstorm:
- Where might AI be used at YOUR workplace?
- How could AI help you do your job?
- Write student responses on board

GUIDED PRACTICE: INTRODUCTION TO CHATGPT (20 minutes)

8. Introduce ChatGPT:
- ChatGPT is an AI tool that can answer questions and help with tasks by understanding the prompts (questions or instructions) you give it

- A prompt is what you type to tell the AI what you want. Good prompts get better answers!

9. Teacher demonstration (Project screen for all to see):
- Go to chatgpt.com (no login necessary)
- Model writing a simple prompt: What is artificial intelligence?
- Show the response
- Think aloud: Is this answer helpful? Is it clear? Is it easy to read? Is it too long? What could I ask next?

10. Distribute "ChatGPT Exploration Guide"
- Review the guide together
- Explain: Students will try 3-4 prompts of increasing complexity
- Model the first prompt together as a class

11. Differentiation for technology access:
- Option A (Ideal): Each student has own device - works independently
- Option B: Students work in pairs - one types, one reads/suggests ideas
- Option C: Teacher leads, students follow along and suggest prompts to try
- Option D: Hybrid - some students work independently, others in pairs with teacher support

INDEPENDENT/PARTNER PRACTICE: HANDS-ON WITH CHATGPT (25 minutes)
12. Students explore ChatGPT using the Exploration Guide:
- Prompt 1 (Simple): Tell me about [job/career student is interested in].
- Prompt 2 (More specific): What skills do I need to work in [specific field]?
- Prompt 3 (Problem-solving): I need to write a professional email to my supervisor about [topic]. Can you give me some tips?
- Prompt 4 (Evaluation): What are the benefits and risks of using AI at work?

13. After each prompt, students use "Evaluating AI Responses" Checklist:
- Is the answer clear?
- Does it answer my question?
- Does it seem accurate?
- What's missing?
- How could I improve my prompt?

14. Teacher circulates:

- Provide support as needed
- Ask guiding questions: What do you think of that response? How could you make your prompt clearer?
- Note student insights for whole-class discussion

15. Pair-Share: Students discuss with partner:

- What surprised you about ChatGPT?
- What was helpful?
- What wasn't helpful or seemed wrong?

APPLICATION: RESPONSIBLE AI USE (10 minutes)

16. Distribute "Responsible AI Use" Scenarios Worksheet

- Explain**:** AI is a powerful tool, but we need to use it responsibly and ethically. Let's look at some real-life situations.

17. Review scenarios together (read aloud, discuss as class or in small groups):

- Scenarios include workplace contexts (hospitality, factories, offices, restaurants) and home situations
- For each: Is this a responsible use of AI? Why or why not?
- Examples:
  - Using AI to check spelling in work email (YES - helpful, professional)
  - Copying AI's answer word-for-word for a certification exam (NO - cheating, not learning)
  - Using AI to brainstorm menu ideas for restaurant (YES - creative tool, human still decides)
  - Asking AI for medical advice instead of seeing doctor (NO - AI not qualified, could be dangerous)

18. Key discussion points to emphasize:

- AI is a tool to help you, not replace your thinking
- Always check AI information for accuracy
- Be honest about using AI (don't claim AI's work as your own)
- Use AI appropriately at work (follow company policies)
- Privacy matters; don't put sensitive personal information into AI

CLOSURE & ASSESSMENT (5 minutes)

19. Whole-class reflection:

- What's one way you might use AI responsibly in your life or work?
- Take 3-4 student responses

20. Exit Ticket: Students complete individually

- Question 1: What is one thing you learned about AI today?
- Question 2: How might you use AI responsibly in your life or work?
- Question 3: What question do you still have about AI?

21. Collect exit tickets as students leave

22. Preview next steps (if applicable):

- Next time we will explore [other AI tools, AI in specific careers, how to fact-check AI, etc.]

Learners vary in the way that they react to and grasp information that is presented to them. Click on Multiple Means of Representation to explore ways that you can provide options for representing content and explain how you are including this below:

- Multi-modal instruction: Information presented through video, visual vocabulary guide, teacher modeling, text-based guides, and hands-on practice
- Visual supports: Vocabulary guide with definitions and images; teacher demonstration projected for all to see
- Video with captions/subtitles for accessibility
- Vocabulary pre-taught before use in activities
- Graphic organizers (brainstorm web, checklists) help students organize thinking
- Step-by-step written guides support students during technology exploration
- Real-world examples and analogies make abstract concepts concrete (AI learning like humans learning)
- Repetition and reinforcement: Key concepts revisited throughout lesson in different formats
- Teacher modeling and think-alouds before independent practice
- Printed reference materials students can refer to throughout lesson

Performance Tasks:

- Students identify 3+ examples of AI in everyday life (brainstorm web, class discussion)
- Students explain in their own words what AI is and how it works (partner discussions, exit ticket)
- Students write effective prompts to get useful information from ChatGPT (hands-on practice)
- Students evaluate AI responses using checklist criteria (exploration guide reflections)
- Students analyze scenarios and determine responsible vs. irresponsible AI use with justification (scenarios worksheet, class discussion)
- Students reflect on their learning and application of AI in their lives (exit ticket)

Learners best express what they know in different ways. Click on Multiple Means of Action & Expression to explore ways to offer options for learners and explain how you are doing this below:

- Multiple response formats: Students express learning through writing (worksheets, exit ticket), speaking (discussions, pair-shares), and hands-on technology use
- Choice in examples: Students choose AI examples relevant to their own lives and careers
- Graduated levels of support:
  - Warm-up: low-stakes brainstorming
  - Guided practice: teacher models first
  - Independent practice: students try with structured guide
- Pair and small group options: Students can discuss ideas with partners before sharing with whole class (reduces anxiety)
- Written scaffolds: Checklists and guides provide structure for students who need it
- Think time provided: Students given time to think before responding
- Alternative exit ticket option: Students can write on sticky notes instead of worksheet if preferred
- Technology differentiation: Students work independently, in pairs, or follow teacher demonstration based on comfort level
- Open-ended questions: Exit ticket allows students to share what was most meaningful to them personally

Notes:

Technology Troubleshooting:
Have a backup plan if the internet is unreliable. Can show pre-recorded examples of ChatGPT or discuss hypothetical scenarios without live demonstration.

ChatGPT Access:
ChatGPT can be accessed without creating an account at chatgpt.com. However, if your program requires accounts or has filtering issues, consider:
- Using teacher account only and projecting for class
- Exploring alternative free AI tools (Google Gemini)
- Focusing more on AI concepts and using screenshots/examples rather than live interaction

Timing Flexibility:
This 90-minute lesson can be adapted:
- Single 60-min class: Shorten hands-on practice time, reduce number of prompts students try
- Two 45-min classes: Day 1 = Introduction through guided practice; Day 2 = Independent practice through closure
- Extended: Add more scenarios, have students create their own scenarios, explore additional AI tools

Differentiation by Level:
- NRS Level 2 students: May need more support with vocabulary, more modeling, partner work for reading tasks, simpler prompts
- NRS Level 3 students: Can handle more complex prompts, deeper evaluation of AI responses, may lead discussions

Career Pathway Customization:
Teachers can modify scenarios worksheet to reflect their students' specific career interests (healthcare, manufacturing, childcare, etc.)

Follow-Up Lessons:
This lesson serves as a foundation for future topics:
- How to fact-check AI information
- AI bias and fairness
- Specific AI tools for specific careers

- AI and job searching (resume writing, interview prep)

Assessment:
Use exit tickets to gauge understanding and plan future instruction. Look for:
- Can students define AI in their own words?
- Do they understand responsible use?
- What misconceptions need addressing?

Employability Skills Integration:
Throughout lesson, explicitly connect to workplace skills:
- Good prompts are like clear communication with a coworker
- Evaluating AI responses is critical thinking
- Using AI ethically shows integrity and professionalism