Co-Teaching Mini-Unit: AI Bias, Youth Privacy, and Policy Creation
Unit by Jean Darnell, part of the 2023-2024 Pulitzer Center Teacher Fellowship

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Unit Length	3 lessons
Grade Level(s)/Subject(s)	10th grade
Objectives & Outcomes	Students will be able to: • Define and understand AI Biases • Research data as it relates to biases in race, gender, and occupation to further see the present-day biases embedded in AI • Define Online Disinhibition Effect (ODE), differentiate the 6 types of ODE, and explain positive / negative impacts of ODE • Define cookies, and understand the basis of everyday tracking done by web-based cookies. • Analyze the importance and impact on students of the use of AI tracking by colleges. • Examine articles from 2016, 2019, and 2023 to compare initial fears about AI to present-day results, and identify new fears now that generative AI has been released to the public. • Locate main ideas and supporting details while listening to a podcast that details how we're tracked and traced in society. • Write policies to curb AI bias, to curb AI tracking by colleges
Standards	Common Core State Standards • SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions building on the ideas of others, and expressing clearly and persuasively. • SL.11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Illinois Social Science Standards IS.7.9-12 - Articulate explanations and arguments to a target audience in diverse settings. CV.5.9-12 - Analyze the impact of diverse perspectives on the application of civic dispositions.

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	H.7.9-12 - Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
Unit Resources	Canva presentation: AI in Our Community [.pdf] Understanding AI Biases from *Common Sense Media* [.pptx][.pdf] "Beyond Bias," by Jyoti Madhusoodanan for *Open Mind* "Are AI Hiring Tools Racists & Ableist?" by Hilke Schellmann for *The Associated Press* and *The Guardian* "There Is No Standard: Investigators Find AI Algorithm Objectify Women's Bodies," by Hilke Schellmann and Gianluca Mauro for *The Guardian* Jamboard on Bias (or a digital/physical space to cultivate student engagement and conversation) "What Will It Take to Fix AI's Bias Problem?" by Jean Darnell for *School Library Journal* "ODE to the Internet" [.pdf][.docx] "The Impact of Loneliness on the Six Dimensions of Online Disinhibition," by Jessica Mueller-Coyne, Claire Voss and Katherine Turner in *Computers in Human Behavior Reports, Volume 5*, Science Direct *There is No Anonymity Online* from *The Teaching Privacy Project* (8:14) Canva Presentation: AI in Our Community [.pdf] "Top 9 Ethical Issues of Artificial Intelligence," by Julia Bossman for *World Economic Forum* (2016) "Ethical Concerns about AI," by Kathleen Walch for *Forbes* "Districts Looking for New Guidance on AI, Tech Equity from the States," by Emma Kates Fittes for *Market Week*) Podcast: "Tracked and Traced," by David Leins for *WDET*

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	[Tracked: How Colleges Use AI to Monitor Student Protest](#) by Arijit Douglas Sen and Derêka Bennett for *The Dallas Morning News* Canva Presentation: [Colleges that track students presentation](#) [[.pdf](#)]
Performance Task(s)	Using the Socratic Method, facilitate a discussion about the ethics of AI and what has changed in the last 8 years. Students will write a short policy addressing one or more ethical concerns regarding AI use.
Assessment/Evaluation	Rubric for the performance task is in the Day 3, Reading 3 handout[[.pdf](#)][[.docx](#)]

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UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
3-Day Mini-Unit: AI Bias, Youth Privacy, and Policy Creation				
Day 1	Canva presentation: AI in Our Community [.pdf] Understanding AI Biases from *Common Sense Media* [.pptx][.pdf] "Beyond Bias," by Jyoti Madhusoodanan for *Open Mind* "Are AI Hiring Tools Racists & Ableist?" by Hilke Schellmann for *The Associated Press* and *The Guardian* "There Is No Standard: Investigators Find AI Algorithm Objectify Women's Bodies," by Hilke Schellmann and Gianluca Mauro for *The Guardian* Jamboard on Bias (or a digital/physical space to cultivate student engagement and conversation)	Day 1 Handout: Reading 1 [.pdf][.docx] Day 1 Handout: Reading 2 [.pdf][.docx] Day 1 Handout: Reading 3 [.pdf][.docx] AI Scaffold of Reading 1 [.pdf][.docx] AI Scaffold of Reading 2 [.pdf][.docx] AI Scaffold of Reading 3 [.pdf][.docx]	Essential Questions: Is AI perpetuating prejudices/biases? How do we program or de-program AI from sources that are proven biased? Can AI be manipulated to produce a biased result? Objectives: Students will be able to: ● Define and understand AI Biases ● Research data as it relates to biases in race, gender, and occupation to further see the present-day biases embedded in AI ● Write policies to curb AI bias, to curb AI tracking by colleges	Opener: Introduce Ms. Jean Darnell to students. She will share an overview of the next 3 days with students using the "AI in Our Community" presentation. Presentation (Part I of Day 1 Handout): Ms. Darnell will present "Understanding AI Biases." Have students use the Day 1 Handout to… 1. Take notes on key definitions 2. Turn-and-talk at slides 13 / 16 3. Draw a conclusion about AI bias at the end of the presentation. Paired Guided Reading (Part II of Day 1 Handout):

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	"What Will It Take to Fix AI's Bias Problem?" by Jean Darnell for *School Library Journal*			1. Have students work with a partner to annotate their assigned reading. 2. Direct students to draw a conclusion about what the data in their articles showed. Sharing Out Part II: 1. Once students have annotated and drawn conclusions about the data with their partner, divide the class into 3 larger groups based on which reading they had. 2. Each larger group will decide on 3-4 main points from the article to share with the whole class. 3. Provide 5-7 minutes for groups to formulate their main points. 4. Provide an additional 3-5 minutes to share out. Closing: (Part III of Day 1 Handout): Students will end class by writing a policy rule to stop bias in AI.

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| Day 2 | AI in Our Community [.pdf] "ODE to the Internet" [.pdf][.docx]

"The Impact of Loneliness on the Six Dimensions of Online Disinhibition," by Jessica Mueller-Coyne, Claire Voss and Katherine Turner in *Computers in Human Behavior Reports, Volume 5*, Science Direct

There is No Anonymity Online from *The Teaching Privacy Project* (8:14)

Tracked: How Colleges Use AI to Monitor Student Protest by Arijit Douglas Sen and Derêka Bennett for *The Dallas Morning News*

Canva Presentation: Colleges that track students presentation [.pdf] | Day 2 Handout [.pdf][.docx]

Jigsaw 1 ODE readings [.pdf][.docx]

Jigsaw 2 "Tracked" Excerpts [.pdf][.docx] | Essential Questions: How have students been monitored by AI with or without their consent?

How will students protect their social media accounts from unapproved spying?

What's the importance and dangers of algorithmic monitoring?

Where's the line in surveillance for safety & violations of privacy rights from illegally obtained surveillance?

Objectives: Students will be able to:
● Define Online Disinhibition Effect (ODE), differentiate the 6 types of ODE, and explain positive / negative impacts of ODE
● Define cookies, and understand the basis of everyday tracking done by web-based cookies
● Analyze the importance and impact on students of | Opener (Part I of Day 2 Handout):
1. Share the Day 2 handout with students and have them brainstorm a definition for "online disinhibition effect."

2. Encourage students to share out their understandings/

**Educator note: "ODE to the Internet" poem, if the brainstorm is slow*

Jigsaw 1 (Part II of Day 2 Handout):
1. Divide students into groups of 6. Each small group will be assigned one portion of the "Jigsaw 1 ODE Readings."

2. Once each small group has created their summary on a sheet of paper, have them present to the class.

3. Hang their posters on the wall

4. To conclude the jigsaw, circle back to "ODE to the Internet" so students can identify ODE types in the poem.

Video Guide (Part III of Day 2 Handout): |

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			the use of AI tracking by colleges • Write policies to curb AI bias, to curb AI tracking by colleges	1. Have students remain in their small groups to discuss their answers to questions 1-5 on Part III of the Day 2 Handout. 2. Have students complete the video guide questions 7-15 independently while watching the video. Pause the video periodically to check in and discuss. Jigsaw 2 (Part IV of Day 2 Handout): 1. Assign each small group a section of "Tracked" in the Jigsaw 2 handout. 2. In their small groups, have students list the top 2 colleges each member hopes to attend. 3. Have groups annotate their section of "Tracked", completing the sentence stem "Our section of the article discussed _____, which is important because _____." when they are finished. 4. Share the "Colleges that track students" presentation, and students will see where their

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				top 2 colleges rank. Reflection: (Part IV, Step 4 of Day 2 Handout) Tell students to reflect independently on the following question: Will being spied upon by an 'AI big brother' affect their college choice?" Closing: (Step V of Day 2 Handout): Students will end class by writing a policy rule to prevent AI tracking of college students.
Day 3	Canva Presentation: AI in Our Community [.pdf] "Top 9 Ethical Issues of Artificial Intelligence," by Julia Bossman for *World Economic Forum* (2016) "Ethical Concerns about AI," by Kathleen Walch for *Forbes* "Districts Looking for New Guidance on AI, Tech Equity from the States," by Emma Kates Fittes for *Market Week*) Podcast: "Tracked and Traced,"	Day 3 Handout Reading 1 [.pdf][.docx] Day 3 Handout Reading 2 [.pdf][.docx] Day 3 Handout Reading 3 [.pdf][.docx]	Objectives: Students will be able to: ● Examine articles from 2016, 2019, and 2023 to compare initial fears about AI to present-day results, and identify new fears now that generative AI has been released to the public ● Locate main ideas and supporting details while listening to a podcast that details how we're tracked and traced in society ● Write policies to curb AI	Opener (Part I of Day 3 Handout): 1. Pass out the Day 3 Handout, and give students 5-7 minutes to journal in response to the quote under Part I of the handout. 2. Popcorn share-out for 2-3 minutes. Jigsaw (Part II of Day 3 Handout): 1. Divide students into 3 groups based on which Day 3 Handout they receive. 2. Each group will read, annotate, and summarize their article in 3 bullet points.

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	by David Leins for *WDET*		bias, to curb AI tracking by colleges	3. Each group should share their bullet points with the class. 4. Direct students to work independently to write a paragraph drawing conclusions about the impact of AI, as represented in all 3 articles. Socratic Discussion (Part III of Day 3 Handout): 1. Students should take notes as they listen to the 3-minute podcast "Tracked and Traced. 2. Using the Socratic Method, facilitate a discussion about the ethics of AI and what has changed in the last 8 years. a. Share a Socratic Method rubric to encourage students to grade themselves and their classmates. Exit ticket (Part IV of Day 3 Handout): Hold time for students to write a short policy addressing one or more ethical concerns regarding AI use.