

LESSON 9

Digital & AI in Business

60 minutes (2 periods)

Pitch, Ethics and Showcase

WHAT THIS LESSON DOES

Explore how real businesses use digital and AI tools to work smarter. You'll identify two or three tools that could help your mini-business, use one to create an actual asset, and record your choices with responsible-use points.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the difference between digital tools and AI tools, and recognise which business tasks each one suits best
- Evaluate how responsible use (keeping a human in charge, checking outputs, protecting data) keeps AI safe and useful
- Select and apply at least one digital or AI tool to produce a tangible business asset
- Recognise that AI is most valuable as an assistant for drafting and generating options, not for final decisions

BEFORE THE BELL

- Have your school's list of approved AI chatbots, design apps, and forms/survey tools ready to name aloud at the start of the lesson, students will be stuck in step 4 without this.
- Have the Goal Boost worked example visible (on screen or printed).

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HOW THE LESSON RUNS

introduction	Getting Started
content	What You'll Learn
activity	Worked Example: Goal Boost Smoothies
worksheet	Build Your Digital & AI Toolkit
content	Think About It
summary	What's Next

TEACHING MOVES

- At the very start, write 2-3 school-approved tools on the board (one AI chatbot, one design app, one forms/survey tool). This prevents the 'which one can I use?' bottleneck in step 4 and protects the self-directed contract.
- During the worked example, push students to phrase jobs as concrete, time-bound tasks ('design a stall sign', 'write ten name ideas') rather than vague goals ('market the business').
- In the toolkit activity, circulate to check that students are recording the job each tool does, not just listing tool names. The 'responsible-use point' row often reveals misconceptions, use it to prompt thinking aloud.
- When students produce their asset, model the human-in-the-loop workflow: if they use AI to draft, ask them to read the output line by line and note what they'd change before submitting.

WHAT TO WATCH FOR

- Students treat AI output as finished work. Remind them: AI drafts, a person decides. Have them read their AI-generated text aloud and mark one sentence they'd rewrite.
- Students list tools without understanding the job they solve ('I'll use Canva'). Redirect: what job is Canva doing for your business? Frame it as 'design our sign' not just 'use design software'.
- Students skip the responsible-use point or write generic text ('don't be careless'). Prompt with a specific example: 'What information would you never paste into an AI? Why?'

DIFFERENTIATION

- Support: Pre-populate the first row of the toolkit table for every student (not just the Goal Boost example) so they see the expected shape. Offer a sentence frame for the responsible-use point: 'I will never [type of information]. Instead, I will [action].'
- Support: Pair a student who cannot access their preferred AI tool with one who can, and let them co-produce the asset as long as both record their learning on their own worksheet.
- Extension: Challenge students to compare outputs from two different tools on the same job (e.g. two AI chatbots generating business names) and reflect on why the suggestions differ. Ask them to draft a short 'tool review' for next year's cohort.