

AI and Digital Literacy

Teaching and Learning Story

| TASK DESIGN | |
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| Learning Experience Title | <i>AI Stories – The good, the bad, and the hallucination.</i> |
| Grade | 9 |
| Learning Area(s) | English Language Arts 9 |
| Curricular Competencies | <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize an increasing range of text structures and how they contribute to meaning • Exchange ideas and viewpoints to build shared understanding and extend thinking • Transform ideas and information to create original texts |
| Curricular Content | <ul style="list-style-type: none"> • text features • literary elements • literary devices |
| Links to Core Competencies | Communication <ul style="list-style-type: none"> • Communicating Thinking <ul style="list-style-type: none"> • Creative Thinking • Critical and Reflective Thinking |
| Links to First Peoples Principles of Learning | <ul style="list-style-type: none"> • Learning involves recognizing the consequences of one’s actions. • Learning is embedded in memory, history, and story. • Learning involves patience and time. |
| TASK SUMMARY | |
| <p>Students received a story created by AI and examined it for "AI hallucinations" and figurative language. They then rewrote the story, transforming it into a new piece. Afterward, students shared both their revised version and the original AI version with a partner for feedback and completed a reflection.</p> | |

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LEARNING STORY

PLANNING

The class discussed AI generation (text, image, video) and its role in our education system. Students were asked to honestly share about their use of AI in schoolwork over the last few years. We then discussed whether this use was acceptable.

We aimed to encourage students to engage in critical thinking and to analyze sources for truth.

The stories were created and printed at the start of class, which heightened students' interest and sense of connection to the assignment due to the high level of personalization.

In a prior lesson, we discussed AI hallucinations and shared hilarious examples to keep the lesson engaging and relatable. This approach encouraged students to connect and participate when it was their turn to give feedback.

TEACHING

This lesson was co-taught and incorporated aspects from the short-story unit students were currently studying.

Generative AI was used to create stories on topics chosen by students. Each story focussed on surviving an event, such as a hurricane. The AI-generated stories were created by teachers, and students received printed copies to work on independently.

Students were encouraged to use their "Spidey-sense" to detect aspects of the writing that didn't quite make sense. This was a crucial part of the process intended to help them understand the importance of critically evaluating the text they receive and to recognize that, while AI can support some tasks, it is not appropriate for everything.

Next, students highlighted figurative language. This activity helped them connect to the stories written by the authors being studied in class.

The final task for students was to take the general theme and plot from the original AI-generated story and create a new story they could proudly call their own.

After completing their stories, students were asked to revisit their original AI-generated story and their revised story, share both versions with a partner, and receive feedback.

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TEACHING CONTINUED

After sharing, students created a reflection by answering the following questions:

Initial Response:

Now that you have read through both stories again, what are the things that jump out to you?

Plot, Theme and Structure:

How much of the original AI story was retained? The plot, theme, and structure are the parts of the story that develop in the background, does the rewrite follow the original?

Impact and Emotional Response:

When your partner read your stories, what was their response? When you re-read did the rewrite contain the same shock value?

Reflection:

Do you believe that the story you created can be called an original work?

ASSESSMENT

STUDENT A

TEACHER OBSERVATIONS AND STUDENT WORK

The Cougar, And The Wild

1. I realize that my ai story is very unrealistic because the main character completely dodges the cougar when it pounces, and gains "power" from adrenaline.
2. I changed the story quite a bit, because I made the main character die at the end. In the AI story the protagonist survives, but I thought that was unrealistic. I did keep the main idea, with the cougar attack and John climbing up a tree.
3. My partners liked the extra details, and the vocabulary I used. I really wanted to improve on the AI story by adding a backstory and trying to paint a picture with my words by including a lot of detail and good vocabulary.
4. I think that my story can be called an original work, because I changed the story itself enough to make it different from the original.

This student did a really good job of starting their story. They found the AI hallucinations really funny and had no trouble identifying the errors because they felt very passionate about the story topic they chose. This made a big difference for this student, who traditionally hasn't been very confident in their work.

During the reflection period, the student compared their work with two of their classmates to ensure that other perspectives were considered.

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STUDENT B

TEACHER OBSERVATIONS AND STUDENT WORK

The reflection was concise and led to a great small-group discussion about claiming ownership of the work. It was intriguing how they wanted to take more personal ownership, especially considering they already hold themselves to a very high academic standard.

write me a 500 word story on how to survive a forest fire - Prompt

ChatGPT

In the heart of a sprawling forest, where ancient trees towered overhead and the earth hummed with the chorus of wildlife, there came a day when the air itself seemed to ignite with the flames of a raging inferno. It was a forest fire of unprecedented magnitude, its fury unleashed upon the land with a force that threatened to consume everything in its path.

Among those caught in the path of the advancing inferno was Maya, a young hiker whose love for nature had drawn her deep into the heart of the forest. But as the smoke billowed on the horizon and the flames danced ever closer, Maya knew that her peaceful hike had suddenly turned into a fight for survival.

With a sense of urgency gripping her heart like a vice, Maya sprang into action, her instincts guiding her every move as she sought out safety amidst the chaos of the fire. With smoke stinging her eyes and flames licking at her heels, she raced through the forest with all the speed she could muster, her mind racing as she searched for a way to escape the impending danger.

But as the fire closed in around her, Maya knew that she could not outrun it forever. With each passing moment, the heat grew more intense, the air thick with the acrid smell of smoke and the crackling of burning embers. With a sinking feeling in the pit of her stomach, she realized that she would need to find shelter if she hoped to survive the inferno that threatened to

With quick thinking and a steady hand, Maya scanned the landscape for any sign of safety. She spotted a small clearing, a patch of ground that seemed to be spared from the chaos. And then, just when it seemed that all hope was lost, a gust of wind swept across the clearing, blowing the flames away from the earth like a fortress against the flames. With a burst of safety, her heart pounding in her chest as she reached the safety of the clearing, she knew she had made it before the fire could engulf her.

As she collapsed onto the safety of solid ground, her body trembled with relief. She knew that she had narrowly escaped a fate worse than death. She surveyed the devastation that lay beyond the safety of her shelter, knowing that she was far from over.

With each passing hour, Maya remained vigilant, keeping a watchful eye on the smoke that billowed on the horizon. With every breath, she felt the heat coursing through her veins, knowing that she would do whatever it took to survive.

The battle of the great fire Reflection1

My initial response to this story was relief, because at the end of the story it concluded with a happy ending, which made me happy since I enjoy a story with a happy ending. Something that jumped out to me in this story was how intense the scenario is set in this story, I didn't catch this intensity the first time I read it.

The plot of the story was when Jack was called to go fight this mighty fire at the time he didn't know this battle would be one to remember.

The theme of this story is to never give up and take courage in a dangerous situation. I think this because Jack's bravery and his team's strength and will to keep pushing to fight the fire is what got them to win the battle in the end.

I feel that my rewrite of the story keeps the intensity of the original which I think is a very important part of the story.

When Brooklynn read my rewrite her response seemed that she had enjoyed the story, which is a great response.

I don't believe that my rewrite of the AI generated story can be called an original. I feel this way because, although mine has different details from the original, this still doesn't mean that the story's plot and theme are really that different.