

Lesson Plan: AI as a Learning Partner

AI Literacy Starter Kit | Teacher Resource | Teachers

Purpose: Students learn the difference between using AI to avoid thinking and using AI to deepen learning. The lesson emphasizes academic integrity, verification, privacy, and student ownership.

Standards summary: This resource may support Tennessee Computer Science Foundations standards when used as part of AI literacy, computer science, programming, digital ethics, or cybersecurity instruction. Detailed standards connection appears at the end of this document.

Time	45-60 minutes
Subject Fit	AI literacy, advisory, computer science, digital citizenship, ELA, research skills
Essential Question	How can AI help me learn without doing the thinking for me?

Lesson Purpose

Students learn the difference between using AI to avoid thinking and using AI to deepen learning. The lesson emphasizes academic integrity, verification, privacy, and student ownership.

Learning Objectives

- Explain how AI can support learning.

Identify shortcut-style AI use.

Rewrite weak prompts into learning-focused prompts.

Describe when AI use requires verification.

Reflect on responsible AI use in school.

Materials

Student AI Agreement

Better Prompts vs. Shortcut Prompts activity

Responsible AI Use Checklist

Projector or screen

Optional AI tool demo

Lesson Flow

1. Warm-Up: Quick Reflection (5 minutes)

- Ask students: Have you ever used a tool that helped you learn something faster? When did it help? When might it hurt learning?

2. Mini-Lesson: AI as a Learning Partner (10 minutes)

Explain that AI can explain, quiz, brainstorm, organize, revise, and help students practice. Also explain that AI can make mistakes and should not replace student thinking.

3. Prompt Comparison (10 minutes)

Show pairs of shortcut prompts and learning prompts. Ask students to explain which prompt supports learning and why.

4. Student Activity (15-20 minutes)

- Students complete the Better Prompts vs. Shortcut Prompts activity. They sort prompts and rewrite shortcut prompts into responsible learning prompts.

5. Discussion (5-10 minutes)

Discuss: Which prompts help learning? Which prompts avoid learning? What should your teacher know? What should you verify?

6. Exit Ticket (5 minutes)

Students complete three sentence stems: One way I can use AI responsibly is... One way AI could hurt my learning is... One thing I should verify before trusting AI is...

Sample Prompt Comparison

Shortcut Prompt	Learning Prompt
Write my paragraph.	Help me brainstorm ideas for my paragraph.
Solve this problem.	Explain the first step and give me a similar one to try.
Do my code.	Explain my error without rewriting the whole program.

Assessment

Completed prompt sorting activity

Quality of rewritten prompts

Exit ticket reflection

Class discussion participation

Teacher Notes

This lesson works best when the teacher frames AI use as a question of learning purpose. The key question is not simply "Did you use AI?" but "Did AI help you learn, or did it replace the work you were supposed to do?"

Detailed Tennessee Standards Connection

This lesson directly supports standards when students compare responsible and irresponsible AI use, practice verification, and reflect on ethical technology decisions.

Standards source: Tennessee Department of Education, Computer Science Foundations (C10H11), May 2023. Confirm final alignment against local district pacing, approved course placement, and teacher directions.

This resource may support the following Tennessee standards when used as part of AI literacy, digital ethics, computer science, or cybersecurity instruction:

- CSF 13.1 - Social, Legal, and Ethical Issues: Students identify responsibilities related to ethical technology use, academic integrity, copyright, privacy, and appropriate AI use.
- CSF 8.1 - Emerging Technologies: Students examine how emerging technologies influence society, school, work, and future readiness, using evidence and reflection.
- CSF 9.2 - Troubleshooting Process: Students use a structured process to identify a need, test or improve a response, verify the result, and document what they learned.
- CSF 14.1 - Data Security: Students explain why protecting data and personal information matters and connect privacy decisions to responsible technology use.

Cautious guidance: Alignment depends on local district pacing, approved course placement, teacher directions, and how the resource is used as part of instruction.