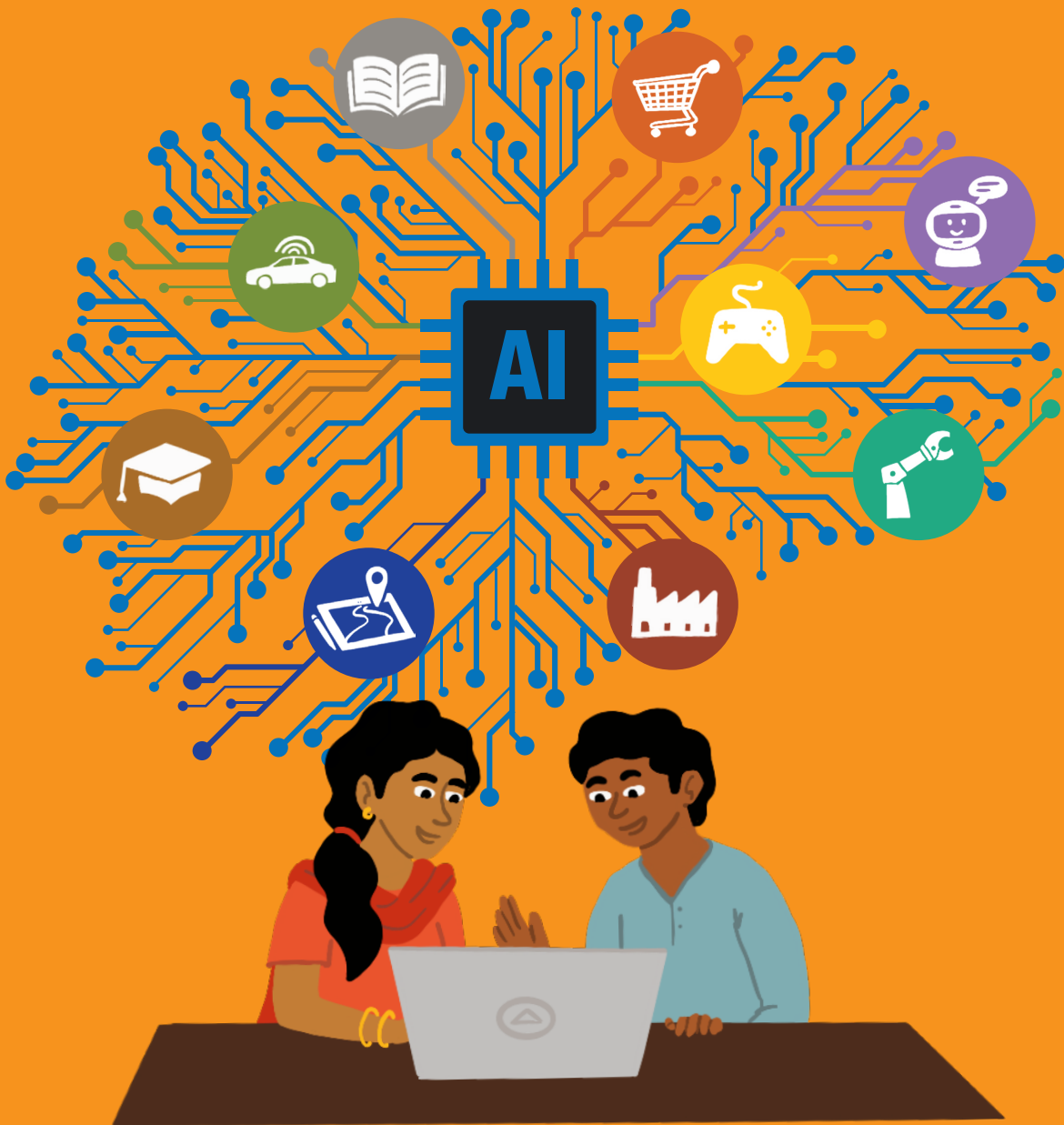# INTRODUCTION TO ARTIFICIAL INTELLIGENCE (AI)

Facilitator Manual

Year 1 | 2024
Total : 7.5 Hours

Welcome

Dear Facilitator,

Welcome to the facilitator manual for the 'Introduction to Artificial Intelligence (AI)' module!
As a facilitator, you play a crucial role in guiding and supporting learners through their
journey in the world of Artificial Intelligence (AI). This manual has been crafted to provide
you with the tools and resources needed to effectively facilitate the learning process. Our
goal is to empower you to create an engaging and enriching learning environment for your
students.

Throughout this manual, you will find detailed lesson plans, instructional strategies, and
assessment guidance to help you deliver high-quality sessions.
We encourage you to adapt and customize the content to suit the needs and preferences of
your learners. Your dedication and passion for teaching are essential in shaping the future
of our learners.

Thank you for your commitment to excellence in education.
Best wishes on your facilitation journey!

Introduction to Artificial Intelligence (AI)

13.1 Understanding AI

Session Objectives

Learners will be able to:
1. Define AI in their own words.
2. Provide real-world examples of AI applications.
3. Tell the difference between apps that use AI and ones that don't.

Topics	What's happening?	Duration
Have you heard of AI?	• Find out what the class already knows about AI. • Learners complete the Section 'Have you heard of AI?' in the student workbook.	10 mins
13.1.1 Where have you seen or used AI?	• Learners learn about AI apps and how each app uses AI. • Learners complete all the activities of Section 13.1.1 in the student workbook.	20 mins
13.1.2 What is not AI?	• A discussion around what learners think is AI and share a clear definition of AI • Introduce learners to AI tools such as ChatGPT, Microsoft Copilot etc. They will learn how to use prompts. • Learners complete all the activities of Section 13.1.2 in the student workbook.	20 mins
Closing & Reflection	• Summarize key points, and remind learners about homework. • Learners share reflections on new learnings.	10 mins

Support Resources:
Available as digital resources

Have you heard of AI?

10 mins

Facilitator Actions

Write the word Artificial Intelligence on the board and ask learners, "Have you heard about this term?". Allow them to answer.

Here are some possible learner responses:
• Common names like ChatGPT, Microsoft Copilot, Gemini, Siri, Alexa, or Google Assistant.
• Uncommon names such as Yoodli or Grammarly. Something that is not AI like a calculator, air conditioner., or refrigerator.
• Questions about AI from learners who say they have not heard of it before.

Now, ask learners to write their thoughts about AI in the section titled 'Have you heard of AI?' in the student workbook.

Do NOT give them any answers at this point. Let them write down their thoughts freely.

Say: Artificial Intelligence, or AI, is the science of creating intelligent machines like computers or robots. These machines can think, learn, and solve problems on their own, almost like humans. AI can be thought of as machines with brains!
Give example: When you play a video game, the computer opponents use AI to learn your moves make decisions and play against you as a human would.

Encourage learners to write any questions they have in their notebooks. Tell them all questions will be answered by the end of class. Revisit these questions when the chapter ends to make sure everything is clear.

Learner Actions

- Learners engage in a discussion about AI.
- Complete the activity in Section 'Have you heard of AI?' of the student workbook.

Where have you used or seen AI?

20 mins

Facilitator Actions

Say: Before we learn more about AI and how it's used in everyday life, complete the first and second activities in Section 13.1.1 in your workbook.

Ask: From the second activity, which apps do you think use AI, and why?
Encourage learners to share their thoughts and if the answer is correct acknowledge it.

Say: Any apps that can learn and think like humans are examples of AI.
Give example: YouTube uses AI because it learns from what videos you watch and suggests similar ones. It acts like humans by learning and making suggestions.

Say: Now, let's go through the last activity in Section 13.1.1 together. We will discuss each option and understand them.
Discuss each option, let learners share their thoughts, and then give the correct answers.

Note: Kindly refer to the digital resources for additional prompting questions appropriate for this section.

Learner Actions

Complete all the activities in Section 13.1.1.

What is not AI?

20 mins

Facilitator Actions

Say: Now that we have seen some AI examples, let's explore what AI is and isn't. We will look at different examples and decide if they are AI or not. This will help us understand what makes AI special compared to other technologies.

Guide learners to complete the first activity in Section 13.1.2 in their workbook.
While they work, give hints like, "Think about how each example works. Does it learn and make decisions on its own, like a smart brain? Or does it just follow instructions?"

Discuss: After the activity, pair up learners and ask them to discuss the questions in the 'Discussion Time' section in the workbook.
Ask a few learners to volunteer and share their responses with the rest of the class.

Explain: What makes AI special? How is it different from the everyday technologies we use? Give detailed examples.

Individual Work: Ask learners to complete the second activity in Section 13.1.2 of the student workbook based on what they understood so far or with the help of AI tools.

Ask: Has anyone used Generative AI tools like ChatGPT, Microsoft Copilot, or Gemini?
If yes, ask where they have used them.

Explain: Briefly explain what AI tools are and mention that we will learn more about them in future lessons.

Say: Now, let's see how to log in to an AI tool and how to write prompts.
[Explain any one tool, and learners can try other tools at home.]

Login Instructions for Microsoft Copilot
Explain step-by-step how to log in to Microsoft Copilot simply and clearly.
1. Open Browser: Start by opening a web browser like Chrome or Edge.
2. Go to Microsoft Copilot: Type "bing.com" in the address bar and press Enter.
3. Sign In: Click on "Sign In" at the top right of the page.
4. Enter Info: Type your email and password.
5. Find Microsoft Copilot: After signing in, you can use Microsoft Copilot by clicking on the menu or searching for it on Bing.

Login Instructions for ChatGPT
Explain step-by-step how to log in to ChatGPT simply and clearly.
1. Open Browser: Start by opening a web browser like Chrome or Edge.
2. Go to ChatGPT: Type "chat.openai.com" in the address bar and press Enter.
3. Sign In: Click on "Sign In" at the top right of the page.
4. Enter Info: Type your email and password.
5. Access ChatGPT: After signing in, you can start using ChatGPT by selecting a chat or starting a new conversation.

Say: Now, let's explore how we can use these tools. To use them effectively, we need to write instructions known as prompts.

Explain: Prompts are questions or instructions you give to AI tools. For example, if you want to know about the weather, you can type "What is the weather like today?" as a prompt.

Take them step by step to understand where to write prompts:
*   Find the Input Area: Look for a text box or an area where you can type your questions or instructions. This is where you will write your prompts.
*   Write Your Prompt: Type your question or instruction clearly in the input area.

Ask: Ask learners to use Microsoft Copilot or any AI tools to try out the prompts in the second and third activity of Section 13.1.2 of the student workbook.

Sharing Time: Ask a few learners to share the responses received from the AI tools with the rest of the class.

Clarify Doubts: Ask students to look at the questions they noted down earlier. Answer any questions they still don't understand.

Learner Actions

- Complete the first activity in Section 13.1.2 by engaging in group discussion.
- Complete the last two activities from Section 13.1.2 using an AI tool such as Microsoft Copilot or ChatGPT to help find the answers.

Closing & Reflection

10 mins

Facilitator Actions

Quick Recap: Summarize the key points: What AI is, examples in everyday life, and how it differs from non-AI technologies.
[AI is about making intelligent smart machines that can learn and improve. It's all around us in everyday apps and tools.]

Reflection: Ask: "What is one new thing you learned about AI today?"
Allow a few learners to share their thoughts.
Encourage learners to notice AI in their daily lives and provide a brief preview of the next lesson.

Homework Reminder: Remind learners to complete the digital lesson, 'Understanding AI' and any other activity assigned as homework during class at home.

Closing Remark:
Say: "AI is transforming our world by making machines smarter and more capable. By learning about AI, you are preparing for the future where technology plays an even bigger role. See you next time!"

Learner Actions

- Learners share one new thing they learned about AI.
- Learners note to observe AI in their daily lives and think about its impact.

Tips for Using Prompts

- **Different Results:** Prompt results may vary. If you don't get the answer you need, try more prompts for clarity, as some answers may need multiple prompts.
- **Try Different Tools:** If one tool doesn't work, try using a different tool.
- **Keep Trying:** If you still don't get the answer, start a new chat or try again later. Don't give up!

13.2 How does AI work?

Session Objectives

Learners will be able to:
1. Understand how AI works using real-world examples.
2. Understand the role of data in AI.
3. Differentiate between Machine Learning and Deep Learning.

Topics	What's happening?	Duration
Check Completion & Clarify Doubts	• Check lesson completion, discuss learners' experiences with AI tools, and address any doubts.	5 mins
Solving the case with data!	• Introduce learners to the importance of data in AI. • Learners complete the Section 'Solving the Case with Data' in the student workbook.	10 mins
13.2.1 How does AI work?	• Learners understand how AI uses data to perform tasks. • Learners complete the section 13.2.1 activity in the student workbook.	10 mins
13.2.2 What is data and why is it important?	• Learners understand the concept of data and its importance with the help of examples. • Learners complete the section 13.2.2 activity in the student workbook using the AI tools.	15 mins
13.2.3 How AI Learns from Data: Machine Learning vs. Deep Learning	• Learners learn about Machine and Deep learning and the difference between them. • Learners complete the Section 13.2.3 activity in the student workbook.	15 mins
Closing & Reflection	• Summarize key points, and remind learners about homework. • Learners share reflections on new learnings.	5 mins

Support Resources:
Available as digital resources

Check Completion & Clarify Doubts

5 mins

Facilitator Actions

Ask learners if they have completed the digital lesson and clarify any doubts they may have.

Ask: Did anyone try using AI tools at home to learn something?
- If the answer is yes, then ask:
  Would you like to share which task you used AI for, which tool you used, and what kind of response you got from AI?
- If the answer is no, then ask them to start using AI tools.

Encourage learners to use AI tools and clarify any doubts they have.

Learner Actions

Learners share their experiences with using AI tools and clarify any doubts they may have.

Solving the case with data!

10 mins

Facilitator Actions

Group activity: Introduce the 'Solving the Case with Data!' activity to learners. Let them discuss in pairs or small groups.

Engage their critical thinking by asking the following questions:
- In Case 1, where there's no information, is it easier or harder to find the robber? Why?
- How does finding fingerprints in Case 2 make it easier or difficult to identify the robber?
- How does finding both fingerprints and CCTV footage in Case 3, make it easier or difficult to catch the robber? Why?

Sharing Time: Ask a few groups or pairs to share their responses and reasoning with the class.

Say: Similar to how detectives need clues or information to solve a case, AI requires data to learn and make decisions.
Today, we will focus on how AI works and how data helps AI learn better.

Learner Actions

Complete the activity in Section 'Solving the Case with Data' of the student workbook.

13.2.1 How does AI work?

10 mins

Facilitator Actions

Say: In the previous chapter, we learnt that YouTube uses AI to suggest videos we may like and shows ads based on our interests.

Ask: When you open the YouTube homepage, do you see the same videos as your friends?
Take a few responses, and encourage learners to compare their YouTube homepage and find out. (if they

have mobile phones in class)

Encourage learners to think about how their interests affect the videos they see. For example, if someone likes music, they will see more music videos. If they like cooking, they will see more cooking videos.

Ask: How do you think YouTube decides which videos to show each person?
Encourage learners to share their ideas and brainstorm together.

Explain: YouTube learns from data like your watch history, liked videos, and location. This means that the more you watch certain types of videos or like them, YouTube uses this data to suggest similar videos to you.

Say: Data can be anything such as numbers, words, images, or even sounds - any kind of information that can be collected. Data helps AI learn and make better decisions. The more data AI has, the smarter it becomes at making suggestions and decisions.

Ask: What would happen if YouTube did not have access to user data like watch history or likes? How would it be different?

Encourage learners to think and discuss.

Explain: If YouTube didn't have access to your watch history or likes, it wouldn't be able to learn what kinds of videos you enjoy. Instead of suggesting videos based on your interests, it would show more general videos that might not match what you like to watch. This is because YouTube uses your data to learn about your experience and suggest videos that you are likely to enjoy.

Guide learners to complete all the activities in section 13.2.1.

Learner Actions

Complete all the activities in Section 13.2.1.

13.2.2 What is data, and why is it important?

15 mins

Facilitator Actions

Say: Now that you have learned about how AI works. let's learn more about data and its importance.

Group Work: Direct learners to form small groups and use AI tools to complete the activity in Section 13.2.2 of the student workbook.

Walk around the classroom, observe what learners are doing, offer help, give feedback as needed, and answer any questions they have.

After learners complete the activities, briefly discuss how AI uses data to learn and improve. *[Refer to digital resources for explanation]*

Learner Actions

Complete the activity in Section 13.2.2 using an AI tool such as Microsoft Copilot or ChatGPT.

13.2.3 How AI Learns from Data: Machine Learning vs. Deep Learning

15 mins

Facilitator Actions

Say: Now that you understand that AI requires data to learn, how exactly does it learn from this data?

Ask: Have you heard of 'Machine Learning' and 'Deep Learning'?
• If learners respond yes, let them explain what they know.
• If the response is no, say: Let's learn about these concepts together.

Say: These are two of the special ways AI learns from data.
Explain to learners what 'Machine Learning' and 'Deep Learning' are, using examples to highlight their differences. *[Refer to digital resources for explanations on Machine Learning and Deep Learning.]*

Say: Now that we have a basic understanding of 'Machine Learning' and 'Deep Learning,' let's complete the fill-in-the-blanks and second activity in section 13.2.3.

Ask learners to use the AI prompts in the second activity in section 13.2.3 and complete the table from the responses generated by AI.

Ask: Have you ever used Facebook? Do you think Facebook uses Machine Learning (ML) or Deep Learning (DL) to learn?

Explain that Facebook uses both Machine Learning (ML) and Deep Learning (DL) techniques. *[Refer to digital resources for explanation.]*

Guide learners to complete the last activity in Section 13.2.3 using AI tools. Direct them to use the prompt from the student workbook and generate a response, including finding out how Netflix or Amazon Prime Video use Machine Learning and Deep Learning.

Learner Actions

Learners complete all the activities in Section 13.2.3 using an AI tool such as Microsoft Copilot or ChatGPT.

Closing & Reflection

5 mins

Facilitator Actions

Quick Recap: Briefly summarize the main topics covered in the session: the importance of data in AI, how AI learns, and the difference between Machine Learning and Deep Learning.
[Today, we learned how AI uses data to make decisions as humans do. From suggesting YouTube videos to predicting the weather, AI learns from the information it collects. As AI grows, technologies like Machine Learning and Deep Learning make it even smarter.]

Reflection: Ask: "What is one new thing you learned about AI and data today?"
Allow a few learners to share their thoughts.

Homework Reminder: Remind learners to complete the digital lessons, lessons on "How does AI Work? - Part 1 and Part 2" and any other activity assigned as homework during class at home.

Closing Remark:
Say: Great job today, everyone! Keep exploring and using AI tools to apply your learning. See you in the next session!

Learner Actions

Learners share one new thing they learned about AI and data.

Tips for Using Prompts

- **Different Results:** Prompt results may vary. If you don't get the answer you need, try more prompts for clarity, as some answers may need multiple prompts.
- **Try Different Tools:** If one tool doesn't work, try using a different tool.
- **Keep Trying:** If you still don't get the answer, start a new chat or try again later. Don't give up!

13.3 Types of AI

Session Objectives

Learners will be able to:
1. Understand the types of AI: Narrow AI and General AI.
2. Explain the history of AI.

Topics	What's happening?	Duration
AI in Action!	• Check homework completion, discuss learners' experiences with AI tools, and address any doubts. • A discussion about whether AI apps are good at every task or just specific tasks. • Learners complete the Section 'AI in Action' in the student workbook.	5 mins
13.3.1 What is Narrow and General AI?	• Learners learn about Types of AI with the help of real examples. • Learners complete all the activities in Section 13.3.1 in the student workbook.	10 mins
13.3.2 History of AI.	• A discussion about the history of AI. • Learners complete the Section 13.3.2 activity in the student workbook.	10 mins
Closing & Reflection	• Summarize key points, and remind learners about homework. • Learners share reflections on new learnings.	5 mins

Support Resources:
Available as digital resources

AI in Action!

5 mins

Facilitator Actions

Check Completion: Ask learners if they have completed the digital lesson and clarify any doubts they may have.

Say: We have learned about many apps that use AI in the last two chapters. There are even more apps that use AI.

Individual Activity: Ask learners to complete the activity in the section, 'AI in Action'.

Discuss: Once the learners complete this activity, randomly select learners and ask them how each app uses AI.

Does the app perform all tasks, such as playing music, setting reminders, and translating languages, or is it good for a specific task?

Do NOT give them any answers at this point. Let them think.

Learner Actions

- Engage in a discussion about AI apps and how these apps are good at performing specific tasks.
- Complete the activity in Section 'AI in Action' of the student workbook.

13.3.1 What is Narrow and General AI?

⏱ 10 mins

Facilitator Actions

Say: In the previous activity, you might have noticed that each of these apps uses AI to perform specific tasks well, like suggesting songs, translating languages, or finding the best route in traffic.
Based on this, can you guess what is the difference between Narrow AI and General AI?

Explain the concepts of Narrow AI and General AI, providing examples for each type. *[Refer to digital resources for explanations]*

Guide learners to complete the first activity in Section 13.3.1 using the given prompt and fill the table with the responses.

Say: Now that you understand Narrow AI and General AI, complete the second activity in section 13.3.1

Discussion: Once learners complete this activity, discuss each question and provide explanations.

Individual Activity: learners to go through the third activity in Section 13.3.1
Ask: Can you guess which Robot is Narrow AI and which is General AI? How would you use each to find your book?
Encourage them to think critically, discuss their answers in detail, and provide explanations.

Explanation: ROBOT 1: Searches books only by title. This is Narrow AI because it can only do one specific task.
ROBOT 2: Searches by title, author, or description, showing it can handle a broader range of tasks. This is closer to General AI.
General AI would have the ability to perform a wide range of intellectual tasks that humans can do, such as understanding and responding to natural language queries (like searching by description).

Learner Actions

Complete all activities in Section 13.3.1 of the student workbook using an AI tool such as Microsoft Copilot or ChatGPT.

13.3.2 History of AI

⏱ 10 mins

Facilitator Actions

Say: Now that we have learned about General AI, which is AI's future, let's explore its past.
We will create a timeline of important events.

Explain: Briefly discuss key moments in AI history. Then, explain the timeline activity. *[Refer to digital resources for explanations]*
Guide learners to complete the Timeline activity. If learners are not able to complete this activity in the class, assign it as homework. Instruct them to use the prompt given in the workbook to complete the timeline.

Closing Remarks: AI has grown significantly since the 1950s, evolving from basic ideas to today's advanced technologies.

Learner Actions

Complete the activity in Section 13.3.2 of the student workbook using an AI tool such as Microsoft Copilot or ChatGPT.

Closing & Reflection

5 mins

Facilitator Actions

Quick Recap: Summarize the key points: types of AI and History of AI

Reflection: Ask: "What is one new thing you learned about AI today? Can you provide some examples of Narrow AI and General AI?"
Allow a few learners to share their thoughts.

Homework Reminder: Remind learners to complete the digital lesson, 'Types of AI' and any other activity assigned as homework during class at home.

Closing Remark:
Say: "AI has improved a lot since it started. We have seen how Narrow AI does specific tasks well, like suggesting songs. In the future, General AI could do even more amazing things. Learning about AI helps us get ready for a future where it helps us in many ways. See you next time!"

Learner Actions

Learners share one new thing they learned about AI and the examples of Narrow AI and General AI.

Tips for Using Prompts

- **Different Results:** Prompt results may vary. If you don't get the answer you need, try more prompts for clarity, as some answers may need multiple prompts.
- **Try Different Tools:** If one tool doesn't work, try using a different tool.
- **Keep Trying:** If you still don't get the answer, start a new chat or try again later. Don't give up!

13.4 What can AI do?

Session Objectives

Learners will be able to:
1. Define what is Generative AI, and how it affects us.
2. Use AI tools to learn about prompts.
3. Explain how generative AI creates new content and is used in various fields.

Topics	What's happening?	Duration
Check Completion & Clarify Doubts	• Check homework completion, discuss learners' experiences with AI tools, and address any doubts.	3 mins
Assessment	• Learners complete the digital assessment in the first module.	15 mins
Imagine activity	• Learners will think about how having powerful creative tools can impact their creativity and productivity. • Learners complete the first section in the student workbook.	5 mins
13.4.1 What is generative AI?	• Learners understand what generative AI is. • Learners complete all the activities of Section 13.4.1 in the student workbook.	10 mins
13.4.2 How to talk to AI tools?	• Learners learn about prompts with the help of examples. • Learners complete all the activities of Section 13.4.2 in the student workbook.	12 mins
13.4.3 What Generative AI Can Do?	• Learners learn about what generative AI can do. • Learners complete all the activities of Section 13.4.3 in the student workbook as homework.	10 mins
Closing & Reflection	• Summarize key points, and remind learners about homework. • Learners share reflections on new learnings.	5 mins

Support Resources:
Available as digital resources

Check Completion & Clarify Doubts

3 mins

Facilitator Actions

Ask learners if they have completed the digital lesson and clarify any doubts they have.

Ask: Did anyone try using AI tools at home to learn something?
- If the answer is yes, then ask:
  Would you like to share which task you used AI for, which tool you used, and what kind of response you got from AI?
- If the answer is no, then ask them to start using AI tools.

Encourage students to try using AI tools and answer any questions they have.

Learner Actions

Learners share their experiences with using AI tools and clarify any doubts they may have.

Digital Assessment

15 mins

Facilitator Actions

Ask learners to complete the digital assessment in the first module.

After completing the digital assessment, encourage learners to review it thoroughly for better understanding and to reinforce their learning.

Prompt them to discuss their assessment responses in groups and clarify any doubts they have.

Learner Actions

Complete the digital assessment in the first module.

Imagine activity

5 mins

Facilitator Actions

Ask: Imagine having a tool that instantly creates a painting, song, or story. What would you ask this tool to create now?
Encourage students to think about their interests and share their responses to what they want to create with the help of the tool.
Facilitate a discussion on how these tools could impact their creativity and productivity.
Guide learners to complete the first activity in their workbook.

Say: Now that we have talked about how a magical tool can help you create a painting, a song, or a story, can you think of a real technology that can do this?
Do NOT give them any answers at this point. Let them think.

Learner Actions

Complete the first activity of the student workbook.

13.4.1 What is generative AI?

10 mins

Facilitator Actions

Ask: Have you heard about generative AI?
Allow learners to answer and then explain generative AI in simple words.

Say: Generative AI is a type of technology that can make new things like pictures, music, or stories.
Give example: It can draw a picture based on what you describe or write a story using your ideas.

Ask learners to complete the first task in section 13.4.1 using the given prompt.

Say: Now that you understand what generative AI is, use this information to complete the 'True or False' activity in Section 13.4.1.

Learner Actions

Complete all the activities in Section 13.4.1 using an AI tool such as Microsoft Copilot or ChatGPT.

13.4.2 How to talk to AI tools

12 mins

Facilitator Actions

Say: We know generative AI can create many things, but for it to create, we need to give proper instructions called prompts.
Prompts are instructions given to AI to generate responses or perform tasks.
Let's understand with the help of an example.

Group Activity: Ask learners to use AI tools such as ChatGPT or Microsoft Copilot and give the prompt, *"Write a poem about the rainy season."* Let them work in pairs or small groups.

Sharing Time: Ask 1-2 learners to share the AI-generated poem with the class.
[You will find that the poem is too long or uses difficult words and is not easy to understand.]

Say: The first instruction you give to the AI, telling it what you want is called a Base Prompt.
Now, I want a shorter, simpler poem. Let's see how we can make this happen.

Group Activity: Ask learners to give another prompt "Make the poem 10 lines long, add rhymes, and make it suitable for kids aged 8-14 years."
Learners continue to work in the same groups or pairs.

Sharing Time: Ask 1-2 learners to share the AI-generated poem with the class and observe how the second response is closer to what you wanted.

Say: This extra instruction or question you give to AI after the base prompt is called a follow-up prompt. It helps the AI understand more about what you want and how to improve its answer.

Discuss how follow-up prompts refine AI responses to better match user expectations with the help of the poem example.

Now, share the following situations given in the table with learners and ask them what follow-up prompts they can use for each situation:

Example:
Situation: The answer is not simple.
Ask: What follow-up prompt can be used in this situation?
Encourage learners to share their ideas first.

If they struggle, suggest prompts like, "Can you explain this in simpler words?" or "Could you make this easier to understand for someone new to the topic?"

Ask learners to find the follow-up prompt for each situation.

Situation	Prompts
The answer is Not Simple	Could you simplify this explanation for someone new to the topic?
The answer is Not Relevant	Can you explain using a relevant example?
The Answer is Too Long	Can you summarize this in 2-3 sentences?
The Answer Seems Wrong	Can you double-check this information with a trusted Source?

Ask learners to try the prompts given in the workbook to understand better and complete the task at home.

Say: You have been using prompts, and you may have noticed that sometimes certain prompts don't give proper responses. So let's understand why this happens with the help of the activity given in the workbook.

Ask learners to try the prompts given in the workbook and discuss the responses in class.

Explain: A good prompt tells the AI exactly what to do and gives all the important details. On the other hand, bad prompts are unclear or contain information that does not make sense for the task. This confusion can cause the AI to give wrong answers.

Guide learners to complete all the activities in section 13.4.2 or assign them as homework.

Learner Actions

- Learners learn about prompts using AI tools.
- Learners complete all the activities in Section 13.4.2 using an AI tool such as Microsoft Copilot or ChatGPT to help find the answers.

13.4.3 What Generative AI can do

10 mins

Facilitator Actions

Ask: Have you ever written a story or a song by yourself?
Can you tell the best part in writing the story/song? What challenges you faced when you were writing the story or the song?
Sharing Time: Allow learners to share their experiences with writing stories or songs.

Say: Now that you are familiar with generative AI, let's understand what Generative AI can do. Generative AI tools can create images, write essays and scripts, compose music, and create videos. There are both free and paid tools available for each of these tasks, helping people in different fields to be faster and smarter in their work.

Ask learners to use the prompt given in the workbook to find free AI tools for creating content, images, music and videos.

Guide learners to complete the last activity in Section 13.4.3. Ask them to present their video in the next class. They can work individually or in groups for this project.

Learner Actions

Learners complete the activity of section 13.4.3 as homework.

Closing & Reflection

5 mins

Facilitator Actions

Quick Recap: Summarize the key points: What is generative AI, how to interact with AI tools using prompts, and the capabilities of generative AI.
[Generative AI can create new things like text, images, and music. Writing clear instructions, called prompts, is important to make sure Generative AI works well and creates what you want.]

Reflection: Ask: "Share one thing you found most interesting or challenging about today's lesson." Encourage students to think about how they can apply what they have learned about AI tools and generative AI in their projects or interests.

Homework Reminder: Remember to complete the digital lessons on 'What can AI do?' and 'How to talk to AI', along with the Section 13.4.3 activity assigned as homework.

Closing Remark:
Say: "Understanding generative AI opens doors to creativity and innovation. Keep exploring and experimenting with AI tools—it's the future of technology!"

Learner Actions

Learners share one thing they found most interesting or challenging in this topic.

Tips for Using Prompts

- **Different Results:** Prompt results may vary. If you don't get the answer you need, try more prompts for clarity, as some answers may need multiple prompts.
- **Try Different Tools:** If one tool doesn't work, try using a different tool.
- **Keep Trying:** If you still don't get the answer, start a new chat or try again later. Don't give up!

13.5 Impact of AI on Jobs and Industries

Session Objectives

Learners will be able to:
1. Understand how AI is changing jobs and industries.
2. Understand the advantages and disadvantages of AI at work.

Topics	What's happening?	Duration
The Rise of AI in the Workplace!	• Check homework completion, discuss learners' experiences with AI tools, and address any doubts. • Discussion on new job opportunities created by AI in stores and how AI is changing the world. • Learners complete the Section 'The Rise of AI in the Workplace!' in the student workbook.	10 mins
13.5.1 How AI is impacting jobs and industries	• Learners learn about how AI is impacting jobs with the help of examples. • Learners complete the Section 13.5.1 activity in the student workbook.	20 mins
13.5.2 Advantages and Disadvantages of AI at Work	• Learners learn about the advantages and disadvantages of AI at work. • Learners complete the first and second activities in Section 13.5.2 of the student workbook.	20 mins
How do you feel about AI?	• Learners think about their personal feelings on AI's impact on jobs and industries. • Learners complete the activity in Section 13.5.2 of the student workbook.	5 mins
Closing & Reflection	• Summarize key points, and remind learners about homework. • Learners share reflections on new learnings.	5 mins

Support Resources:
Available as digital resources

The Rise of AI in the Workplace!

⏱ 10 mins

Facilitator Actions

Check Completion: Ask learners if they have completed the digital lesson and clarify any doubts they have.

Group Activity: Instruct learners to complete the activity in the section titled 'The Rise of AI in the Workplace!'. *[Refer to digital resources for explanations]*

Learners can work in small groups or pairs to complete this activity.

Encourage learners to think about the good and not-so-good things of this system.

For example, it's easy for shoppers, but it might result in fewer jobs.

Sharing Time: After the activity, ask a few learners to volunteer and share their responses with the rest of the class for the "Discussion Questions."

Conclude: Summarize the key points of the discussion.

Provide examples of stores without cashiers: Amazon Go in the United States, BingoBox in China, and automated convenience stores in Japan.

Say: Today, we will learn how AI is impacting various jobs and industries such as education, retail, and transportation.

Give Examples: Talk about AI in healthcare (finding illnesses), retail (suggesting products), factories (fixing things before they break), and transportation (picking the best routes).

Discuss: Ask learners how AI is changing these industries. How does AI make work faster and better? Allow a few learners to share their responses with the class.

Learner Actions

- Complete the activity titled 'The Rise of AI in the Workplace!' in the student workbook.
- Learners discuss how AI makes work faster and better in different industries.

13.5.1 How AI is impacting jobs and industries

⏱ 20 mins

Facilitator Actions

Say: Now, let's see how AI is changing jobs in ITI trades.

Give examples: AI helps electricians, mechanics, welders, and CNC machinists by predicting when maintenance is needed, making welding more accurate, and improving how things are made. *[Refer to digital resources for detailed explanations]*

Group Activity: Encourage learners to form small groups based on the jobs they are interested in. Instruct them to use AI tools and the given prompts to complete the activity in Section 13.5.1 of the student workbook. Tell them to fill in the blank in the Prompt with the job they are interested in.

Guide learners by explaining the example in the workbook about how AI can impact the job of a mechanic. Walk around the classroom to check if learners need help and give feedback as required.

Sharing Time: After the activity, ask a few learners to volunteer and share their responses with the rest of the class.

Learner Actions

- Learners find out how AI is changing jobs in ITI trades.
- Complete the activity in Section 13.5.1 using an AI tool such as Microsoft Copilot or ChatGPT.

13.5.2 Advantages and disadvantages of AI at work

20 mins

Facilitator Actions

Group Activity: Instruct learners to think about the previous activity and discuss the following questions in their groups.
- Do you think the use of AI in your chosen job has only advantages? Does it have disadvantages as well?
- What could be the possible advantages and disadvantages of AI in your job?

Sharing Time: Ask a few learners to volunteer and share their responses with the class.

Summarize the key points of the discussion and list the possible advantages and disadvantages of AI.

Individual Activity: Guide learners to complete the first and second activities in Section 13.5.2.

Walk around the classroom, observe what learners are doing, offer help, give feedback as needed, and answer any questions they may have.

Learner Actions

Learners complete the first and second activities in Section 13.5.2 using an AI tool such as Microsoft Copilot or ChatGPT.

How do you feel about AI?

5 mins

Facilitator Actions

Ask: How do you feel about the new job opportunities AI creates and the challenges it might bring?

Sharing Time: Encourage learners to share their thoughts with the class.

Guide learners to complete the activity titled 'How do you feel about AI?' in the student workbook.

Learner Actions

Learners share their feelings about AI.

Closing & Reflection

⏱ 5 mins

Facilitator Actions

Quick Recap: Summarize the main topics covered in the session: AI's impact on jobs and industries, and the advantages and disadvantages of AI in the workplace.
[AI is changing jobs and industries. The use of AI has advantages such as automating tasks and speeding up decision-making. However, it also has certain disadvantages like setting up AI systems can be expensive and require regular maintenance and updates.]

Reflection: Think about one way AI could positively change the job you are interested in and one concern you have about AI's impact on that job.

Homework Reminder: Remind learners to complete the digital lesson "Impact of AI on Jobs and Industries" and any other activity assigned as homework during class at home.

Closing Remark:
Say: Learning about how AI affects jobs, opens up new opportunities and challenges. See you in the next session!

Learner Actions

Learners share their thoughts with the class.

Tips for Using Prompts

- **Different Results:** Prompt results may vary. If you don't get the answer you need, try more prompts for clarity, as some answers may need multiple prompts.
- **Try Different Tools:** If one tool doesn't work, try using a different tool.
- **Keep Trying:** If you still don't get the answer, start a new chat or try again later. Don't give up!

13.6 Exploring Careers with AI

Session Objectives

Learners will be able to:

1.   Use AI tools to find career options that match their interests and qualifications.

Topics	What's happening?	Duration
Introduction	• Check homework completion, discuss learners' experiences with AI tools, and address any doubts. • Introduce the idea of using AI tools for exploring career options. • Learners complete the first activity in the student workbook.	10 mins
13.6.1 Exploring Career Options with AI - Part 1	• Learners use an AI tool to explore 10 career options based on their interests and qualifications. • Learners engage in a meaningful discussion to find the top 4 suitable career options for themselves. • Learners complete the first activity of Section 13.6.1 in the student workbook.	15 mins
13.6.1 Exploring Career Options with AI - Part 2	• Learners look into their chosen career options more deeply. They use AI tools to find out what skills are needed and understand future trends. • Learners complete the second activity of Section 13.6.1 in the student workbook.	25 mins
Closing & Reflection	• Summarize key points, and remind learners about homework. • Learners share reflections on new learnings.	10 mins

Support Resources:
Available as digital resources

Introduction

10 mins

Facilitator Actions

Check Completion: Ask learners if they have completed the digital lesson and clarify any doubts they have.

Proceed to the introduction of the lesson.

Say: Till now, we have been using AI tools to find answers to questions in the activities.

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Do you think you can use these AI tools to help you find career options that match your interests and qualifications?

Direct learners to do the first activity by engaging in a discussion, highlighting how AI can help them find the right career for themselves.

Learner Actions

Learners complete the first activity in the student workbook.

13.6.1 Exploring Career Options with AI - Part 1

⏱ 15 mins

Facilitator Actions

Demonstration: Show learners how to use AI tools to find career options. Start with an example prompt from the student workbook and explain the output.

Explain that learners can use follow-up prompts if they are not satisfied with the AI response:
- If you want more details about career options.
  Follow-up Prompt: Can you elaborate on each career option in 2 lines?
- If you want to explore more career options.
  Follow-up Prompt: Can you list more career options?

Guide learners to use the first prompt in section 13.6.1. Fill it in with their details to discover career options that match their interests and qualifications.
Give learners time to identify 10 potential career options.

Say: Out of these 10 career options, pick 4 career options that align with your interests, skills, and goals.

While learners complete the activity and choose 4 career options, ask if they need help and provide feedback as necessary.

Ensure all the learners have filled the top 4 choices in their workbooks.

Learner Actions

Learners complete the first activity in Section 13.6.1 of the student workbook using an AI tool such as Microsoft Copilot or ChatGPT.

13.6.1 Exploring Career Options with Ai - Part 2

⏱ 25 mins

Facilitator Actions

Say: Let's learn more about your chosen career options using AI tools. Find out the roles and responsibilities, education you need, and what the future looks like for each career option.

Ask learners to pick one career option. Learners with similar interests can pair up to complete the activity together.

Direct them to open a new chat window and use the base prompt given in the workbook. Instruct them to fill in the blanks with their personal details and chosen career option in the base prompt.
Guide learners to use the next 7 prompts to learn more about their chosen career.
Encourage them to record their findings in a notebook.

After completing this for one career option, ask learners to repeat the process for the other options.

After completing this activity for all four career options, ask learners to choose one career and discuss why they picked it with their partners or groups.

Now guide learners to fill in the details of their chosen career option in the space provided in the student workbook and also complete the last activity of this section.

Sharing Time: After the activity, ask a few learners to volunteer and share their responses to the question: **"Which career have you chosen, and why do you think you are a good fit for it?"**

Learner Actions

Learners complete all the remaining activities in Section 13.6.1 of the student workbook using an AI tool such as Microsoft Copilot or ChatGPT.

Closing & Reflection
10 mins

Facilitator Actions

Quick Recap: Briefly summarize the main topics covered in the session: how AI tools can help explore career options based on interests and qualifications.
[Today, we learned how to use AI tools find career options that match our interests and skills.]

Reflection: Ask: "What do you think about using AI to explore careers? Were the results useful? Did you discover any new careers you hadn't considered before?"
Allow a few learners to share their thoughts.

Homework Reminder: Remind learners to complete the digital lessons, lessons on "Exploring Careers with AI" and any other activity assigned as homework during class at home.

Closing Remark:
Say: Great job, everyone! Keep exploring and using AI tools to apply your learning in discovering career opportunities. See you in the next session!

Learner Actions

Learners think about their experience of exploring careers with AI and share their thoughts with the class.

Tips for Using Prompts

- **Different Results:** Prompt results may vary. If you don't get the answer you need, try more prompts for clarity, as some answers may need multiple prompts.
- **Try Different Tools:** If one tool doesn't work, try using a different tool.
- **Keep Trying:** If you still don't get the answer, start a new chat or try again later. Don't give up!

13.7 Learning with AI

Session Objectives

Learners will be able to:
1.   Use AI tools to make learning better.

Topics	What's happening?	Duration
Introduction	• Check homework completion, discuss learners' experiences with AI tools, and address any doubts. • Finding out whether the class have used AI tools for study. • Learners complete the first activity in the student workbook.	5 mins
13.7.1 How AI can help you learn better	• Learners learn how to use AI tools to make learning better with the help of examples. • Learners complete the activity of Section 13.7.1 in the student workbook.	30 mins
Assessment	• Learners complete the digital assessment in the second module.	15 mins
Closing & Reflection	• Summarize key points, and remind learners about homework. • Learners share reflections on new learnings.	10 mins

Support Resources:
Available as digital resources

Introduction
5 mins

Facilitator Actions

Check Completion: Ask learners if they have completed the digital lesson and clarify any doubts they may have.

Ask: Have any of you started using AI tools for your studies?
•   If the answer is yes, then ask:
    Would you like to share what task you used AI for, and which tool you used?
•   If the answer is no, then encourage them to start using AI tools.

Allow learners to share their experiences and ask them to complete the first activity in their workbook.

Learner Actions

Complete the first activity in the student workbook.

13.7.1 How AI can help you learn better

30 mins

Facilitator Actions

Say: Last time we discussed in detail how AI can help in exploring career options. Similarly, we can use AI tools like ChatGPT and Microsoft Copilot for studying any topic.

Share Priya's experience of using AI tools to improve her English speaking skills.

Pair/Group Activity: Divide the class into 9 groups or pairs based on class size. Assign each group a specific scenario or section from Priya's learning journey given in the workbook.
Direct each group to use the AI prompt provided in the workbook and generate AI responses.

Sharing Time: Once all groups complete the task, ask them to share their findings with the entire class one by one.

Say: You have seen the practical application of AI tools in learning. Now that you understand how AI can help you learn better, go ahead and create your own learning plan.

Guide learners to replace the underlined part with the topic they wish to study and generate the AI response.

Individual Work:
• Have learners complete the activity in Section 13.7.1 in their workbook independently. [You can also assign this task as homework.]
• Instruct learners to present their 'Learning Plans' in the class.

Walk around the classroom, observe what learners are doing, offer help, give feedback as needed, and answer any questions they have.

Learner Actions

• Learners follow Priya's example to understand how AI can can help in improving English speaking skills.
• Complete the activity in Section 13.7.1 of the student workbook using an AI tool such as Microsoft Copilot or ChatGPT.

Digital Assessment

15 mins

Facilitator Actions

Ask learners to complete the digital assessment in the second module.

After completing the digital assessment, encourage learners to review it thoroughly for better understanding and to reinforce their learning.

Prompt them to discuss their assessments in groups and clarify any doubts they may have.

Learner Actions

Complete the digital assessment in the second module.

Closing & Reflection

⏱ **10 mins**

Facilitator Actions

Quick Recap: Briefly summarize the main topics covered in the session: how AI tools can help in learning.
[AI tools like Microsoft Copilot and ChatGPT can help you learn. They help you to explore new topics and improve your skills. AI makes learning personal and gives you useful feedback.]

Reflection: Did you find the AI tool helpful? If yes, how do you plan to use this tool for your studies in the future?
Encourage learners to share their thoughts and complete the activity titled "My thoughts" in the student workbook.

Homework Reminder: Remind learners to complete the digital lesson "Learning with AI" and any other activity assigned as homework during class at home.

Closing Remark:
Say: Great job, everyone! Remember to explore different ways AI can make learning more enjoyable and adjust how you study accordingly.

Learner Actions

Learners share how they plan to use AI tools for learning.

Tips for Using Prompts

- **Different Results:** Prompt results may vary. If you don't get the answer you need, try more prompts for clarity, as some answers may need multiple prompts.
- **Try Different Tools:** If one tool doesn't work, try using a different tool.
- **Keep Trying:** If you still don't get the answer, start a new chat or try again later. Don't give up!

13.8 Using AI Responsibly

Session Objectives

Learners will be able to:
1. Understand what ethical AI is.
2. Identify Ethical Challenges in AI.
3. Understand why it is important to use AI responsibly.

Lesson: **Using AI Responsibly**	Duration
Ethical AI • Check homework completion, discuss learners' experiences with AI tools, and address any doubts. • A discussion on whether AI robots are good or bad. • Learners complete the activity in the Section titled "Ethical AI" in the student workbook.	10 mins
13.8.1 What Is Ethical AI? • Learners learn about the meaning of ethical AI.	5 mins
13.8.2 What are the ethical challenges in AI, and how can we use it responsibly? • Learners explore the main ethical challenges in AI like bias, privacy, and safety with the help of examples. • Learners complete the activities of Section 13.8.2 in the student workbook.	20 mins
13.8.3 Why it is important to use AI responsibly • Learners engage in a discussion about the importance of using AI responsibly. • Learners complete all the activities of Section 13.8.3 in the student workbook.	10 mins
Assessment • Learners complete the last digital assessment.	10 mins
Closing & Reflection • Summarize key points, and remind learners about homework. • Learners share reflections on new learnings.	5 mins

Support Resources:
Available as digital resources

Check Completion & Clarify Doubts

10 mins

Facilitator Actions

Check Completion: Ask learners if they have completed the digital lesson and clarify any doubts they may have.

Ethical AI

Say: Today, we are going to explore an interesting topic: Should we use robot judges in court cases? These robots are very smart and can understand proof perfectly. Would you trust them? Why or why not?

Group Activity: Instruct learners to discuss in small groups or pairs and complete the activity in the section 'Ethical AI'.

Sharing Time: After the activity, ask a few learners to volunteer and share their answers to the questions in the workbook. Ask them to explain their reasons for their answers to the class.

Summarize: We talked about the potential advantages of robot judges, such as fairness, fewer mistakes, and faster decisions. We also considered the disadvantages, like lack of understanding of human emotions, potential biases, and difficulty with new problems.

Robot judges using AI could be fair because they decide based on facts and rules, without personal biases like humans. They follow the law using the data they learn. However, if the data used to train them is biased, they could make unfair decisions.

To sum up, robot judges might improve the legal system in some ways, but they also bring serious ethical issues. *[Check learners' understanding of the word 'Ethical']*

Say: "Ethical" means knowing the difference between right and wrong and choosing to do the right thing. It's about treating people fairly and making good choices.

Learner Actions

Complete the activity in the Section titled "Ethical AI" in the student workbook.

What Is Ethical AI?

5 mins

Facilitator Actions

Ask: Based on what you know about 'Ethical' and 'AI', what do you understand by 'Ethical AI'? *[Write 'Ethical AI' on the board.]*
Encourage learners to respond and write the main points shared by them on the board.

Say: Ethical AI means using artificial intelligence (AI) in a fair and responsible way. It's about making sure AI respects privacy, treats everyone equally and doesn't hurt anyone.

Learner Actions

Learners share their understanding of 'Ethical AI'.

13.8.2 What are the ethical challenges in AI, and how can we use it responsibly?

⏱ 20 mins

Facilitator Actions

Say: In the previous activity, we saw one challenge: Bias in AI. Privacy, Safety and Security are other common ethical challenges of AI Let's know more about each of these..
Briefly explain Bias, Privacy, and Security using the real-life examples given below:

- **Bias:** Bias happens when someone is treated unfairly or differently. For example, imagine in class, the teacher always picks students from the front row for tasks, even though others in the middle or back are just as good. This is unfair treatment, similar to bias in AI.

- **Privacy:** Privacy means keeping personal information safe and private. It's like when you share your phone with a friend to play a game, and they accidentally read a private message without your permission. This is a privacy violation because they looked at something that was meant to stay private.

- **Security:** ecurity is about keeping things safe from harm. Just like locking doors at home keeps things safe from thieves, security in AI protects AI systems and their information from being stolen or damaged.

Say: Now, let's discuss these challenges with AI in detail.
Group Activity: Divide the class into 4 groups. Assign each group an ethical challenge (or a situation) given in Section 13.8.2 of the student workbook. [Group 1: Bias; Group 2: Privacy; Group 3: Safety & Security (Situation 1) and Group 4: Safety & Security (Situation 2)]
Say: Each group will focus on their assigned situation and discuss the ethical concerns and the possible solutions.

Sharing Time: After 10 minutes of discussion in groups, ask them to present their situation and share their responses to the questions in the workbook with the entire class one by one.

Summarize: Recap the key points discussed by each group regarding AI's impact on bias, privacy, and safety & security and possible solutions to address these ethical challenges in AI.

Learner Actions

Learners actively participate in group work and complete the all activities in Section 13.8.2.

13.8.3 Why it is important to use AI responsibly

⏱ 10 mins

Facilitator Actions

Discussion: Ask learners to go through the examples given in the workbook (Section 13.8.3) to see what can happen when AI is NOT used responsibly and facilitate a class discussion using the following prompts:
1. What are some examples of AI misuse you (or someone you know) have experienced?
2. How do you think using AI in everyday applications, like social media or shopping, impacts our privacy? Can you think of any examples?
3. What actions can be taken to stop and handle the misuse of AI?
Sharing Time: Allow a few learners to share their responses with the class.

Individual Activity: Direct learners to complete the two activities in Section 13.8.3 in their workbooks. Encourage learners to share their ideas on how we can solve these problems caused by fake AI profiles.

Walk around the classroom, observe what learners are doing, offer help, give feedback as needed, and answer any questions they have.

Say: Using AI responsibly is important because it helps maintain fair and safe outcomes for everyone. You can make sure AI is used well in your life by learning about how it works and thinking about fairness and safety when using AI tools.

Learner Actions

- Learners actively participate in the discussion.
- Complete the activities individually in the student workbook.

Digital Assessment

10 mins

Facilitator Actions

Ask learners to complete the last digital assessment.

After completing the digital assessment, encourage learners to review it thoroughly for better understanding and to reinforce their learning.

Prompt them to discuss their assessments in groups and clarify any doubts they may have.

Learner Actions

Complete the last digital assessment.

Closing & Reflection

5 mins

Facilitator Actions

Quick Recap: Briefly summarize the main topics covered in the session: what is ethical AI, Ethical challenges in AI, such as bias, privacy, and security and the importance of using AI responsibly.

[We explored Ethical AI, which involves using AI in fair and safe ways. Ethical AI faces challenges such as bias, privacy issues, and security risks. It's important to use AI responsibly in daily applications to benefit society while prioritizing safety.]

Reflection: Ask: "What are some ways you can make sure you are using AI responsibly?"
Allow a few learners to share their thoughts.

Homework Reminder: Remind learners to complete the digital lessons "Using AI Responsibly - Part 1 and Part 2" and any other activity assigned as homework during class at home.

Closing Remark:
Say: Great job, everyone! Using AI responsibly is important to ensure fairness and safety for everyone. Let's always try to use AI in ways that benefit all. Keep exploring and using AI tools to apply your learning.

Learner Actions

Learners share their thoughts on how to use AI responsibly.

Tips for Using Prompts

- **Different Results:** Prompt results may vary. If you don't get the answer you need, try more prompts for clarity, as some answers may need multiple prompts.
- **Try Different Tools:** If one tool doesn't work, try using a different tool.
- **Keep Trying:** If you still don't get the answer, start a new chat or try again later. Don't give up!

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