

AI & Me: Safe, Fair, and Smart - Lesson 1

Lesson 1: Overview

Time: 40 minutes

Essential Question: How much does AI need to know about me?

Big Ideas: AI is a tool, not a person. We must protect personal & secret info.

Objectives (SWBAT)

Outcome	Evidence
Define “personal info” vs “secret info” in kid-friendly terms	Quick thumbs check during mini-lesson
Classify 3-4 scenarios as safe / ask / never share	Scenario card sort (GREEN/YELLOW/RED)
Name 1 example of info they will never share with AI	Exit ticket sentence
Name 1 example of what an AI is or is not	Exit ticket sentence

Materials

- [Slideshow](#)
- [Scenario cards set \(12 per\)](#)
- [Scenario Cards Handouts](#)
- [Scenario Cards Answer Key](#)
- [Exit ticket slips \(3 per\) or Google Form Exit Ticket](#)

Setup

- Slideshow Projection
- “Public vs Personal vs Secret Info” anchor chart ready
- Scenario cards printed, cut, and sorted into sets of 3-4 per 2-4 student group
- One handout per 2-4 student group
- One Exit ticket printed per 3 students and cut OR Google Form posted in LMS

Lesson Flow Snapshot

Time (min)	Phase	What Happens
5	Hook	Quick poll: “Safe or not?” on AI app asking for name, age, home address
5	Mini-lesson	Direct teach: AI is tool; public vs personal vs secret info
10	Mini-lesson	Direct teach: Public vs personal vs secret info
15	Activity	Scenario card sort in groups (GREEN / YELLOW / RED)
5	Exit Ticket	“1 thing I’ll never share / 1 thing AI is or is not”

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Lesson Notes

- Remind students this is about *tools in general*, not shaming anyone's past use.
- If a student shares a real unsafe experience, thank them and pivot to safety, not blame.

Lesson 1: Sequence of Activities

Time Stamp	Phase	Teacher Actions / Script	Student Actions	CFU
Hook: "Custom Avatar" Prompt (5 min)				
0-3	Hook	<ul style="list-style-type: none">• Show slide 2 - "AI Avatar Chatbot"• Say:<ul style="list-style-type: none">◦ "Your friend just showed you this cool new AI Chatbot that makes custom avatars in any style you want."◦ "When you get the app, before it lets you make an avatar, it asks you for your name, school, and home address."◦ "Thumbs up if you think this is safe to try it out. Thumbs sideways if you're not sure. Thumbs down if it feels unsafe."◦ "Turn and talk for 30 seconds explaining why you chose your answer."◦ "I'm taking two answers."	Thumbs vote; 2-3 students explain their thinking.	Listen for whether they mention name, age, city as "personal info" or just "it feels weird."
3-5	Lesson Setup	<ul style="list-style-type: none">• Review slide 3 with students to present the Essential Question and the Lesson Objectives.	Listen and ask questions.	Quick thumbs up to check understanding
Mini-Lesson, Part 1: What is AI / an LLM? (5 min)				
5-10	Intro to AI	<ul style="list-style-type: none">• Show slide 4 - "What is AI?"• Say:<ul style="list-style-type: none">◦ "AI is an advanced computer program that has been trained on A LOT of info - Books, websites, wiki articles, and more."◦ "This means it's got a lot of facts in its programming that it can give you, which makes it look smart."◦ "BUT in reality, it's just guessing words based on the patterns it has trained on - just like the predictive text on your phone."◦ "Which means it makes mistakes or says things that aren't true. This also means it can't think, feel, or have emotions."• Emphasize:<ul style="list-style-type: none">◦ "This is not a person. It's a computer program."◦ "When you talk to it, it's basically playing the world's biggest word-guessing game: guessing the next word over and over."	Answer yes/no; a few share ideas.	Quick hands: "Who thinks AI is a tool? Who thinks it's a person?"

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		<ul style="list-style-type: none"> “It doesn’t really understand or have feelings. It doesn’t ‘know you’; it just sees patterns.” Show slide 5 - “What is AI? Myth vs Fact” and go over it with students, taking questions. 		
Mini-Lesson, Part 2: Types of Information (10 min)				
10-18	Info types	<ul style="list-style-type: none"> Show slide 6 - “Public/Personal/Secret Info” (optional) On an anchor chart, write: Public / Personal / Secret. Introduce three categories with a couple kid-friendly examples: <ul style="list-style-type: none"> Public Info: Okay to share widely (first name, favorite game, your age - favorite sport or team, grade, state and country you live in). Personal Info: For people who know you in real life only (full name, school, phone number - home address, name of place you frequent, city you live in). Secret Info: Only share with trusted adults or family (passwords, social security number - credit card number, logins for accounts, family secrets, parent’s driver’s license numbers) Ask: “What are some other examples of info you might want to or be asked to share on the internet?” Take suggestions. Ask and/or help students sort them into the correct categories, either by writing on the slide or anchor chart. Save this for reference later. Possible Answers: <ul style="list-style-type: none"> Public Info: favorite sport or team (or any other favorites), grade, state and country you live in Personal Info: home address, name of place you frequent, city you live in, street you live on. Secret Info: credit card numbers, logins for accounts, family secrets, parent’s driver’s license numbers Questions to ask: <ul style="list-style-type: none"> Personal Info: “What are some things you’ve learned not to tell strangers?” Secret Info: “What are some things you only put securely into websites?” 	Offer examples; teacher sorts them into columns.	Mis-sorted examples = quick teaching moments.
18-20	Connect to AI	“AI and apps can remember what you type . If we type secret info into a tool, we give it away. So today we’ll practice sorting what’s okay to share and what needs an adult.”	Listen; a few students repeat key idea in their own words.	Ask: “Why is it a problem if a tool remembers secret info?”

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Activity: Green / Yellow / Red Info Sort (15 min)					
20-22	Setup	<ul style="list-style-type: none"> • Show slide 7 - “Scenario Cards Activity Directions”. • Put students in groups of 2-4. • Give each group 3-4 scenario cards and a handout. • Remind rules: no writing on cards, work together. • Make sure to display the Public / Personal / Secret anchor chart while students are working. 	Move into groups; receive cards and handout.	Check groups have mixed colors.	
22-32	Sort	<ul style="list-style-type: none"> • Circulate. Prompt with questions like: <ul style="list-style-type: none"> ◦ “What words make you choose RED?” ◦ “Could this ever be safe with a trusted adult?” ◦ Note disagreements for debrief. 	Read each scenario; decide which color and write the answer on the handout.	Listen for correct identification of passwords, address, secrets, images as RED.	
32-35	Quick share	<ul style="list-style-type: none"> • Show slide 8 - “Scenario Cards Activity”. • Ask 2-3 groups: <ul style="list-style-type: none"> ◦ “Which card was hardest? How did you decide?” 	Share tricky examples and reasoning.	Spot misconceptions to address in exit ticket recap.	
Exit Ticket / Wrap up (5 min)					
35-38	Exit Ticket	<ul style="list-style-type: none"> • Show slide 9 - “Wrap Up - Exit Ticket”. • Hand out exit tickets (or show students to where Google Form is posted) and direct students to fill them out. Read them aloud: <ol style="list-style-type: none"> 1. Name 1 example of info they will never share with AI 2. Name 1 example of what an AI is or is not 	Write 1–2 short sentences.	Collect & scan: look for clear “secret info” vs generic.	
38-40	Wrap	<ul style="list-style-type: none"> • Show slide 10 - “Wrap Up -Essential Question”. • Restate essential question: “How much does AI need to know about me?” • Ask 1-2 volunteers for a short answer. • Show slide 11 - “Wrap Up - Our rule” - “We protect personal and secret info, always.” 	Volunteers share short answers.	Quick check: do they frame AI as a tool + mention “secret/personal info”?	

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Anticipated Misconceptions & Teacher Moves

Likely Misconceptions	Teacher Moves
"It's okay if I just share it once" (students underestimate persistence of data).	Re-anchor: "Tools can remember and be copied; we don't control where the info goes."
"It's fine if an app asks for my school password - it's school-related."	Hard rule: "Never type a password into a chat or random website - only the official login page."
"Secrets about feelings are okay because they're not like addresses."	Validate feelings, but redirect: "If it's private or embarrassing, share it with a trusted adult, not a tool."

Differentiation & Extensions

Differentiation	
Type	Strategy
Emergent Bilingual / Reading Struggle	<ul style="list-style-type: none">Underline or highlight key words on cards (ex: name, address, password).Add simple icons, pictures, or emojis.Pre-teach unfamiliar vocabulary (ex: AI, personal, private, secret, computer program, patterns).Allow verbal responses to exit tickets (teacher scribes or records understanding).
Behavior	<ul style="list-style-type: none">Assign roles in groups or to specific students (Reader, Decider, Recorder).Decide on groups ahead of time based on student needs, behavior, and ability.
Extensions / Advanced	
Have early finishers:	<ul style="list-style-type: none">Create a new scenario card and label it GREEN / YELLOW / RED with rationale.Rewrite 1 unsafe prompt into a safe version.Map scenario cards to public / personal / secret categories explicitly.

Reflection / Notes

Which scenario caused the most disagreement? Why?	
Did most students correctly name something they would "never share" on the exit ticket?	
One adjustment for next time:	