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| **Lesson Plan ICS2OI Thu. May 30/24** | |
| **Curriculum Expectations**  A2.1, A2.4, B4.1, loosely bases A1.1, A2.3 | **Enduring Understanding(s)/Big Idea(s)**  *Demonstrate and investigate AI* |
| **Critical Consciousness**  Question on Form: effectively using ChatGPT and other AI add on’s for good Educational purposes. | |
| **Review (On Calls Monday, OT Tuesday, Guest Speaker Wed.) - we need a review!**  **Mon & Tues was Ethics,Bias and Responsible Use in AI**   * usual review style start at the point where I left off previously and ask questions, students may pass * name a few bias in AI you discovered? * Do you remember Joy from MIT in the video - what is she fighting against? * Why was bias showing up? * Give a real world consequence? * What is **PageRank**? * What is **SEO?** * How did **Panda** improve SEO issues? * Tuesday - What was the most obvious AI approach? * What was the least obvious AI approach? * Google’s AI - 7 objectives - name 1? * What will Google NOT pursue? | |
| **Connecting with Students**  *Remind them of the Monday, weekly IceBreaker.*[**our Monday ice breaker is Google Quick Draw.**](https://quickdraw.withgoogle.com/) *How does it work? What is happening?*  *Who thinks they know how it works? (One of your groups today is going to look at that.)* | |
| **Learning Goals** *What the students need to achieve by the end of the lesson : an understanding of their topic for today - will share with class tomorrow.*   |  |  | | --- | --- | | Knowledge and Understanding  *Terms like Equal Access and Algorithmic Bias, Large Language model, token, primary prompt Engineering* | Thinking  *How can I use the advantages of AI at school, not to produce an assignment, but help me learn better?* | | Communication  *Dependent upon their group task (some will be writing, getting solutions, getting slide decks, flowcharts, instructions, quizzes.)* | Application  *We have covered Ethics, Bias, Responsible use, today we are going to “do” - use AI for specific tasks and a specific result.* | | |
| **Review:** This was long since I had been out of class for 2 days, and 9 of my best students were missing (school activity) on this particular date. | |
| **Minds On: Activating Prior Knowledge**  See above - Connecting with Students - Quick extremely informal discussion about AI. | |
| **Assessment: Action**  All students participating  Groups producing something - different task for each group, which they will share tomorrow with the class.   |  |  |  | | --- | --- | --- | | * Assessment FOR Learning * ✓ | * Assessment AS Learning * ✓ | * Assessment OF Learning   🗴 | | |
| **Action**  All students have Chromebook charged and ready to help with today’s task.  Will show [How to use Ghat GPT by Open AI for Beginners](https://www.youtube.com/watch?v=AXn2XVLf7d0).  Create an account: <https://chat.openai.com/auth/login> (Follow school rules caution.)  Depending upon review time and time left - might show [ChatGPT Limitations](https://www.youtube.com/watch?v=ZLVWiMfI9CY).  Groups will be managed by pulling pairs together into a larger group.  After basic “How Chat GPT works” video; class will be divided into groups.  Tasks are (subject to change slightly since this is a week off and something could, but not likely come up.);   1. AI as a Tuitor - this group will take the Basic Hardware parts lesson from Day 10 and have AI generate a better lesson with images and a different task for students to do 2. It won’t be perfect, but close enough - this group will input the proper flowcharting symbols and have AI generate a flowchart for creating the game Chutes and Ladders, Snakes and Ladders with Spinner or Dice. (Like the one we led up to in class.) 3. Take any practice program someone in the group did not complete, or had many errors from and have AI correct the errors for you. (If no-one in the group has a buggy program, I will give you slightly different instructions.) 4. Create a Quiz on the Phishing lesson we did. 5. Take any video we used in class up to Day 49 and have AI summative with clickable time stamps. 6. Create a quiz on collision detection using AI, you may include class code too. 7. Parlay Genie - Discussion Group Prompter -pick any topic from class before this week. 8. Give a paragraph - possibly from the Khan lessons and ask for a vocabulary list with definitions.   **Differentiated Instruction**  *Identify how you will differentiate this lesson to meet the needs of all learners (be specific).*   |  |  |  |  | | --- | --- | --- | --- | | *Learning Environment* | *Content* | *Process* | *Product* | | *Paired seating, new Monday - students have different partner every week in this class to become familiar and capable of working with all classmates.* | *Students can have form read to them by Read/Write* | *Students will be able to catch up on prior background if absent.*  *Students will be able to benefit from every group when work from each group is shared and summarized, even if absent.* | *varies by group*  *Something will be produced based on the task given.* |   *What accommodations and modifications (for students with IEP’s) will you make to support students with special needs?*  *Accessible at home, can do as homework for students who are absent*  *Focus Andrai and keep him on track. Check in with Lliam (if back)*  *Remind Liam that the questions need answered, not just watching the video since I’m not here to talk to him about it.*  *What strategies will you use to support English Language Learners?*  *Definitions at they beginning of class - above.*  *ALSO, Watch xxxxx - who is he with? Is participating/or including everyone* | |
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| **Assessment: Consolidation and Connection**  What are you looking/listening for? What assessment tools and strategies are you going to use? Select the type of assessment appropriate for this section of the lesson. (Today observation and eavesdropping on each group - giving suggestions if needed/wanted required.)  Curric: above. | |
| **Consolidation and Connection**  *Describe how you are going to revisit/ highlight the big idea(s), identify common errors, and have the students reflect on Review tomorrow - terminology - definitions*  *What each group learned*  *Did they think about Bias or Ethics as they did their task? Did they use AI responsibly?* | |
| **Next Steps**  *Discover what each group worked on and what was successful, what took longer than they thought, what “hick-ups” occurred or not. vote up or vote down each AI used as a class.* | |
| **Self Reflection**  What parts of your lesson were successful in helping your students understand the Big Idea(s)? Hopefully all, won’t know until end of Friday.  What instructional decisions were successful in meeting the needs of all students? Can be accessed from anywhere, visual and hearing required, written skills, but can be dictated too. Summaries from tomorrow will be shared with the entire class.  This lesson has many moving parts, but it’s end of the semester, I’m trusting that the students did have the proper background. They are able and capable of completing the tasks assigned and will use each other as resources. I can check to see who did the work on Monday and Tuesday because it’s in a form, which will help guide the lesson and this reflection afterwards. | |

Quick Video’s from Monday and Tuesday with Supply teacher:

[Ethics & AI: Equal Access and Algorithmic Bias](https://www.youtube.com/watch?v=tJQSyzBUAew).

[How I’m fighting Bias in Algorithms](https://www.youtube.com/watch?v=UG_X_7g63rY).

[Google’s Bias Problem is More Complicated than you Think](https://www.youtube.com/watch?v=Rf-htF0nRno).

[The Moral Bias Behind Your Search Results](https://www.youtube.com/watch?v=_vBggxCNNno).