



9-12 AI Ethics & Critical AI Literacy — 5-Day Student Pack

NAME	DATE	CLASS / PERIOD
_____	_____	_____

What you'll learn this week

Five days that move students from AI user to AI critic. They run a small bias audit on a real model, study three documented harms (Compas, Amazon hiring, Robodebt), build their own deepfake and a detection workflow, and end the week with a personal AI-use code they can actually defend in a college essay or workplace.

My goals for the week

- Day 1: I can define algorithmic bias and identify three sources of bias using a documented case study.
- Day 2: I can perform a small bias audit on a public AI model and document the result.
- Day 3: I can identify three categories of AI hallucination and apply a verification routine to a generated answer.
- Day 4: I can identify visual and contextual signals of a deepfake and articulate the harm of synthetic media.
- Day 5: I can draft a personal AI-use code with three rules, each backed by an example from the week.



Day 1

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TODAY'S GOAL

I can define algorithmic bias and identify three sources of bias using a documented case study.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Show two mugshots side by side; project COMPAS risk scores beneath each. Ask: "Same crime, different score...."
2. Lesson: Define algorithmic bias = systematic error that disadvantages a group. Three sources: training-data bias,...
3. Practice together: Jigsaw: triads each take one source, find the evidence in the article excerpt, post a 1-sentence summary on...
4. Practice on my own: One paragraph: "If I were on the team that built COMPAS, the change I would have insisted on is ___ because..."
5. Exit ticket: Exit ticket: name two questions you'd now ask before trusting an AI score about a person.

MY PRACTICE — SHOW YOUR WORK

Day 1 (continued)

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EXIT TICKET — before you leave today

Prompt: Exit ticket: name two questions you'd now ask before trusting an AI score about a person.



Day 2

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TODAY'S GOAL

I can perform a small bias audit on a public AI model and document the result.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Live demo: type "a CEO" into a free image generator. What images come back? What patterns?
2. Lesson: Model the audit template: pick a system, pick 3 prompts likely to expose bias, run each 5 times, log...
3. Practice together: Pairs run an audit on a Teachable Machine model the teacher trained on intentionally narrow data. Document.
4. Practice on my own: Each pair picks one consumer AI tool and runs a 5-prompt audit, recording in the template.
5. Exit ticket: Gallery walk — each pair posts one slide; one peer leaves one critique sticky.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Gallery walk — each pair posts one slide; one peer leaves one critique sticky.



Day 3

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TODAY'S GOAL

I can identify three categories of AI hallucination and apply a verification routine to a generated answer.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: "Here is an AI answer with a real-looking citation. The article doesn't exist. Why does AI do this?"
2. Lesson: Hallucination categories: fabricated citations, fabricated quotes, plausible-but-wrong facts. Introduce the...
3. Practice together: Stations of 3: each station has one AI-generated paragraph with one planted fabrication. Triads find it and...
4. Practice on my own: Use the routine on a 1-paragraph AI answer to a current-events question; flag what they cannot verify.
5. Exit ticket: One-sentence rule: "Before I cite an AI claim, I will ____."

MY PRACTICE — SHOW YOUR WORK

Day 3 (continued)

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EXIT TICKET — before you leave today

Prompt: One-sentence rule: "Before I cite an AI claim, I will ____."



Day 4

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TODAY'S GOAL

I can identify visual and contextual signals of a deepfake and articulate the harm of synthetic media.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Project 4 images — students vote real/fake on whiteboards. Reveal the answers.
2. Lesson: Tells: ear/jewelry asymmetry, hands & teeth, lighting/shadow direction, background warping. Pair with...
3. Practice together: Triads work the 6-image set: vote, defend the visual signal, then run reverse image search to triangulate.
4. Practice on my own: Find one image from this week's news; document one signal that builds trust and one that doesn't.
5. Exit ticket: Discussion: "Who is harmed by deepfakes? Be specific."

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Discussion: "Who is harmed by deepfakes? Be specific."



Day 5

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TODAY'S GOAL

I can draft a personal AI-use code with three rules, each backed by an example from the week.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Read aloud one student-friendly excerpt from a university's AI-use policy. "What's missing from this?"
2. Lesson: A code = rules + reasons + boundaries. Walk through the template's three slots: 'I will ___ when ___ because...'
3. Practice together: Draft round 1 in pairs, then peer-critique using two questions: 'Is the rule specific enough that you'd know...'
4. Practice on my own: Final draft, signed and dated by the student.
5. Exit ticket: Three volunteers read one rule. Class names the harm it prevents.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Three volunteers read one rule. Class names the harm it prevents.



My Week — Reflection

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How did it go?

One thing I'm proud I learned this week:

One thing that was tricky for me:

A question I still have:

How I'd rate my effort this week (1–5) and why:
