

# AI and Digital Literacy

## Teaching and Learning Story

TASK DESIGN	
Learning Experience Title	<i>Integrating AI Into the Arts</i>
Grade	10-12
Learning Area(s)	<a href="#">Arts Education</a> - Drama <a href="#">English Language Arts</a> -Literary Studies
Curricular Competencies	<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Experiment with a range of props, processes and technologies (10)</li> <li>• Experiment with a range of materials, props, processes, and technologies to create and refine performances (11)</li> <li>• Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works (12)</li> <li>• Create dramatic works with an intended audience (10-12)</li> <li>• Apply feedback to develop and refine ideas (10)</li> <li>• Receive and apply constructive feedback to develop and refine ideas (11)</li> <li>• Receive, provide, and apply constructive feedback to refine dramatic works (12)</li> </ul> <p><b>Literary Studies</b></p> <ul style="list-style-type: none"> <li>• Explore the relevance, accuracy, and reliability of texts (10)</li> <li>• Evaluate the relevance, accuracy, and reliability of texts (11-12)</li> <li>• Apply appropriate strategies to comprehend written, oral, visual and multimodal texts (10)</li> <li>• Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking (11)</li> <li>• Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking (12)</li> <li>• Recognize and appreciate how different forms, formats, structures and features of texts influence and shape meaning and impact (10)</li> <li>• Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact (11)</li> <li>• Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages (12)</li> </ul>

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<b>Curricular Content</b>	<p>Drama</p> <ul style="list-style-type: none"> <li>Strategies and techniques to support creative processes (10-12)</li> </ul> <p>Literary Studies</p> <ul style="list-style-type: none"> <li>Strategies and processes; oral language strategies and design processes (10-11)</li> <li>Strategies and processes; oral language strategies (12)</li> </ul>
<b>Links to Core Competencies</b>	<p>Thinking</p> <ul style="list-style-type: none"> <li>Critical Thinking - Discerning which tools will generate the most appropriate information for performance use, analysis of what AI has generated and changing the prompt to bring it closer to the desired outcome.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Communicating - Thinking about what you want to share in the world and using digital resources to do that. Ensuring you have considered bias and analyze the message being communicated.</li> </ul>
<b>Links to First Peoples Principles of Learning</b>	<ul style="list-style-type: none"> <li>Learning involves recognizing the consequences of one's actions</li> <li>Learning is holistic, reflexive, reflective, experiential and relational</li> <li>Learning involves patience and time</li> </ul>

### TASK SUMMARY

In this lesson, students explored a fictional character from literature or a historical figure. Using research methods, they gathered verified information to support the work of AI. Students used an AI Character Chatbot to gain a deeper understanding of their chosen character and brought the character to life through interaction. The interaction included a question-and-answer session with the chatbot. After engaging with the chatbot, students selected at least one other character relevant to the original to create a dramatic performance. Students explored various forms of text creation for performance, such as a rap battle or short scenes. While this lesson is designed for secondary-level Drama or English Language Arts, it can be adapted to suit other grade levels and other areas of learning.

#### Teacher reflections

Helping students understand that they couldn't input personal data was tricky since they are used to signing up for their own apps at home. It's very important to convey the concerns regarding data privacy.

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## LEARNING STORY

### PLANNING

This lesson was conducted in a classroom using a slideshow template and computer/projector demonstration to scaffold learning through various activities. Additional devices were needed for research extensions and individual or small-group use of the AI tool.

### TEACHING

**Set-up:** The first step was to identify which district-approved tools would be accessible, as this is important for student safety. Although the lesson was initially designed for groups or pairs, we completed the tasks as a class using the AI tools while waiting for district permissions for individual use.

**Step 1:** The lesson began with a class discussion about how AI has been incorporated into our lives for years. Some of the responses from students included: text-to-speech, adaptive communication tools, predictive spelling/grammar checks, maps, Siri and Google for research, and translating apps.

**Step 2:** In this introductory lesson about AI and responsible digital citizenship, it was important to provide information, share examples, and have thorough discussions. Students were introduced to concepts they may not have previously considered, including the ethical use of tools, responsibility for citing sources, the importance of adding personal thoughts (human loop), respecting district guidelines, and general safety, privacy, and bias.

#### Considerations for AI Use in Schools

Figure 14: Recommendation for desired qualities of AI tools and systems in education



1. **Bias and discrimination:** It is important that tools being used are created by developers that have taken strong steps to minimize bias and discrimination.
2. **Data Security Risks:** The privacy of human data must be protected both for students.
3. **Ethics and Transparency:** Students must be taught to cite sources, and use AI ethically. Verification of information is also part of ethical AI use.
4. **Humans in Loop:** The human loop used to prompt and re-prompt is vital in all aspects of the AI Tools used in this presentation.
5. **Within an Educational Systems Perspective:** Students should always ensure that they are using tools approved by their school board or district prior to engaging in classroom use with students.

#### Responsible Digital Citizenship

Using AI Tools ethically and responsibly

Attribute sources! Giving credit to the original source is important.

Verify Information - don't assume that AI is always correct.

Combine AI with your own thoughts for analysis and a personal touch.

Be sure to follow the guidelines of the school district and use tools which are approved and safe.



Safety



Privacy



Check for Bias

# AI and Digital Literacy Teaching and Learning Story

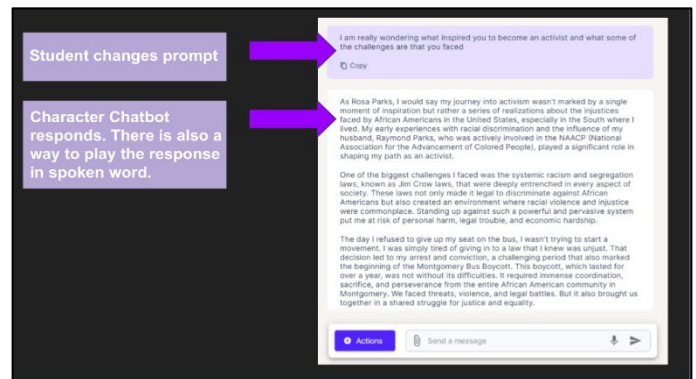
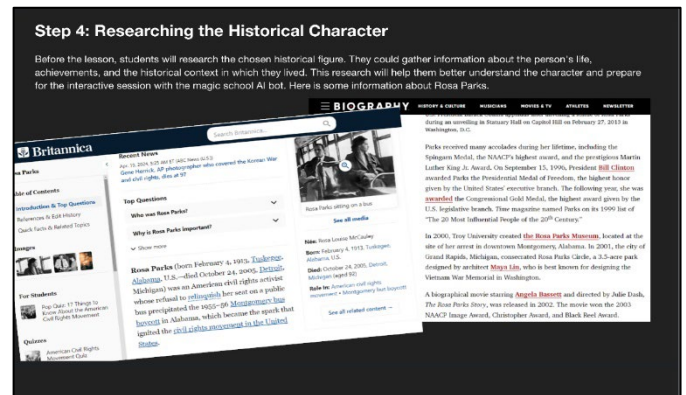
## Teaching Continued

**Step 3:** As a class, we discussed why we might use AI tools in an English or Drama class and the benefits it offers.

- They stimulate creativity but still depend on reliable human prompting.
- They allow us to be interactive with our research and creativity.
- Digital tools are “green,” making them environmentally friendly from a climate justice and sustainability perspective.
- They allow for student choice and pacing.
- They are free and accessible.

**Step 4:** Students were shown a demonstration of the character chatbot and how to use it to ask and answer questions. This also helped familiarize students with the platform.

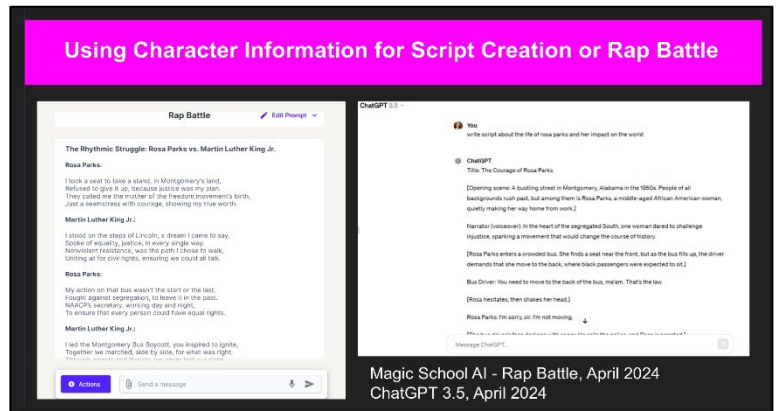
**Step 5:** Students were given an extensive list of historical characters to choose from, including William Shakespeare, Mahatma Gandhi, Terry Fox, Abraham Lincoln, and Rosa Parks. They were asked to select a character and gather information about that person’s life, achievements, and historical context from verified sources. If the class is studying a specific time period or piece of literature, the choices could be limited to selections from relevant materials and resources being studied. For this class, the example was Rosa Parks. The demonstration included interacting with Rosa Parks through the character chatbot. Students were highly engaged with the chatbot’s responses and found it a fun way to explore a historical character.



# AI and Digital Literacy Teaching and Learning Story

## Teaching Continued

**Step 6:** After participating in the demonstration using the character chatbot, students were introduced to the next part of the lesson, which was designed to bring these characters to life. Students identified Martin Luther King Jr. as an additional character for the Rosa Parks story. Next, they were shown a demonstration of the AI tool for generating a Rap Battle and script creation. The Song Creator tool was also approved for use.



**Step 7:** After the demonstration using the character Rosa Parks, students worked in small groups to decide which historical characters from their research to use for creating the text of a performance piece. The final product could be a rap battle or a short script.

## ASSESSMENT

### STUDENT A

### TEACHER OBSERVATIONS AND STUDENT WORK

This student chose William Shakespeare as their character because of their strong interest in theatre and a particular connection to Shakespeare's plays, specifically *Romeo and Juliet*. They researched information about Shakespeare, asked the character chatbot many questions, and then created a Rap Battle between William Shakespeare and Noel Coward. After generating the Rap Battle, this student paired with another student to create a performance piece. The Rap Battle included a beatbox sound recording from the internet. Students in the class enjoyed the performance and found the humour of the piece entertaining.

**William Shakespeare** (c. 23 April 1564 – 23 April 1616)

- English playwright, poet, and actor.
- called England's national poet and the "Bard of Avon" (or simply "the Bard").
- 39 plays, 154 sonnets, three long narrative poems, and a few other verses, some of uncertain authorship.
- Shakespeare remains the most influential writer in the English language, and his works continue to be studied and reinterpreted.
- Born in Stratford-upon-Avon, Warwickshire.
- age of 18, married Anne Hathaway and had three children
- His early plays were primarily comedies and histories. He then wrote mainly tragedies until 1608, including *Hamlet*, *Romeo and Juliet*, *Othello*, *King Lear*, and *Macbeth*, all considered to be among the finest works in the English language.<sup>[4][5][6]</sup> In the last phase of his life, he wrote tragicomedies (also known as romances) and collaborated with other playwrights.



# AI and Digital Literacy Teaching and Learning Story

## STUDENT A

### TEACHER OBSERVATIONS AND STUDENT WORK CONTINUED

As a reflection, we discussed some of the details presented about both William Shakespeare and Noel Coward. Students expressed an interest in the method of gathering information. They particularly enjoyed having a personal dialogue with the character and then receiving support to create a fun performance using real information. Before beginning their concert-style performance, they indicated that the lyrics for the Rap Battle were generated by AI and named the tool.

An extension for this activity could involve using this Rap Battle as an example and having the students rewrite their own.

The images below are screen captures of some of the interactions with the character chatbot, and the text for the Rap Battle.

#### The Bard Battle: Shakespeare vs. Coward

##### William Shakespeare:

Welcome to the stage, it's the Bard in the building.  
My rhymes so rich, my verse is thrilling;  
I crafted prose that stands the test of time,  
My puns and jokes? Simply sublime.  
From "Romeo and Juliet" to the "Tempest" storm,  
I revolutionized the norm.  
Humor and tragedy, side by side,  
In every line, my wisdom resides.

##### Noel Coward:

Noel Coward here, with a flair for the dramatic,  
My wit is quick, my humor's automatic.  
Elegance and sophistication in every verse,  
I made laughter the universe.  
From "Private Lives" to "Billie Spirit" too,  
My plays and songs were something new.  
Prose that dances, puns that delight,  
I illuminated the stage bright.

##### William Shakespeare:

Oh, Master Coward, you speak of elegance,  
But let's not forget whom you're up against.  
My sonnets and plays, they broke the ground,  
In every line, a deeper meaning is found.  
I played with words, made language my art,  
I reached into the soul, I touched the heart.  
"To be or not to be," now that's the question,  
With each word I taught life's lesson.

##### Noel Coward:

Shakespeare, oh you're the titan of prose,  
But let's talk modern, let's see how this goes.  
My tunes, my lyrics, they were the talk,  
Mad dogs and Englishmen out for a walk.  
I brought a new style, sharp and clear,  
Humor that's timeless, year after year.

Yes, you laid the groundwork, opened the door,  
But I made the 20th century roar.

##### William Shakespeare:

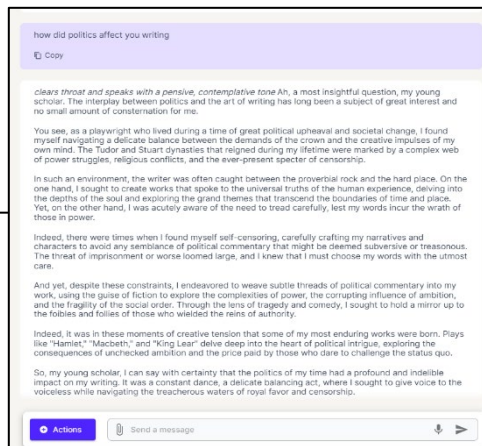
Fair point, Coward, you've made your mark,  
In a world that sometimes seems quite dark.  
Your humor and style brought people light,  
Your plays and songs made spirits bright.  
But let's remember, as this battle ends,  
It's our love for words that makes us friends.  
Puns, prose, and humor, we both adore,  
It's this shared passion that we rap for.

##### Noel Coward:

Indeed, dear Shakespeare, when all's said and done,  
Our battle of wits has been quite fun.  
Through prose and puns, we share a bond,  
In the world of words, we both are fond.  
So, let's take a bow, on this theatrical night,  
In the grand tradition of the spotlight.  
For in the end, it's clear to see,  
It's our love for the stage that sets us free.

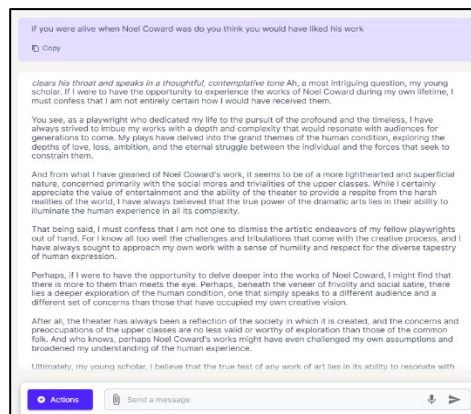
##### Both:

Our rap battle's over, the curtain falls,  
Applause and cheers fill up these halls.  
Remember, students, to read and write,  
With words and humor, make the world bright.  
Whether it's Shakespeare's tales or Coward's wit,  
In the realm of prose, you too can be a hit.



#### Teacher reflections

The students had a lot of fun. They demonstrated strong self-reflection skills afterward, and a deeper understanding of digital literacy skills.



# AI and Digital Literacy Teaching and Learning Story

## STUDENT B

### TEACHER OBSERVATIONS AND STUDENT WORK

This student chose Terry Fox as their historical character because they are very athletic and found Terry Fox's story inspirational. Initially, the student was skeptical about whether or not the responses from the character chatbot, as Terry Fox, would be effective. However, they enjoyed the responses and felt like they were actually talking to Terry Fox.

The student used the Song Creator tool to create a performance piece, adding a simple tune to accompany the AI-generated lyrics. During the performance, it would be important to cite that the lyrics were AI-generated and name the tool. The student could also use this as an example and then create their own version based on it.

#### Terrance Stanley Fox (July 28, 1958 – June 28, 1981)

- Canadian athlete, humanitarian, and cancer research activist. In 1980, one leg was amputated due to cancer.
  - He went on an east-to-west cross-Canada run to raise money and awareness for cancer research.
  - The spread of his cancer eventually forced him to end his quest after 143 days and 5,373 km (3,339 mi), and cost him his life.
  - His efforts resulted in a lasting, worldwide legacy. The annual Terry Fox Run, first held in 1981, has grown to involve millions of participants in over 60 countries and is now the world's largest one-day fundraiser for cancer research; over C\$850 million has been raised in his name as of September 2022.<sup>[1]</sup>
  - He went to Port Coquitlam high school, which is now named after him, and Simon Fraser University.
  - His right leg was amputated in 1977 after he was diagnosed with osteosarcoma, though he continued to run using an artificial leg.
  - He also played wheelchair basketball in Vancouver, winning three national championships.
- He was the youngest person named a Companion of the Order of Canada and won the 1980 Lou Marsh Award as the nation's top sportsman.
- He was named Canada's Newsmaker of the Year in both 1980 and 1981 by The Canadian Press.
- He is Considered a national hero and has had many buildings, statues, roads, and parks named in his honour across the country.

#### Character Chatbot

Edit Prompt

*clears throat* Well hello there, my friend! I'm Terry Fox, and I'm absolutely thrilled to chat with you today. As you may know, I was a young Canadian athlete and cancer research activist who became famous for my "Marathon of Hope" - a cross-country run across Canada to raise money and awareness for cancer research.

You see, I was diagnosed with bone cancer as a teenager, and ended up having my right leg amputated. But that didn't stop me from pursuing my dream! In 1980, I embarked on an incredible journey, running over 3,000 miles across our great country to fundraise for cancer research. Though my run was cut short when the cancer spread, I was able to inspire millions of Canadians and people around the world with my determination and perseverance.

I'm so excited to chat with you today, my 10th grade friend! Please, feel free to ask me anything you'd like to know. I'm an open book and would love to share my story and the lessons I learned along the way. Together, I believe we can make a real difference in the fight against cancer. So what would you like to know? I'm all ears!

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I have participated in the Terry Fox walks for my time at school to raise money for cancer research

Copy

*nods enthusiastically* That's wonderful to hear! I'm so glad you've been involved in the Terry Fox Walk at your school. Those events are such an important way for young people like yourself to get involved in the fight against cancer.

Every year, millions of Canadians come together to participate in the Terry Fox Run or Walk, raising vital funds for cancer research. It makes me so proud to see students like you taking the initiative to support this cause that was so close to my heart.

Tell me, what has your experience been like participating in the Terry Fox Walk? I'm sure it's a meaningful experience, both for you personally and for the whole school community. Do you feel like it's made a difference in raising awareness and funds for cancer research? I'd love to hear your thoughts!

Actions

Send a message

#### Song Generator

Edit Prompt

#### Terry Fox's Legacy Song

He was a Canadian hero, our hearts forever fond  
A real-life inspiration, Terry Fox so strong  
An athlete and humanitarian, his mission clear and true  
In 1980 faced with cancer, he knew just what to do

One leg amputated, but he didn't lose his fight  
He ran across the country, a beacon shining bright  
From east to west he journeyed, raising funds and awareness  
For cancer research he ran, embodying greatness

143 days, 5,373 km, his journey had to end  
But Terry's legacy would grow, his message would transcend  
Millions around the world now join the annual run  
In his name, over C\$850 million has been won

Port Coquitlam High School, Simon Fraser University too  
His alma maters proud, of all the good he'd do  
With an artificial leg, he ran with all his might  
And played wheelchair basketball, a true and shining light

Companion of the Order of Canada, his accolades well earned  
Lou Marsh Award winner, our hearts forever yearn  
Newsmaker of the Year, his impact never done  
Terry Fox, a legend, his legacy lives on

In buildings, statues, roads, and parks, his name will forever stand  
Terry Fox, our hero, in Canada's heart so grand.

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Ask the assistant to summarize Terry Fox's accomplishments in a few key points.

Inquire about any specific events or initiatives related to Terry Fox's legacy that the assistant can share.

Actions

Send a message

Always review content for accuracy and bias; use professional judgment and comply with school policies.