

Science and Society High School Symposium

Navigating a World with AI

Educator Guide: Classroom Conversations - Should AI Be Regulated?

Overview

In Part 1, the class considers an existing set of community agreements and then discusses the best set for their own circumstances. They then come to a consensus on the appropriate list of community agreements for your class. Students identify circumstances under which the group may change the agreements and a process for doing so.

In Part 2, students review a selection of videos that feature artificial intelligence experts as well as adult and youth community members as they offer their perspective on the Symposium's central question: *What, if any, restrictions or guidelines should there be on the use of artificial intelligence?* Students complete a worksheet summarizing the ideas shared in the videos and describing how those perspectives influenced their own. Finally, students participate in a class discussion about how the perspectives shared in the video affected their own answer to the central question.

In Part 3, teachers lead the class in a discussion around the central question. This discussion begins with a structured activity in which each student shares one idea at a time. During these roundtable conversations, students deepen their understanding and further develop their own perspective on the personal, ethical and societal implications of artificial intelligence.

In Part 4, students present their own answer to the Symposium's central question, *What, if any, restrictions or guidelines should there be on the use of artificial intelligence?* Depending on your classroom expectations and student preferences, they may present a video using Flipgrid or share their perspective with all Symposium participants through the Museum's [consider.it](#) page.

Although Part 3 may be completed as a standalone activity, Parts 1 and 2 are designed to deepen the students' experience in considering a wide variety of perspectives, as well as sharing their own. Part 4 provides an opportunity for students to synthesize their learning and communicate their ideas to others.

Guiding Questions

- **Part 1:** What guidelines help foster respectful dialogue that allows people to share a wide variety of perspectives?
- **Part 2:** What do experts and community members think about restrictions or guidelines that should be placed on the use of artificial intelligence?
- **Part 3:** What, if any, restrictions or guidelines should there be on the use of artificial intelligence?
- **Part 4 (optional):** What, if any, restrictions or guidelines should there be on the use of artificial intelligence?

Objectives

- **Part 1:** Students will adopt a set of community agreements for your classroom and explain why such agreements are important for challenging conversations.
- **Part 2:** Students will be able to summarize the perspectives of at least three stakeholders (experts and community members).
- **Part 3:** Students will be able to participate in a productive dialogue around the ethical and societal implications of AI and develop their own perspectives on guidelines or restrictions that might be necessary for the inclusive use of AI.
- **Part 4 (optional):** Students will be able to communicate clearly their own answer to the Symposium's central question, *What, if any, restrictions or guidelines should there be on the use of artificial intelligence?*

Preparation—Part 1:

For this activity, the educator will need the following:

- Whiteboard or chart paper
- Markers for whiteboard or chart paper

Preparation—Part 2:

For this activity, the educator will need the following:

- Whiteboard or chart paper
- *Perspectives on Artificial Intelligence Answer Key* (refer to page 11)

For this activity, students will need the following:

- What 1 copy of *Perspectives on Artificial Intelligence* in English (refer to page 10)
- Internet access
- *Perspectives on Artificial Intelligence* Video Library ([English](#) | [Spanish](#))

Preparation—Part 3:

For this activity, the educator will need the following:

- Whiteboard or chart paper
- Markers for whiteboard or chart paper

Preparation—Part 4 (optional):

For this activity, the educator will need the following:

- [Flipgrid](#) account (optional)
- [Consider.it](#) account

For this activity, each student will need the following:

- Internet access
- Access to a video recording device, such as a phone or tablet (optional)

Part 1: Community Agreements

Estimated Time: 15 minutes

Activity Instructions

Community agreements are guidelines created by a group to promote and ensure inclusive and active dialogue. They establish expectations and help participants hold one another accountable. These steps offer support for developing a set of community agreements within your classroom.

1. Explain to students that community agreements can be a powerful tool for promoting a safe space for self-expression and learning. The class should create the community agreements together and keep them accessible during the entire lesson. Tell students that the class can decide to change or add to the agreements at any point.
2. Tell your students that while they will co-create their unique community agreements, it may be helpful to review some examples before they get started.

Share the space. Everyone should have an opportunity to participate.

Listen to understand, rather than to respond. Show the speaker you are engaged by being attentive and avoiding interruptions.

Be open to new perspectives. Everyone comes to the conversation with different life experiences.

Be willing to change your mind. Try out new ideas and consider multiple points of view.

Understand that there are many solutions to a problem. Consider all possibilities and ask questions if you are uncertain.

Give yourself and others permission to speak in first draft. It is normal to make mistakes when we try something new. Be open to feedback and take steps to improve.

3. Encourage students to think about what this list already does well. Ask:

Q: Which of these agreements do we want to use in our classroom?

A: Responses will vary. Students may see the value in all these agreements, or they may want to adjust them for your circumstances.

4. Guide the class to consider whether any guidelines might be missing from this list.

Q: Are there any other agreements we would like to add to this list?

A: Responses will vary. Possible responses may include rules around name calling or other disrespectful behavior. Allow time and space for students to consider all ideas and help the class build consensus around the final set of agreements.

5. Lead the class in a discussion of how the class should respond if someone does not adhere to these agreements. Ask:



Q: How should we alert each other if the group is no longer following our community agreements?

A: Responses will vary. Possible responses may include raising their hand or saying “Agreements.” If the class uses the alert, return to the community agreements and ask students if they’d like to review, change, or clarify any agreement.

Part 2: Perspectives on Artificial Intelligence Videos

Estimated Time: 30 minutes

Activity Instructions

These steps offer support for the Perspectives on Artificial Intelligence videos introduction and accompanying activity with students. If you have a way for multiple groups to view different videos, students may review the videos and complete the worksheet in small groups in class. Alternatively, students can watch the videos and complete the worksheet outside of class time. This work will prepare them for an in-class discussion.

1. Distribute *Perspectives on Artificial Intelligence* worksheets. Explain to students that they will be watching videos that feature AI experts, adult community members, and youth as they answer the Symposium’s central question: *What, if any, restrictions or guidelines should there be on the use of artificial intelligence?* Students will need to consider how these perspectives affect their own thinking. You can assign each student specific videos to watch or allow them to choose. Each student should watch at least three videos – one each from the perspective of an AI expert, an adult community member, and a youth community member.
2. As needed, review Part 1 by directing students’ attention to your community agreements.
3. Encourage the class to discuss the impact these videos had on their own ideas about artificial intelligence. Ask:

Q: What ideas did you learn about in the videos that surprised you or made you think about artificial intelligence in a new way?

A: Accept all reasonable answers. Students may mention a concern that someone in a video they watched mentioned, or they may have learned about a potential application of AI that they had not considered previously.



Q: If you observed conflicting viewpoints in the videos, what factors influenced how you considered those opinions?

A: Answers will vary. Students should recognize that artificial intelligence experts have knowledge and experience that affects the influence of their perspectives. However, students may also acknowledge the concerns and expectations of the general public.

Q: Did any of the ideas your classmates shared surprise or intrigue you? How did those ideas affect your answer to the central question?

A: Accept all reasonable answers. Encourage students to discuss the different perspectives that were shared and to consider watching any videos that are intriguing to them.

Part 3: Reflective Roundtables

Estimated Time: 60 minutes

Activity Instructions

In Reflective roundtables provide an opportunity for students to share with and learn from one another about challenging and multi-faceted topics. There are no right or wrong answers to any of these questions. The questions do not require researched opinions or for anyone to solve an issue. The purpose is to share and reflect on the potential impacts of artificial intelligence on you as a person, your society, and the ethics that guide us as humans.

This conversation should occur in facilitated groups of up to ten students per facilitator. The facilitator may be a teacher, an adult volunteer, or a student leader. You can also designate the facilitator or a student to be the notetaker for the group.

Facilitator Expectations

- Keep the momentum going. The process builds on itself. This means the more thoughts that are shared, the more students are stimulated to think of new responses. You can allow students to pass for the moment but go back to them later to see if they have something to add. Try to be comfortable with silence as it might mean students are still processing their thoughts. When you feel the time is right, you can move on to the second question.

- Although students are not limited to one thought per question, try to avoid someone sharing every thought at once. You want to have them choose one thing to share and then move onto the next person.
 - To affirm student input and confirm their thoughts are understood correctly, repeat what you are hearing back to the group as it is shared.
1. Explain to students that they will be divided into small groups to reflect on their AI Symposium experiences and answer discussion questions. Mention that the discussion questions do not have right or wrong answers. They are based on what students have learned, what they value, and their personal life experiences. Because everyone brings different perspectives to these conversations, it may be challenging at times, so remind students of the community agreements and their purpose. As necessary, review Part 1 by asking several students:

Q: Which of our community agreements resonates most personally with you? Why?

A: Answers will vary. Some students may point out agreements that they find more challenging, given their own habits and personality. Others may identify agreements that, when broken, affect their willingness to share most intensely.

2. Divide the classroom into groups of no more than ten students per facilitator. Provide the facilitator expectations above to each facilitator. Read the three discussion questions aloud. Then write or project the questions at the front of the room so groups can refer to them during their discussions.

Discussion Questions:

- Are there challenges you think AI is well-equipped to solve? Are there challenges for which you think AI should not be used?
- Imagine a team working on AI technology asked you to share your thoughts on their work. What would you want them to know to make sure they consider the potential societal and ethical impacts of the technology on you and your community?
- Did any of the thoughts shared by your classmates resonate with you or surprise you? Did you disagree with any of the ideas shared? How, if at all, did this change or expand your own viewpoint on the use of artificial intelligence?

3. Instruct facilitators to ask one discussion question at a time and ask all students to respond. Facilitators should remind students to be brief (one sentence or phrase per response). This process should continue in each group for the first question until everyone has had a chance to share. Facilitators can encourage students to share again if more ideas come up based on the conversation.
4. Facilitators should repeat this process with the second and third questions.
5. Once all groups have discussed all three questions, ask them to prepare to share some of their discussion points out to the class. Encourage them to highlight areas where their group agreed, disagreed, or needed more information. They should also choose who in their group will share these points with the class.
6. Going one at a time, ask groups to present their discussion points. Acknowledge common themes across groups and affirm understanding by repeating back what they shared.

Part 4: Speaking Up

Estimated Time: 20 minutes

Activity Instructions

These steps offer students the opportunity to reflect on the diverse perspectives they encountered throughout the Symposium and share their own unique response to the Symposium's central question. In addition to any responses educators may solicit in class, the Museum of Science hopes students and teachers will also share their responses and perspectives with us.

For in-class responses, you may ask students to imagine they were part of the panel, *AI and You: Rewards, Risks, and Potential*. They should reflect on the Symposium's central question: *What, if any, restrictions or guidelines should there be on the use of artificial intelligence?* Using a platform such as [Flipgrid](#), students can record a video that shares their answer as if they were a panelist and submit it to the educator with creative and fun additions. For information on how to use Flipgrid, see this Educator Guide: <https://info.flipgrid.com/getting-started.html#educator>.

The Museum of Science is using [consider.it](#), an online forum for Symposium participants to share their opinions. Every opinion counts, so educators and students are encouraged to create their own accounts on the forum to share their perspectives. You and your students can access answers from fellow participants from all over the country. Please note that although responses are public, they will remain anonymous. Follow the instructions below to use [consider.it](#).



1. Visit <https://mos-ai.consider.it> to create an account. Participants will be able to review the Symposium's central question, as well as guidelines or restrictions that might be proposed.
2. Respond to the central question and potential guidelines or restrictions by marking an opinion using the sliding scale. Participants can provide reasoning, or add pros and cons, for each question.
3. Explore the responses of other Symposium participants and observe the distribution of responses to each prompt.

The Navigating a World with AI Symposium is provided free of charge for students and teachers through the generosity of BNY Mellon, with additional support from the Lowell Institute.

More to Explore: Artificial Intelligence

Thank you for participating in the Science and Society High School Symposium. [Please share your feedback about this program by completing this survey](#). Your input will help the Museum of Science, Boston improve our high school offerings.

Want to continue exploring AI with your students? Register for [Day of AI](#), hosted by the Massachusetts Institute of Technology (MIT), on Friday, May 13, 2022. Join thousands of K–12 classrooms across the country in a series of hands-on, creative activities designed to help young people explore the ways AI plays a part in all our lives.

Perspectives on Artificial Intelligence

To complete this worksheet, you will need to view several videos that can be found at this address:
mos.org/artificial-intelligence/perspectives-on-ai

1. Using your prior knowledge and information from the panel discussion, *AI and You: Rewards, Risks, and Potential*, how would you answer the central question: *What, if any, restrictions or guidelines should there be on the use of artificial intelligence?*
2. Watch at least one video that presents the perspective of an artificial intelligence expert. What video did you watch? Summarize the expert's perspective.
3. Watch at least one video that presents the perspective of an adult community member. What video did you watch? Summarize the person's perspective.
4. Watch at least one video that presents the perspective of a youth community member. What video did you watch? Summarize the person's perspective.
5. How did these perspectives on artificial intelligence technologies affect your own perspective? Explain.



Perspectives on Artificial Intelligence

Answer Key

To complete this worksheet, you will need to view several videos that can be found at this address:
mos.org/artificial-intelligence/perspectives-on-ai

1. Using your prior knowledge and information from the panel discussion, *AI and You: Rewards, Risks, and Potential*, how would you answer the central question: *What, if any, restrictions or guidelines should there be on the use of artificial intelligence?*

Accept all reasonable responses. Students should acknowledge the limitations of AI and the potential for bias. Students should also mention the value AI can offer.

2. Watch at least one video that presents the perspective of an artificial intelligence expert. What video did you watch? Summarize the expert's perspective.

Responses will vary. Students should be able to articulate the main idea of the perspective presented in the video.

3. Watch at least one video that presents the perspective of an adult community member. What video did you watch? Summarize the person's perspective.

Responses will vary. Students should be able to articulate the main idea of the perspective presented in the video.

4. Watch at least one video that presents the perspective of a youth community member. What video did you watch? Summarize the person's perspective.

Responses will vary. Students should be able to articulate the main idea of the perspective presented in the video.

5. How did these perspectives on artificial intelligence technologies affect your own perspective? Explain.

Accept all reasonable responses. Students should be able to identify how ideas they gathered from the videos shaped their own thinking. Students may mention a concern mentioned in one video, or they may have learned about a potential application of AI that they had not considered previously.

