AI and Digital Literacy Teaching and Learning Story

TASK DESIGN	
Learning Experience Title	*Can AI Help us Write Land Acknowledgments?*
Grade	4/5
Learning Area(s)	Social Studies
Curricular Competencies	- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (4/5) - Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) (4/5)
Curricular Content	- First Peoples land ownership and use. - the impact of colonization on First Peoples societies in British Columbia and Canada loss of territory
Links to First Peoples' Principles of Learning	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
TASK SUMMARY	
Students will be utilizing generative AI - Microsoft Copilot - to support a unit on writing land acknowledgements. This will be done through teacher led AI use in a co-teaching classroom.	

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LEARNING STORY
PLANNING

Students will engage in a whole class discussion and work with a teacher to ask questions in an online generative AI tool to support writing a land acknowledgment.

In order to verify the information being generated through AI, teachers need some familiarity with teaching about writing land acknowledgements. Teachers can refer to their district websites for guidance on writing land acknowledgements and for information about specific wording that is approved by the local Nation(s).

Questions to ask Microsoft Copilot:
1. What is the purpose of a land acknowledgement?
2. What do I need to include in a land acknowledgement?
3. Ask AI to write you a land acknowledgement (don't include any extra information for this one.)
4. Ask AI to write you a 'bad' land acknowledgement.
5. Ask AI to write you another land acknowledgement. This time, give it more information ex. location, what the acknowledgment is for, any additional details to make it more personal.

Reflection questions:
- What did AI do well?
- What was missing?
- Was anything wrong or incorrect and if so, how do you know?
- Was AI useful for you?
- How did AI help you write a land acknowledgement?
- How was it not helpful?

Teacher reflections
Through this process, I learned that teachers could use AI to support or enhance a lesson. As such, an understanding of how to use generative AI, what tools are available, and how to apply it in lessons is crucial for teachers to cultivate digital literacy skills and subsequently instruct their students.

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The learning began with a review on how to write land acknowledgments. The following information, provided in the visual, was recommended to students to include:


How do we write good Land Acknowledgements?

1. **Acknowledge whose land** you are on
2. **Connect it** to the **event/reason for writing**
3. **Personalize** your acknowledgement
4. **Include a commitment** & share why it is important

Information from: **BCTF Aboriginal Education workshop "Education for Reconciliation: Using the Aboriginal Lens"**

The classroom teacher used a generative AI tool to ask questions (Teachers evaluated these answers, added information, or revised this information to ensure student learning. Teachers asked students to evaluate the outputs from Microsoft Copilot and students responded to reflection questions. Students worked in pairs to respond to the reflection questions.

Students found that AI generators were useful for starting to write land acknowledgements, but more direction from the teacher was needed to ensure that the acknowledgement had all needed components.
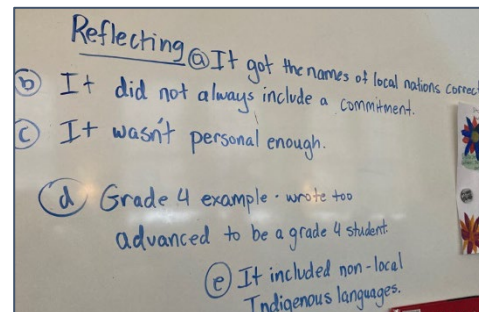
Student reflections were collected. In their reflections, students commented on their process for exploring how useful AI is in writing land acknowledgements.

As a lesson extension, some students drew a picture of what they thought AI would draw if asked to 'draw a picture of a land acknowledgment.' They compared it to what Microsoft Copilot created. You can see an example to the right.

Image created by Microsoft Copilot

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ASSESSMENT
STUDENT A & B
TEACHER OBSERVATIONS AND STUDENT WORK

- These two students shared how AI was useful to write a land acknowledgement, but sometimes important information was missing. It also got information wrong, such as writing the wrong Indigenous Nations, or adding additional incorrect information, such as non-local Indigenous languages.

- Students also noticed that what is produced by AI could be impersonal. Personalizing a land acknowledgement, to include a bit about your perspective or background in relation to the purpose of the acknowledgement, is one of the elements we discussed as important for writing a land acknowledgement. We noticed that AI struggled with making the land acknowledgement personal, so some students remarked that it was unable to write "like a human would".

- Students wrote how the land acknowledgement that Microsoft Copilot created sounded unlike the 'student' who was writing it. When we asked it to write like a grade 4 student, some students responded in our discussion that the land acknowledgement created by AI was too detailed and had advanced vocabulary that a grade 4 student would not know. Some students mentioned how AI can create something for you, but that this work is not always the best work. We did not begin talking about the ethics of using AI, but this could be a lesson extension.
- These students drew a picture of a person sharing their land acknowledgement during an assembly – which is most often where students hear land acknowledgments at out school. When comparing this to the image that Microsoft Copilot created, they found that it included a lot of imagery of land, animals, and people - rather than an image that would show what you do with a land acknowledgement: which is share it.