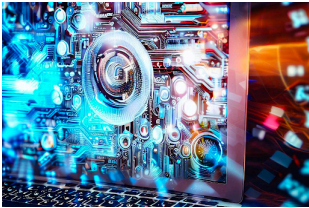


Beyond AI Hype: Introduction to Generative AI

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This lesson provides students with an introduction to generative AI. Students will learn about the timeline of generative AI development and examples of how generative AI is presently used. Students will also engage in a 3-part activity to understand how generative AI models are built and learn how to identify AI-generated content.

Duration 90 minutes

Lesson Objectives

After this experience, students will:

- Improve their knowledge of generative AI
- Understand how bias impacts generative AI
- Increase their ability to identify AI-generated content

Questions Explored

In this experience, students will consider:

- What do you know about generative AI?
- What are the ethical issues surrounding generative AI?
- What are the limitations of generative AI?

Key Terms & Concepts

- generative AI
- algorithmic bias
- large language models

Lesson Overview

5 min

Group Discussion

To gauge student knowledge about generative AI, engage students in a group discussion.


Guiding questions include:

- What do you know about generative AI?



- What are some examples of generative AI?

20 min**Bias Lecture**

Introduce students to different forms of generative AI, providing a timeline of generative AI developments, examples of generative AI tools, and the implications of these tools through a short lecture based on these slides  [Beyond AI Hype Session IV Slides.pdf](#).

45 min**Generative AI Activity**

To begin this activity, students will read an [article](#) detailing real-world examples of gender bias in generative AI systems. Students will then watch a [video](#) highlighting results from an experiment with reporters at Bloomberg investigating different forms of bias from generative AI models.

Students will then transition into a 3-part activity to learn how generative AI models are built and how to identify AI-generated content.

- In Part I, students will read an [interactive New York Times article](#), select an interactive path option to “train” a large language model, and write up their experiences.
- In Part II, students will read another [interactive New York Times article](#), play the game to differentiate between AI-generated vs. human-written content, and write up their experiences.
- In Part III, students will play a [game](#) to get a language model to reveal a secret password. They will also write up their experiences.

15 min**Activity Presentations**

Students will provide short presentations detailing their experiences with the 3-part activity.

10 min**Activity Debrief**

Engage students in a brief discussion on their experience with the activities. Guiding questions include:

- How did you like the activity?
- What did you learn?



- What questions do you still have?

