




Hello!

AI is Elementary

April DeGennaro

This is an "i"

 bit.ly/AI4GTConstellations

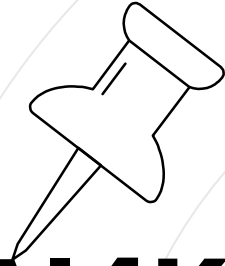


List all the electronic devices you
use in a typical day.

Identify any that use AI.

Then, identify if you can what AI
capability they have.

Share your thoughts in the chat.



AI4K12 Working Group

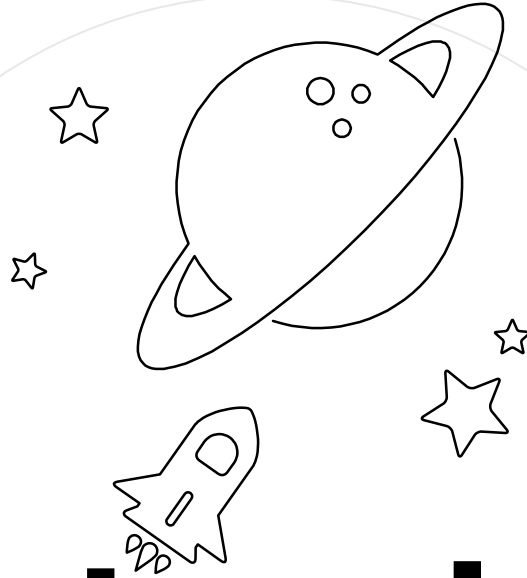
- A group of educators and professionals working together
- to write national teaching guidelines for Artificial Intelligence.

I am a part of the Kindergarten – Second Grade, grade band.



AI4K12
.org

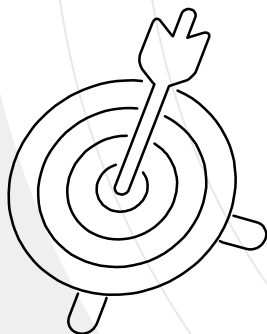
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Why teach AI?

Because artificial intelligence is used so much in our everyday lives, we need to make sure that our students understand its impact and potential for the future of work and learning. - Rachelle Dean Poth, GettingSmarter.com

What's Your Why?



Competencies & Literacies - values and impacts linked to AI education's unique potential to promote particular technical knowledge and skills

Personal Agency, Joy, & Fulfillment - values and impacts oriented toward the fun, fulfillment, and personal agency that can come out of AI education as positive for their own sake

Equity & Social Justice - values and impacts that promote fairness and address historic injustices

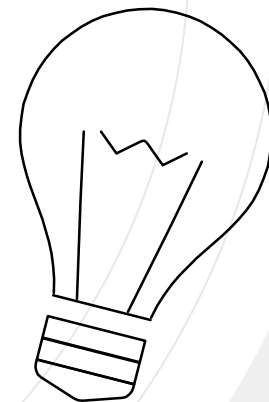
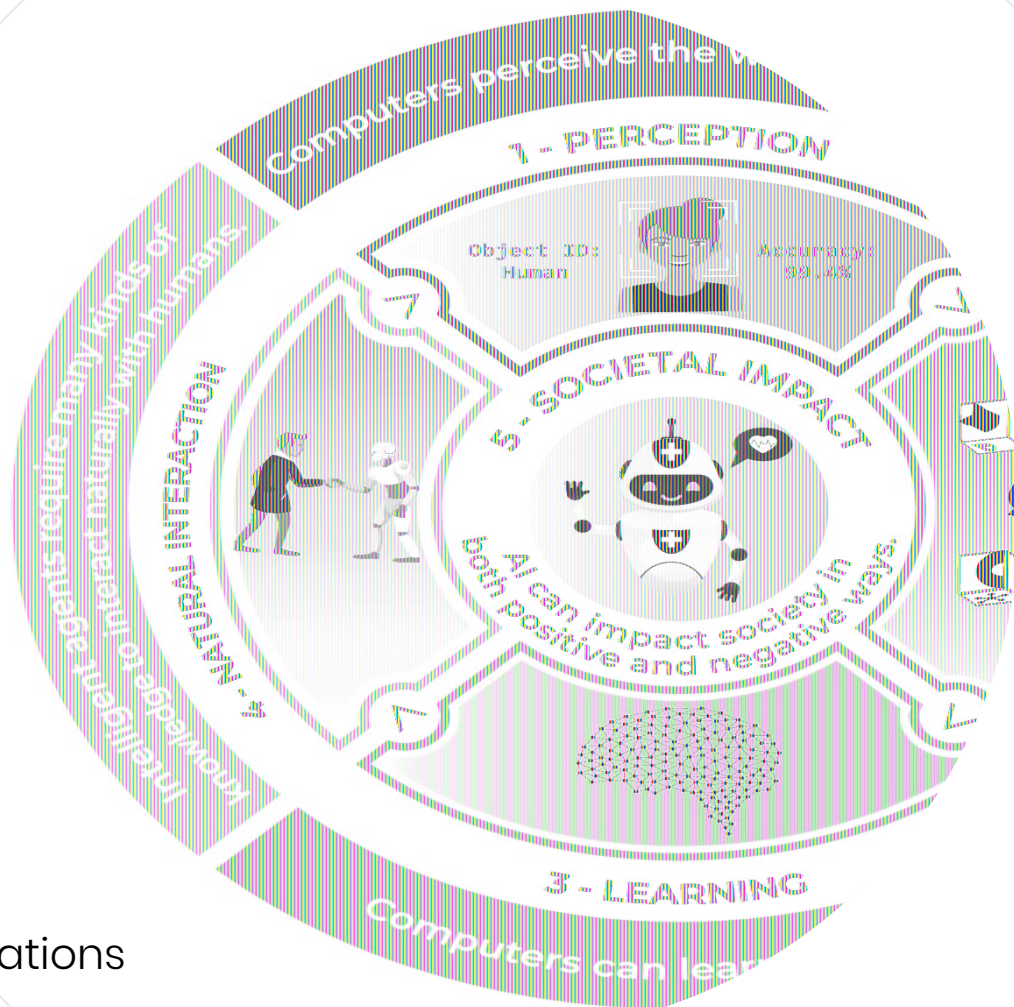
Citizenship & Civic Engagement - values and impacts focusing on AI education's relationship to social, cultural, and political participation

Technological, Social, & Scientific Innovation - Values and impacts promoting scientific, technological, and social advancement, whether around current goals or ones currently not on the radar of those driving innovation

Economic & Workforce Development - Values and impacts that orient toward professional life, industry, and the economy

School Reform & Improvement - Values and impacts that see the potential for AI education to work in service of broader school reform goals, benefiting teachers, school administrators, students, and the education systems they're a part of

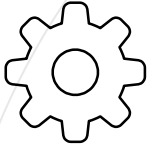
5 Big Ideas in AI



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Go to resources

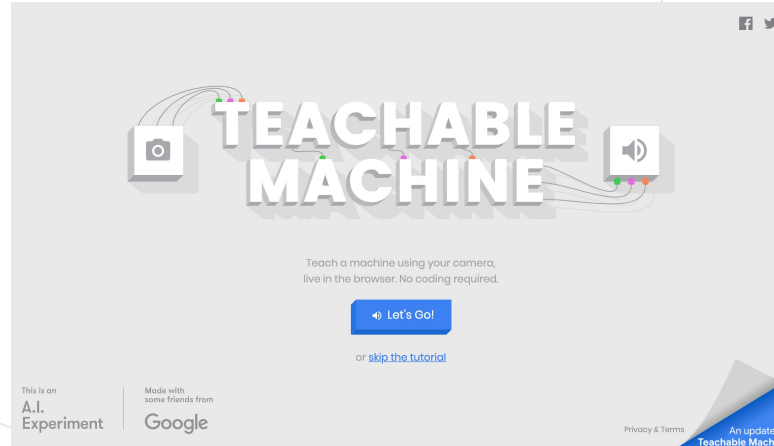
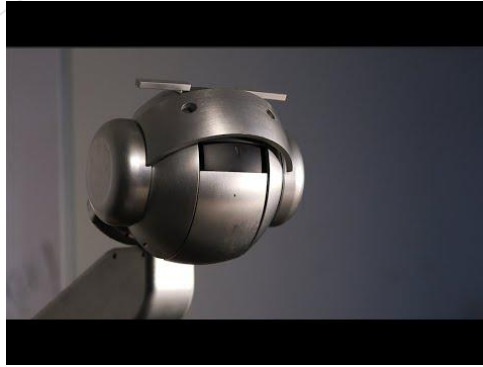
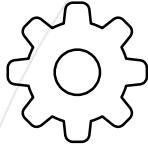
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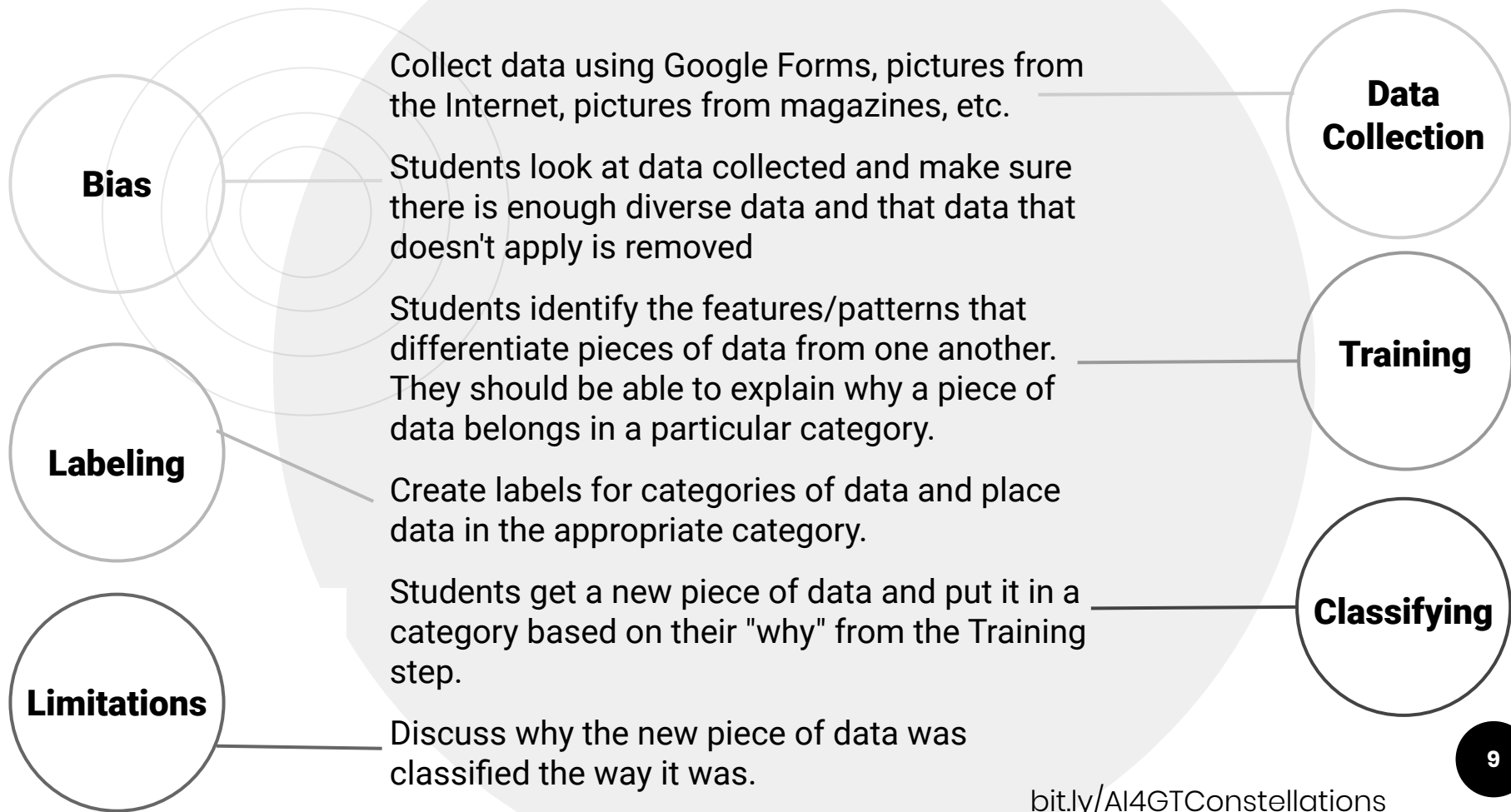
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"Data" Collection Activity For Any Subject (Big Idea #3 -Datasets, Bias, & Machine Learning Systems)



"A What?" Game (Big Idea #3 - What is Learning?)

Supplies: 2 objects (stuffed animals for this example)

Activity: Students stand in a circle in the room.

The leader of the game starts by passing the first object

(A stuffed pig) to the person on their right (Person A) saying, "This is a DUCK."

Person A replies, "A What?"

The leader clarifies, "A duck."

Person A then turns to the person on their right (Person B) and says, "This is a duck."

Person B, "A what?"

Person A, turns to Leader, and asks, "This is a What?"

Leader to Person A, "A duck!"

Person A to Person B, "A duck!"

Person B replies, "Oh, a duck!" and then turns to Person C, and continue.

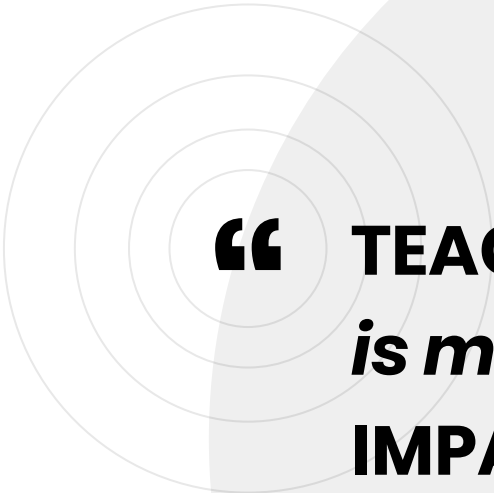
Allow time for each object to go around and students learn the activity. When time allows add the additional object (a stuffed horse), call it a hippopotamus and pass in the opposite direction. Eventually, students are receiving and passing two objects and conversations at a time.

The activity can go on as long or as short as students allow (depending on their age). Once the activity is over, ask the students how they learned during the game, what made it easy or difficult, and how were they able to keep the two separated.

Explain that no matter how many times we showed the computer the pig stuffed animal, it would always answer pig and never duck.

**Characteristics
of Human
Learning**

**Differences
between
human and
machine
learning**

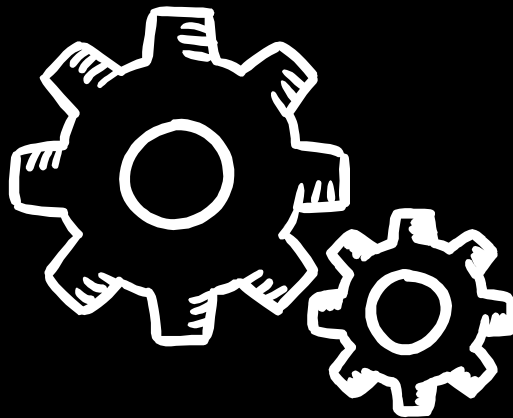


**“ TEACHING
is more than
IMPARTING
Knowledge
it is inspiring
CHANGE.”**



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Resources and Links
<https://bit.ly/GTConstellationsResources>

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Questions?

