

AI Act

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Published by *K20 Center*

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Time Frame 90

Essential Question(s)

- How does AI change our definition of digital literacy?

Summary

Are you worried your students will use ChatGPT to write their college-entrance essay? At the same time, do you worry that if they don't learn to embrace emerging AI technologies that they will not be prepared for the future? As AI becomes increasingly prevalent, it is essential to prepare ourselves and our students to learn how to use AI ethically while also being able to discern the credibility of sources. This session combines hands-on activities and discussions to examine the impact of AI-generated content and its ability to blur the lines between reality and fabrication. It highlights the need for an updated approach to digital literacy in an unpredictable future shaped by the rise of AI. Participants will explore strategies to identify AI-generated content, verify the credibility of digital sources, and foster ethical awareness.

Learning Goals

Attachments

- C.O.N.T.E.X.T—AI Act.docx
- C.O.N.T.E.X.T—AI Act.pdf
- Notecatcher—AI Act.docx
- Notecatcher—AI Act.pdf
- Presenter Slides—AI Act.pptx

Materials

- Presenter slides (attached)
- Notecatcher handout (attached; one per person; optional)
- CONTEXT handout (attached; one per person; optional)

10 minutes

Engage

Use the attached **Presenter Slides** to facilitate this session. Start the session by displaying **slide 2** and encourage participants to follow the link and play "spot the bot" as the session gets started.

After everyone has been seated, give participants 2-3 minutes to play "spot the bot." Ask for volunteers to share their experience.

Introduce the session and yourself using **slides 3-5** reviewing the essential question and learning objectives in as much detail as needed.

15 minutes

Explore

Move to **slide 6** and introduce the concept of "suspension of disbelief" and how in film and theatre it's where audiences knowingly accept the illusion on stage or screen. We walk into a theatre understanding that what we see is not real, but a carefully crafted performance.

Transition to **slide 7** and explain how the concept "suspension of disbelief" relates to AI. With AI, the performance is more convincing. It mimics the tone, authority, and interface of platforms we've learned to trust—like Google or research databases—making it harder to tell what's real and what's just well-scripted. That's why it's so important that we begin to scrutinize AI not as a neutral tool, but as a performer—one that's acting out a role within the stage of our digital lives.

Display **slide 8** and ask participants, "Where have you seen AI used as more than a tool?" If no one has an answer right away, tell them to think about this question as we look at examples of AI being used with emotional manipulation in mind.

Move through **slides 9-10** giving participants time to examine and share reactions. Consider giving background context for each example. After participants have shared their reactions, explain that these two images are intended to evoke an emotional response because it lets your guard down. This is why we ask the question, is there a need for AI literacy?

Facilitator's Note: Keeping Current

The AI examples found on slides 9-10 were viral after natural disasters in 2024. We suggest adding your own examples from current media phenomena to keep the presentation relevant.

Answer that question by moving to **slide 11**. One of the reasons there is likely a need for AI Literacy is because it has fundamentally changed the way people use the internet. Ask the participants to share how they have seen AI used as more than a simple tool. Offer the example of how AI is being used to replace human relationships and act as therapists.

20 minutes

Explain

Move to **slide 12** and explain how AI acts as an actor, then transition to **slide 13** and dig deeper into the science behind AI that helps it pull off its acts.

If time permits, unhide **slide 14** and review "dead internet theory" and "slop."

Display **slide 15** and introduce participants to the strategy Fist to Five. Explain that we will be looking at two different articles and they are to indicate how confident they feel about whether the article was written by AI or a human. Move to **slide 16** and give participants time to access the article and skim over it. After about five minutes ask participants to indicate with their hands, a fist for zero confidence to five fingers for very confident, that AI wrote the article. Ask for volunteers to share-out their reasoning. Repeat this process for **slide 17**. Afterwards, explain that even we can't tell if AI wrote the articles.

Sample Responses: Digital Literacy

Participants typically share strategies they use to evaluate digital content. Responses may include:

- The website doesn't appear reputable;
- Inability to verify the author;
- No citations or links to outside sources;
- Little to no context about the organization posting the article.

Display **slide 18**. Use participant responses to review what digital literacy skills participants should keep in mind when engaging with known AI content or anything suspicious. Move to **slide 19** to introduce new strategies they need to become AI literate. Consider pausing to review patterns briefly that indicate if the content is AI-generated *(e.g. formatting, like em dashes and bullets, cliches or overused phrases, absence of personal experience, and factual errors).*

20 minutes

Extend 1 (optional)

If time allows, display **slide 20** and have participants play another version of "spot the bot." This resource explains how to tell if an image was AI generated. The bottom of the webpage also provides additional helpful resources in boosting one's digital literacy.

5 minutes

Evaluate

Display **slide 27** and introduce participants to the strategy Two Stars and a Wish. Provide scratch paper or sticky notes for participants to write on. Consider asking a few participants to share their feedback.

When everyone has finished giving feedback, move to **slide 28** and encourage participants to access more K20 tools using our LEARN website. Then, transition to **slide 29** and highlight all of our AI Collections that they can find on the website.

Facilitator's Note: Optional Tech Integration

Consider using a digital survey with a free response or short answer option, such as Mentimeter, Wayground, or Slido.

Research Rationale

As artificial intelligence rapidly reshapes the global workforce and everyday life, equipping educators and students with AI literacy has become critical. According to the **aiEDU AI Readiness Framework** (2024), AI is now an "inescapable part of our world, our economy, and our K–12 education system." Educators are uniquely positioned to model the thoughtful use of AI tools and integrate AI literacy skills into instruction in ways that promote critical thinking, ethical engagement, and responsible decision-making.

The aiEDU framework organizes competencies around three key domains for both students and educators: Know and Model the Basics, Foster and Model Critical Thinking, and Know the Teacher Advantage. These domains align with global AI literacy frameworks and are supported by a growing body of peer-reviewed research.

For example, **Long & Magerko (2020)** define AI literacy as a combination of competencies including understanding how AI works, evaluating its outputs, and reflecting on its ethical and social implications. Their work emphasizes that AI literacy is not simply about technical knowledge, but also about preparing learners to navigate an AI-powered world with agency and discernment.

Similarly, **Mills et al. (2024)** highlight three essential dimensions of AI literacy for K–12 settings: understanding what AI is, evaluating its outputs, and using it responsibly. They call for instructional models that are iterative, student-centered, and grounded in real-world applications—an approach echoed in the interactive and scenario-based strategies featured in this PD session.

Teacher-focused studies such as **Lin & Brummelen (2021)** stress the importance of engaging educators in co-designing AI-infused curricula and building their own confidence in evaluating AI tools. This reinforces the importance of professional development that not only introduces AI concepts but also models instructional strategies for the classroom.

By providing opportunities for educators to create and refine prompts, evaluate AI-generated outputs using structured tools, and reflect on their readiness to teach AI competencies, this session supports the development of both educator fluency and student-facing instructional planning. It aligns with national recommendations from **ISTE**, **Digital Promise**, and **UNESCO**, all of which advocate for scaffolded, ethical, and interdisciplinary approaches to AI integration in schools.

In sum, this professional development is built on a well-established research foundation that recognizes the need for educators to be **critical users, instructional designers, and ethical models** in the age of artificial intelligence.

Resources

- aiEDU. (2024). AI readiness framework: What district leaders need to know. https://static1.squarespace.com/static/63ebe79f606efb032dd05a5b/t/66f32d390307213ae4d203db/1727212857655/ai_readiness_framework_district_leaders.pdf
- K20 Center. (n.d.). AI Prompt Writing. Strategies. https://learn.k20center.ou.edu/strategy/5080
- K20 Center. (n.d.). Examples and non-examples. Strategies. https://learn.k20center.ou.edu/strategy/163
- K20 Center. (n.d.). Fist to five. Strategies. https://learn.k20center.ou.edu/strategy/68
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). Slido. Tech Tools. https://learn.k20center.ou.edu/tech-tool/4985
- K20 Center. (n.d.). Two stars and a wish. Strategies. https://learn.k20center.ou.edu/strategy/83
- K20 Center. (n.d.). Wayground. Tech tools. https://learn.k20center.ou.edu/tech-tool/2444
- Lin, P., & Brummelen, J. (2021, May 7). Engaging teachers to co-design integrated AI curriculum for K–12 classrooms. *CHI '21: Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems*. https://doi.org/10.1145/3411764.3445377
- Long, D., & Magerko, B. (2020, April 23). What is AI literacy? Competencies and Design Considerations. *CHI '20: Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*. https://doi.org/10.1145/3313831.3376727
- Mills, K., et al. (2024). *AI literacy: A framework to understand, evaluate, and use emerging technologies*. Digital Promise. https://doi.org/10.51388/20.500.12265/218