

## LESSON 33

# 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 use of AI models when applied in coding, their potential advantages and limitations and any ethical and safety issues which may arise |

### 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

- Have editors ready for the short human check, or plan a whole-class shared-screen run if logins are slow.
- Have the verdict-reveal interactive ready for the five courtroom cases; the full facts, verdicts and reasoning are written out in the notes on the courtroom step, Hands-on: the AI courtroom.
- Have board space ready for the ground rules list-building activity.
- 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

## Using AI well, judgement, limits and staying in control

### HOW THE LESSON RUNS

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

### TEACHING MOVES

- Run the human check as a habit before the courtroom, so that the ethics discussion rests on something the students have just done themselves rather than on an abstract example.
- 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.
- Open ground rules by referring back to courtroom verdicts; circulate to prompt additions from quieter students.
- Keep unfair assumptions and bias to a brief mention inside Case 4 rather than a topic of its own, and anchor every reveal to the three standing questions from Three questions to keep in mind.

### 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.