Bots in the Classroom: The Ethics of Artificial Intelligence (AI) in the Classroom

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Time Frame 1-2 class period(s)

Essential Question(s)

How can I use AI responsibly to support my learning?

Summary

In this activity, students will explore the ethical use of AI by examining responsible practices, potential biases, and privacy concerns. They will engage in discussions and activities that help them understand the impact of AI on academic work and their personal responsibility while using it. The goal is to equip students with the knowledge and mindset to make thoughtful, ethical decisions when interacting with AI tools.

Learning Goals

Discuss the importance of using AI responsibly in academic settings, including issues related to plagiarism, data privacy, and digital citizenship.

Attachments

- A Guide for Students—Should I Use AI-Bots in the Classroom—Bots in the Classroom - Spanish.docx
- A Guide for Students—Should I Use AI-Bots in the Classroom—Bots in the Classroom - Spanish.pdf
- A Guide for Students—Should I Use AI-Bots in the Classroom—Bots in the Classroom.docx
- A Guide for Students—Should I Use AI-Bots in the Classroom—Bots in the Classroom.pdf
- ABC Grafitti Template—Bots in the Classroom.pdf
- Lesson Slides—Bots in the Classroom.pptx

Materials

- Lesson Slides (attached)
- ABC Graffiti Template or poster paper (attached; one copy for every 3–4 students)
- A Guide for Students: Should I Use AI? (attached; one per student)
- Colored markers

Preparation

Prior to facilitating this activity, prepare a Mentimeter presentation with a Word Cloud using the question: "What does it mean to be ethical?" Add the code for the presentation to the designated space on **slide 8**. If facilitating this activity with multiple classes, you may wish to clear results between classes or create a separate Mentimeter for each class.

10 minutes

Introduction

Use the attached **Lesson Slides** to facilitate this activity. Display **slides 2–4** to introduce the topic, essential question, and learning objectives.

To begin, use the ABC Graffiti instructional strategy to help students brainstorm ideas related to Artificial Intelligence (AI).

Explain the task: "You'll be brainstorming anything that comes to mind about AI in your life—think broadly. This could include tools you've heard of, ways AI is used, concerns or ethical questions you've thought about, or even just words or feelings you associate with it."

Display **slide 5**. Divide students into groups of 3–4. Give each group a copy of the **ABC Graffiti Template** and a different-colored marker. Give them 30 seconds to write as many AI-related words or phrases as they can, using any letter of the alphabet. Encourage them to pull from their prior knowledge or ideas.

After 30 seconds, display **slide 6** and have the groups rotate to a new poster, taking their marker with them. Allow another 30 seconds for them to contribute new ideas or expand on those already written by the previous group.

Rotate one final time. Encourage students to add any specific AI tools, terms, or questions they've encountered or are curious about. Again, give them 30 seconds to contribute.

Have each group return to their original poster. Display **slide 7** and ask groups to review the complete list. Instruct them to identify a few entries they found surprising, important, or useful. Then, invite each group to briefly share their highlights with the full class.

Wrap up with this prompt: "Through this brainstorming, you've surfaced what you already know or wonder about AI. Now we'll begin building on those ideas by looking at real-world examples and exploring how AI can be used in school in thoughtful and responsible ways."

20 minutes

Concept Development

Display **slide 8** and introduce the Collaborative Word Cloud strategy. Encourage students to tap into previous knowledge and their own experience to answer the following question using the Mentimeter link:

- What does it mean to be ethical?

Share the word clouds with the class and take some time to discuss students' responses.

> **Teacher's Note: Introducing the Term "Ethical"**
>
> Before students submit responses to the word cloud, consider using the word *ethical* in a sentence to help spark ideas. This can support students in forming their own understanding of what they believe *ethical* means.

Display **slide 9** and introduce students to the Magnetic Statements instructional strategy. Let them know they will explore six scenarios involving AI. Begin with **slide 10**, asking students to decide whether the scenario represents an ethical or unethical use of AI. Students should move to the side of the room that best aligns with their viewpoint. Once in position, give groups time to discuss why they chose that stance, develop a collective defense of their position, and select a spokesperson to share with the class. Repeat this process for **slides 11–14**.

Scenarios:

Scenario 1: Writing Coach or Ghostwriter

- A student writes a rough draft of their personal narrative and uses AI to revise it for better grammar, vocabulary, and sentence flow. The final version is significantly more polished than their usual writing, but they reviewed all the changes and agreed with them. They do not tell the teacher they used AI.

Scenario 2: Study Buddy

- A student uses AI to explain how to solve a math problem. They read the AI explanation, try the next problem on their own, and check their understanding by asking AI follow-up questions.

Scenario 3: Brainstorming Help

- A student asks AI to suggest ideas for a science project. They choose one suggestion, research it further, and design their own experiment based on the idea.

Scenario 4: Group Work Shortcut

- One group member uses AI to answer all the research questions for a social studies group project and refuses to explain how they got the answers or involve the other team members.

Scenario 5: Debate Coach

- A student is preparing for a social studies debate. They use AI to generate arguments and counterarguments on both sides of the topic to help them practice. During the debate, they use some of the phrasing and examples from the AI-generated content.

Teacher's Note: Optional Extension Scenarios

Slides 15 and 16 include two additional scenarios that can be used to extend the Magnetic Statements activity. If you plan to include these, be sure to unhide the slides before facilitating the lesson.

Scenario 6: Secret Chat

- During class, a student uses an AI chatbot on their phone to answer a quiz without telling the teacher or trying to solve it themselves first.

Scenario 7: Copying Code

- In a science class, a student uses AI to generate the answers for an assignment, then turns it in without understanding how it works or making any changes.

20 minutes

Knowledge Building

Hand out **A Guide for Students: Should I Use AI?** infographic and move to **slide 17** with instructions for the I Notice/I Wonder strategy. Give students 10 minutes to look through the flowchart for student AI use. Provide students with two different colored sticky notes. Inform students to write down two things they notice on one sticky note and two things they wonder on the other sticky note about the information in the infographic.

After students have finished, display **slide 18**. Ask them to turn to an Elbow Partner and share what they noticed and wondered. Let students know they may revise their sticky note responses based on the conversation. Then, have each pair choose one notice and one wonder to place on the board under the appropriate column. As pairs share out, create a visible list of their "notices" and "wonders" on the board.

Use this list to guide a class discussion, focusing on how AI might support students in school. Highlight any ideas provided by students that address the questions and concerns written in the "Wonder" column. Remind students to keep these thoughts in mind as they continue exploring how to work responsibly with AI.

Teacher's Note: Student Responses

If no group includes a question like "How can I use AI to help me in school?" in the "I Wonder" column, add it to the list before beginning the discussion.

Research Rationale

Based on Large Language Models as a Homework Tutor can Improve Student Engagement and Learning Outcomes.

Resources

- K20 Center. (n.d.). ABC graffiti. Strategies. https://learn.k20center.ou.edu/strategy/96
- K20 Center. (n.d.). Collaborative word clouds. Strategies. https://learn.k20center.ou.edu/strategy/103
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
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