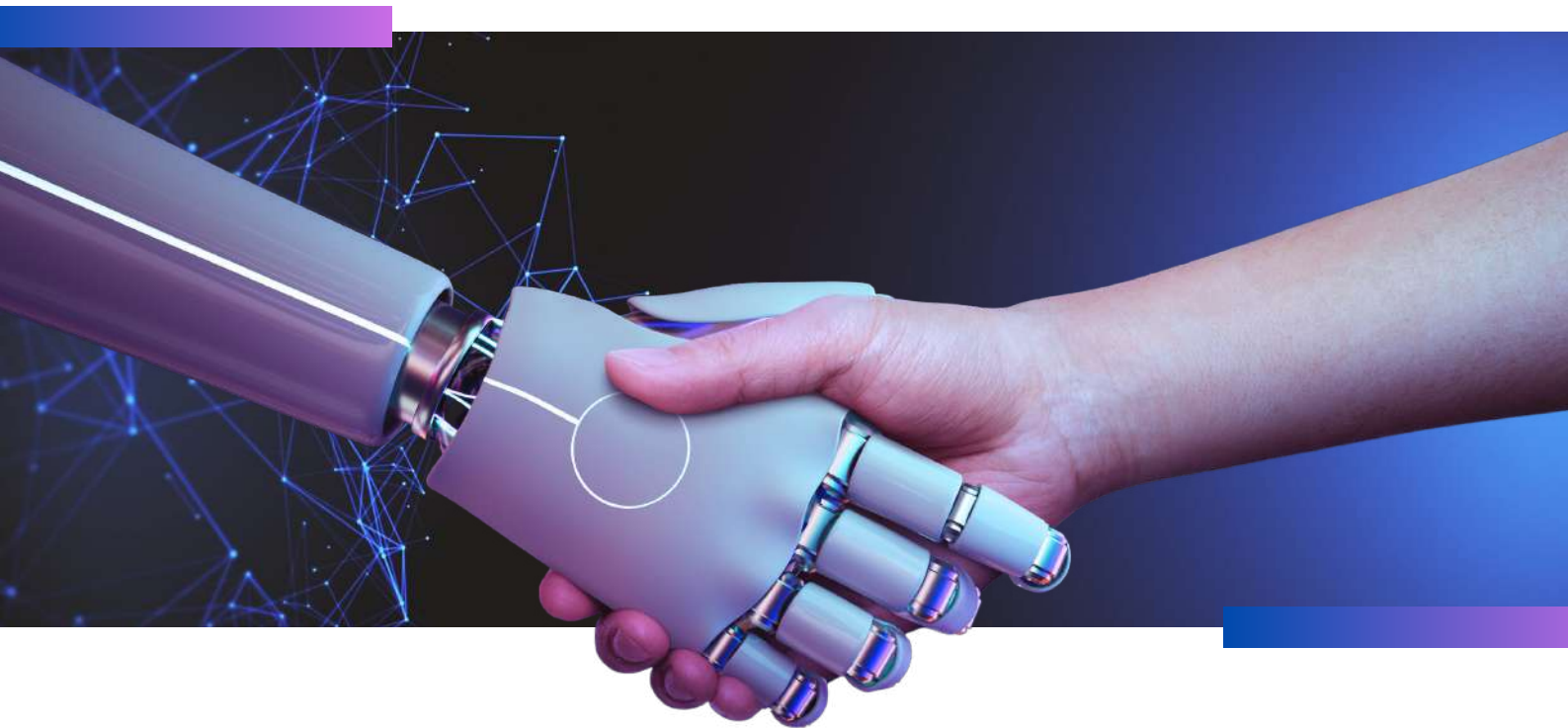**pro.ed**
EDUCATION SOLUTIONS

HOW CAN WE
USE AI IN AN ETHICAL WAY?

LESSON OBJECTIVES

At the end of this lesson, students will be able to:

- Define Artificial Intelligence (AI) and identify its applications in daily life
- Understand the importance of ethical implications when using AI
- Expand vocabulary related to AI implications
- Reflect on the importance of AI ethics and the role of individuals in addressing ethical concerns
- Create a set of ethical uses of AI for the class
- Enhance speaking skills through discussions and presentations

Target learners

Intermediate (B1-B2)

Duration

60 - 90 minutes

Preparation

Students' Worksheet
Padlet or Mentimeter
Edpuzzle video

LESSON PLAN

1 ENGAGE

SUGGESTED TEACHING ACTIVITIES

EXTRA INFO

🕐 10 - 15 minutes

EDTECH TOOLS

The purpose of this stage is to introduce students to the concept of Artificial Intelligence (AI) and its applications in daily life.

Phase 1: What is AI?
- Begin the lesson by asking the students if they have heard of Artificial Intelligence (AI) and if they know what it is used for.
- Use a presentation tool such as a smart board or projector to open the Edpuzzle video that explains what AI is. (Download link below)
- Have students watch the video and answer the pop-up questions.

Phase 2: AI in our daily life
- Initiate the session by accessing the Genial link on the Smartboard or Projector.
- Use the pictures in the link to demonstrate how AI is integrated into our daily routines. Click on the images to display them in full screen. *(The pictures furnished by Genial illustrate Virtual Assistants, autonomous cars, and chatbots.)*
- Prompt the students if they recognize the images and encourage them to share their perspectives on the role of AI in their lives. *(To foster critical thinking, the teacher may pose a question, such as "What would happen if AI surpassed human intelligence?" or present a startling fact about AI.)*
- Allow one minute for the students to discuss with their peers before unveiling the definitions and examples of the AI tools by clicking on the yellow button - ❗ .
- Initiate a class discussion on the advantages and challenges of these AI-based tools. *(The teacher can assign each group an AI tool, represented by a picture, and have them discuss the benefits and challenges. Alternatively, the teacher can divide the class into two groups and have them debate the pros and cons of AI tools.)*
- Conclude the discussion with a summary of the key points and takeaways by revealing the information from the corresponding buttons - 👎 & 👍 .
- Provide additional explanation on the benefits and challenges of each picture if necessary.

Answer key

(The answers for the benefits and challenges are included in the Genial.)

MATERIALS

Scan to get the link to the Edpuzzle video

Scan to open the interactive image on Genial.ly

🌐 proed.com.vn 🔍

2 EXPLORE

SUGGESTED TEACHING ACTIVITIES

EXTRA INFO

🕐 15 - 20 minutes

EDTECH TOOLS

:Padlet or Mentimeter

The purpose of this stage is to enhance students' comprehension of AI ethical concerns and expand their vocabulary.

Phase 1: What are AI ethical concerns?
- Provide an ethical concern example to enhance students' comprehension of AI ethical issues. *(The teacher can use one of the instances from the passage in Students' Worksheet.)*
- To stimulate brainstorming, include some straightforward questions that students can easily answer after giving the example. *(For example, ask them if they have ever encountered similar issues in their daily lives.)*
- Elicit students' own ideas and thoughts.

Phase 2: New vocabulary
- **Exercise A:** Instruct students to read the passage and identify the ethical concerns that are mentioned by underlining them.
- **Exercise B:** Have students read the new words in the box, find them in the passage, and match them with their corresponding definitions.
- Correct their work and provide feedback.
- Conduct pronunciation drills and concept check to ensure that students understand all the words.
- **Exercise C:** Divide the class into small groups and assign each group a set of random vocabulary words. Remind students to construct a meaningful sentence for each vocabulary word.
- Once the groups have completed their task, have them to present their sentences to the class. *(Use of Mentimeter or Padlet as a digital whiteboard can be applied.)*
- **Exercise D:** Have students collaborate in groups and complete the blanks.

Answer key

A.
1. *bias and discrimination*
2. *making wrong decisions*
3. *cheating*
4. *AI dependence*

B.
1. *artificial intelligence*
2. *interact*
3. *virtual assistant*
4. *pose*
5. *ethical concern*
6. *bias*
7. *search engine*
8. *discrimination*
9. *prominent*
10. *neutral*
11. *critical thinking*
12. *social media platforms*

C.
(Students' answers vary.)

D.
1. *making wrong decisions*
2. *cheating*
3. *AI dependence*
4. *bias and discrimination*

3 EXPLAIN

EXTRA INFO

🕐 10 - 15 minutes

SUGGESTED TEACHING ACTIVITIES

The purpose of this stage is to enhance students' critical thinking, collaboration, and creativity skills, as well as to deepen their understanding of AI ethical concerns.

- Have students compare their works with their friends and discuss the differences.
- Ask students to explain their work and how they arrived at their conclusions regarding the concerns.
- Check their work, provide feedback, and show the answers to the class. Further explain if necessary.
- Have students share their thoughts about AI and encourage them to create a mindmap to visualize and organize their ideas.
- Ask some of the students to showcase their mind maps with the class.
- Provide additional feedback and award students for their work.

Answer key

(Students' answers vary.)

4 ELABORATE

EXTRA INFO

🕐 20 - 30 minutes

EXTRA MATERIALS

Template worksheet
A3 paper

SUGGESTED TEACHING ACTIVITIES

The purpose of this stage is for students to deepen their AI ethics understanding, promote responsible AI use, enhancing speaking & presentation skills.

Phase 1: Group work
- Divide the class into four groups and assign each group a specific AI ethical concern mentioned in the passage.
- Instruct each group to work together to come up with solutions for their assigned ethical concern by completing their template with solutions. *(The teacher provides a template worksheet for each group.)*

Phase 2: Gallery Walk
- Have the groups display their work at different corners of the classroom.
- Ask each group to nominate a representative to present their work on the template.
- Allow the other members of the groups to visit the other group displays, listen to the presentations, and vote for the best solutions.
- Observe the groups' presentations and encourage students to provide more details on their solutions.

Phase 3: Rules for ethical use of AI
- Collect the displays and facilitate a collaborative discussion among all students to gather the best possible solutions for each ethical concern.
- Have the students work together to create an A3-sized poster that highlights the key rules and display it in the classroom.

Answer key

Phase 1:
(Students' answers vary.)

Phases 2 & 3:
Some reference solutions:
Bias and Discrimination:
1. *Choose AI platforms that are known for being fair and unbiased.*
2. *Talk to a teacher or a trusted adult if you notice something unfair or discriminatory in AI technology.*
3. *Be respectful of people who are different from you.*

Making wrong decisions:
1. *Double-check important decisions with a trusted adult or source.*
2. *Think carefully about the accuracy of information provided by AI technology.*
3. *Use AI technology as a tool to help you make decisions, but don't rely on it completely.*

Cheating:
1. *Use your own ideas and work for assignments, instead of relying on AI technology.*
2. *Report cheating with AI technology to a teacher or trusted adult.*
3. *Use study groups and peer review to get feedback and support from classmates rather than relying solely on AI technology.*

AI dependence:
1. *Use technology only when necessary and try to do things manually whenever possible.*
2. *Take breaks from technology and engage in activities that don't involve technology, such as reading a book or going for a walk.*
3. *Seek out multiple sources of information and compare them to get a more well-rounded understanding of a topic.*

5 EVALUATE

EXTRA INFO

🕐 5 - 10 minutes

SUGGESTED TEACHING ACTIVITIES

The purpose of this section is for students to self-evaluate on what they have learned and apply it in real-life situations.

- Review and give feedback on the poster.
- Ask questions about the poster to encourage students to discuss how they can apply the rules in their daily lives and whether there are any challenges they may face in doing so. *(Examples of questions include: 'How do you think these rules can be applied in your daily life?' or 'Are there any challenges that you might face when following these rules?')*
- Have students reflect on what they have learned today.
- Ask the students to write a self-reflective passage of about 50 words on how they can apply these rules in their daily lives.
- Have some students to share their writings.
- Encourage the students to continue exploring the topic of AI ethics and to stay informed about the ethical implications of AI technology.

Answer key

(Students' answers vary.)

SOLUTIONS FOR ....

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How can we use AI in an ethical way