

# TOOLS TO CONSIDER WHEN THINKING ABOUT RESPONSIBLE STUDENT USE OF AI



**DIRECTIONS:** Click on the activities below to 'Level Up' your knowledge and application of AI. Use the resources provided to help you. The activities become increasingly more complex the higher the plant pot!

**CS ED WEEK & A.I.**  
**CONVERSATION STARTERS AROUND IDEAS AND THEMES IN COMPUTER SCIENCE AND AI**

**DIRECTIONS:** Use your expertise as an educator to adapt these questions to be developmentally appropriate for your grade level. Remember, there is never a bad time to talk about computer science- there are many ways to bring up these key ideas and themes!

**General Concepts:**

1. What is a computer? What are some things it can and can't do?
2. How do you think computers "learn" to do things like play games or recognize pictures?
3. What makes something "smart"? Can computers be smart like people?
4. If you could teach a robot to do anything, what would it be? Why?
5. What do you think the internet is, and how do we use it?

**Creativity and Art:**

1. What is creativity? Do you think computers can be creative? Why or why not?
2. What makes something art? Could a computer create art? Would it still be art?
3. Can a song or a picture made by a computer have emotions? Why or why not?
4. What's the difference between a tool (like a paintbrush or computer) and an artist?

**Problem-Solving and Logic:**

1. What kinds of problems do you think computers help us solve?
2. How do you think a computer knows what to do when you press a button or click on something?
3. What steps would you tell a robot to follow to make a sandwich?
4. What do you think would happen if a computer made a mistake? How could it fix it?
5. Why is it important to check if the information a computer gives you is true?

**Ethics and Society:**

1. What would you want a robot to do to help at school or home? What things should robots NOT do?
2. Do you think it's fair for a robot to decide who gets a prize or a job? Why or why not?
3. If a robot could understand feelings, do you think it would have feelings like us?
4. How should we decide what jobs robots or computers are allowed to do?
5. Do you think AI can be a friend? Why or why not?

**Future and Imagination:**

1. What do you think the world will look like in 20 years with new technology?
2. If you could invent any kind of robot or AI, what would it do?
3. What would happen if computers and robots suddenly stopped working for a day?
4. How do you think people and computers can work together to solve big problems, like protecting the environment or helping sick people?
5. Do you think robots will ever become as common as pets? Why or why not?

**AI-Specific Themes:**

1. How do you think Siri, Alexa, or Google know how to answer questions?
2. What's the difference between a computer following instructions and someone learning something new?
3. Do you think AI can make decisions? What's the difference between a decision made by a person and a decision made by AI?
4. Can AI be creative, or is it just copying things people have already done?
5. Do you think AI will ever be as smart as humans? Why or why not?

**Questions to Consider When Upper-Grade Students are Engaging With AI**  
Questions from "Five Big Ideas in AI"

**Developmentally Appropriate! CS ED WEEK & A.I. AI CONVERSATIONS AND ACTIVITIES CHOICE BOARD**

	UNPLUGGED	PLUGGED IN: AI ACTIVITIES	PLUGGED IN: CS + AI ACTIVITIES
<b>TK - 2 Engage</b>	<a href="#">CS and AI Conversation Starters</a> <a href="#">Common Sense Digital Citizenship Activities, Grades 1-2</a> <a href="#">ISTE AI Hands-on Project Guide: Ethics (Use Project 1)</a>		
<b>3 - 8 Experiment &amp; Deepen</b>	<a href="#">CS and AI Conversation Starters</a> <a href="#">Common Sense Digital Citizenship Activities, Grades 3-8</a> <a href="#">Machine Learning Unplugged</a> <a href="#">Computer Science Unplugged</a> <a href="#">Waveforms and Spectrograms</a> <a href="#">Speech Recognition Demo</a> <a href="#">AI for Global Good (with video)</a> <a href="#">AI Inclusiveness (with video)</a> <a href="#">ISTE AI Hands-on Project Guide: Ethics (Use Project 2, can navigate around search engine as a lesson tool)</a>	<a href="#">Google Arts &amp; Culture</a> <ul style="list-style-type: none"> <li>• Say What You See</li> <li>• Guess the Line</li> <li>• Musical Canvas</li> <li>• Odd-one-out</li> <li>• X-Y-Z</li> <li>• Opera Blobs</li> <li>• Quick Draw</li> </ul> Make sure to preview any activities to ensure they are appropriate. <a href="#">ISTE AI Hands-on Project Guide: Elementary SchoolAI</a> <a href="#">MIT Literacy Units (Appropriate for Grades 7-12 ready for some experience with coding)</a>	<a href="#">code.org AI for Oceans</a> <a href="#">code.org Dance Party, AI Edition</a> <a href="#">How AI Makes Decisions</a> <a href="#">Coding with AI</a> <a href="#">Generative AI for Humanities</a>
<b>9 - 12 Expand &amp; Create</b>	<a href="#">CS and AI Conversation Starters</a> Any of the activities for middle school can be adapted Watch and discuss the videos in <a href="#">Google Labs Human Intelligence X Artificial Intelligence Experiment</a>	<a href="#">ISTE AI Hands-on Project Guide: Secondary</a> <a href="#">ISTE AI Hands-on Project Guide: Computer Science</a> <a href="#">ISTE AI Hands-on Project Guide: Electives</a> <a href="#">ISTE AI Hands-on Project Guide: Ethics (Use Project 3)</a> <a href="#">MIT Literacy Units (Appropriate for Grades 7-12 ready for some experience with coding)</a> <a href="#">Google Teachable Machine</a> <a href="#">AI 4 All Resources</a>	<a href="#">resources at Code.org</a> <a href="#">Coding with AI</a> <a href="#">Generative AI for Humanities</a>

The resources listed here are not exhaustive. Always follow federal and state laws, and guidance from your school or district leadership when engaging with AI. Be the human in the loop.

**unesco**

**AI competency framework for students**

**Education 2030**

**Artificial Intelligence**  
**A.I. Tool Compliance: Considerations Checklist**

**Basic Information**

Name of Tool: \_\_\_\_\_ Fee(s): \_\_\_\_\_

Name of Vendor: \_\_\_\_\_ Intended Users: \_\_\_\_\_

Intended Use of the Tool: \_\_\_\_\_

**Data Sets**

**Questions To Research:**

- How is the LLM data set trained? What data is informing the A.I., and who is inputting that data?
- What date or other constraints are part of the LLM data set?
- If a user adds their own information, data, or questions into the A.I., is that now saved into the LLM data set?

**FERPA Compliance**

<p><b>Data Protection &amp; Sharing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the AI tool protect the confidentiality of student educational records?</li> <li><input type="checkbox"/> Are student records only accessible to authorized school officials with legitimate educational interests?</li> <li><input type="checkbox"/> Is there clear agreement with the AI tool provider that limits data sharing to third parties, ensuring data is only shared for educational purposes?</li> </ul>	<p><b>Parental Rights &amp; Consent</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the tool allow parents and guardians to review and amend their child's educational records?</li> <li><input type="checkbox"/> Does it provide an option for parents to opt-out of sharing student's personally identifiable information (PII)?</li> </ul>	<p><b>Data Retention &amp; Deletion</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are there policies for how long student data is stored and procedures for deleting it when it is no longer needed or at the parent's request?</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

TOP TIP: Upload the Tool AUP and Privacy Agreement into a ChatBot and use AI to help you check these considerations!

**Start a conversation with your classroom about AI and CS big ideas!**

**Use the developmentally appropriate resources and activities in this document to discuss or use AI in your classroom**

**Explore the UNESCO AI Competency Framework for Students. How might this help you in your classroom, school, or district?**

**Use this Checklist to begin reviewing the AI tools you and your students might use**