

Lesson title: AI, Media, Safety, & I - A Deep Dive

Grade(s): 7-12

Subject Area(s): Health Education I and II

Lesson Time: 75-90 minutes

Utah standard(s) addressed with this lesson:

Standard HII.HF.3: Apply decision-making strategies to a health-related choice and defend the decision

Standard HI.SDP.3: Research current modes of technology and media use and how they impact mental and emotional health.

Standard HII.MEH.2: Investigate the effects of media and technology on mental, emotional, physical, and social health

Learning objectives:

Students will be able to understand the modes of technology that include AI

Students will be able to understand what AI is, how it works, common ways the world uses it

Students will be able to understand how AI can be a supportive tool

Students will be able to understand the mental, physical, social effects of using the modes of technology

Students will be able to understand safe ways to use technology and AI as a tool

Safety concerns to be aware of for this lesson:

Be conscious of students who:

-May have already been victims or known victims of the ill-use of technology and how some part of the lesson might affect them. Be ready to give support or resources for those students.

-May be currently or previously using technology inappropriately and how to respond to their questions.

Key words and vocabulary:

-artificial intelligence (AI)

-chatbot

-algorithm

-machine learning

-large language model

-deep learning

-generative AI

-artificial general intelligence (AGI)

-constitutional AI

-AI hallucination

-agent or agentic AI

-deep fake

-data mining

Lesson budget and materials list:

Item	Cost	Website	Quantity	Total Item Cost
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No Costs				

Lesson instructions:

Each student will need a worksheet, access to a device with internet, a sticky note, and a group paper (plain paper or poster paper).

Introduction

- Put students into groups of 4-6. Give each group a blank piece of paper. Have students put all their names or a team number at the top. To introduce our topic, turn on the powerpoint to the opening slide.
- On the front side of their paper give the groups 1-2 minutes to write down all the modes of technology they use and come in contact with every day.
 - Examples: Cellphones, chromebooks, X-Box, Switch, Smartboard, Ipad, etc.
- Have groups share with the class as you turn to slide 2 on the powerpoint.
- Have groups flip their paper over on the backside and then write down all the ways they know that technology has changed our lives over the last 10-20 years. (Give 1-2 Minutes)
- Have groups share with the class all the ways technology has changed our lives.
- Slide 3 -Talk about how all their ideas on how technology has changed our lives boils down to 4 things. Technology has improved our communication/connectedness, improved our access to information and education, made our lives more convenient, and improved efficiency in the workforce.

Lesson Base

- Slide 4 - ask the students what their most used apps are on their devices. Take a poll on your board and see which apps are the most popular. Then ask the students why they use those apps the most?
 - Is it for entertainment, connection, convenience, work, school, etc.
- Slide 5 -hand out the worksheet “AI,Social Media, Safety, and I - A Deep Dive”.
- Ask each student to use their phones or devices to go to the website provided on the screen. (socialharms.utah.gov)
- Students will then scroll through the website and write down facts they find from the surgeon general on how social media and phone usage affects teens. (This is done on their worksheet) Give the students 3-5 minutes to search and write down.
 - Students will then share with the class in discussion style what they found and how they think it relates to students at your school.
- Slide 6 - Have students who have cell phones go into their settings and look at their screen time daily average. On their given sticky note, have them write down their daily average and come stick it to the white board. (This can be done anonymously)
- Go through and sort out with the students the different times by hours on the board to find your class average.
- Then click through Slide 6 - see if your class fits into the first 2 statistics.
 - As you click through the statistics on the page, students will be filling in the blank on their worksheets.

- After the final statistics, ask students to take a minute and write down why they think teenagers who have extended screen time suffer with these symptoms. (2-3 minutes)
- Ask a couple students to share their thoughts and then relate their thoughts back to the whole class.
- Slide 7 - show students how much time they lose every day when they have extended screen time and how much time is wasted.
- Slide 8 - have students talk with their groups on what they could be doing with their time instead of being absorbed with a screen. (Ask them to think personally for themselves on their worksheets)
- Slide 9 - Talk about how we have seen the pros and cons of using technology. We can't avoid it, it's part of our lives but we can learn to use it as a tool.
 - Students will be adding this to their worksheet.
- Slide 10 - ask the class the question "What part of technology do you see growing rapidly that we need to know more about?"
 - The picture should clue the students into the answer of AI.
- Slide 11- ask students to discuss as a class what they think AI is.
- Click to slide 12 and have a student read NASA's definition of AI. Make it clear that AI is programmed by humans.
 - Ask students if they know of any AI we use on a day to day basis.
- Slide 13 - list off all the ways AI is used in everyday life. (You'll need to click twice for both lists)
 - Slide 14 will have pictures of some of the AI listed from slide 13 to show.
- Slide 15 - In each group, have one student use a school approved AI image generator to create an image that represents their group in 4 traits. They will upload their image to the google form (mine was posted in their announcements on Canvas). Only give them 1-2 minutes max - this is a fast activity.
 - Pull up the google form and download their images and show the class what they could easily create in a short amount of time with AI.
 - This gets them interested in what's to come with talking about AI
- Slide 16 - Intro to AI Terminology. Is AI more like Iron Man or is AI more like the Terminator? We will find out.
- Slide 17 - Slide 29 is going through all terminology, their definitions and examples. Students will color code by matching on their worksheets and giving examples of each.
 - Slide 25 - click on the link that says **Let's Look at Atlas** and navigate the site showing the kids the robot from Boston Dynamics. They have 4 videos on the main page you can show the kids about AI in robotics.

Conclusion Slide

- Slide 30 - Talk about being safe on devices and how to use them responsibly. Think Iron Man, not Terminator.

Assessment:

AI, Media, Safety, & I - A Deep Dive Worksheet

Other resources (powerpoints, worksheets, websites, video links, etc.):

Websites:

[Atlas - Boston Dynamics](#)

[Screen Time and Children](#) - American Academy of Child and Adolescent Psychiatry

Adobe Suite (Express/Firefly)

[AI and Gaming](#) - Engineering at Columbia University

[Safety Online with AI](#) - Cybersecurity & Infrastructure Security Agency (CISA)

[Screen Time and Teens](#) - Centers of Disease Control (CDC)

[Definition of Artificial Intelligence](#) - NASA

[Statistics on Mental Health & Technology with Teens](#) - National Library of Medicine

[Social Harms Utah](#) - Utah Department of Health and Human Services

Worksheet and Presentation:

[AI, Social Media, Safety, and I.docx](#) - Student Worksheet

[AI, Social Media, Safety, and I.pptx](#) - PowerPoint Presentation - Make sure to download from the google drive as a powerpoint or the format in google slides will be unreadable.

[AI, Social Media, Safety and I - A Deep Dive](#) - Access to the entire Google Folder for lesson

Submitted by:

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