

Using AI well, judgement, limits and staying in control

40 minutes

Strand 2: Let's get connected

Outcome 2.9

WHAT THIS LESSON DOES

You will practise a human check on an AI suggestion, judge five real cases of AI use in an AI courtroom, and create class ground rules for using AI responsibly in your coding projects.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
2.9	Discuss the advantages, limitations, and ethical and safety issues of AI models.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Weigh the advantages and limitations of using AI in coding, including AI agents that act on your behalf (LO 2.9)
- Discuss the ethical and safety issues you met today: oversight and keeping a human in the loop, who is responsible for what an agent does, privacy, bias and over-reliance, and when an AI should suggest versus act (LO 2.9)

BEFORE THE BELL

- Prepare the human-check snippet on the board: `score = 10` and `print("You scored", score)` so the class can catch the typo.
- Have editors ready, or plan a whole-class shared-screen run if logins are slow.
- Have the verdict-reveal interactive ready for the five courtroom cases (full facts, answers and reasoning are in step 4).
- Have board space ready for the ground rules list-building activity.
- Optional: board line `print("Winner:", player_name)` for the one-minute apply beat at the end of ground rules.
- One safe AI-style snippet ready on the board (see Human check step); editors available for a short run
- Board ready with: `score = 10 / print("You scored", score)`; editors open or one shared typist ready
- Verdict-reveal interactive on the board or shared screen; two volunteer roles ready for Cases 1, 2 and 5
- List-builder interactive on the board; way to save the finished rules for the CBA; optional board line `print("Winner:", player_name)` for the apply beat

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HOW THE LESSON RUNS

4 min	introduction	Start
2 min	content	Suggest, or act
2 min	content	Three questions to keep in mind
4 min	content	Human check before you run
13 min	activity	Hands-on: the AI courtroom
9 min	activity	Hands-on: our AI ground rules
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Land the human check as a habit before the courtroom so ethics sit on something students just did.
- Project the verdict-reveal for the courtroom cases; facts are on screen so pairs can judge with minimal teacher talk.
- Brief prosecution (argue Not OK) and defence (argue Fine or Fine with a check) as optional stretch; they must use only the facts on screen.
- Case 5 answer is Not OK (rules breach), not Fine with a check.
- Open ground rules by referring back to courtroom verdicts; circulate to prompt additions from quieter students.
- Keep bias as a light beat inside Case 4 only; anchor every reveal to the three standing questions from Suggest or act.

WHAT TO WATCH FOR

- Students blame AI entirely for errors; remind them of human responsibility in the loop.
- Overly long rules during list-building; encourage two short memorable statements per heading only.
- Assuming all AI use is fine; use cases to show the spectrum, including privacy and unfair assumptions.
- Students following the human-check steps typing the broken line; insist they fix first, then run the checked version.

DIFFERENTIATION

- Support: Provide sentence starters for verdicts in the courtroom activity (e.g. "I choose Not OK because no human checked before...").
- Extension: Ask advanced students to name a further ethical issue and say which ground-rule heading it would sit under.
- Support: Pair students for the ground rules discussion to build confidence.