

LESSON 13

Make Something with AI, and Say How

40 minutes

Making with AI

WHAT THIS LESSON DOES

Students build a short finished piece, using AI only where helpful. They keep notes on all AI inputs and edits made, write a credit note detailing contributions, and critique a partner's note for accuracy and detail.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Produce a finished piece using AI selectively where it adds value
- Document all instances of AI use and subsequent edits
- Produce transparent credit notes that clearly attribute contributions
- Evaluate peer work for clarity and honesty in documentation

BEFORE THE BELL

- Confirm student school accounts on the class assistant, or plan pair mode (two students, one shared doc) if only a board account exists.
- Prepare printed copies of the two sample credit notes for the examine and discuss activity.
- Write the board model credit rewrite before class: "AI helped with the writing" → "AI drafted the second paragraph from my bullets; I rewrote the opening sentence and cut the invented timetable".

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and Discuss
4 min	activity	Hands-on: Our Credit Standard
18 min	activity	Hands-on: Make the Piece
6 min	content	Your Turn: Credit and Critique
1 min	content	Make Sense
1 min	content	Reflect
1 min	summary	What You Covered

TEACHING MOVES

- Hard-cap topic choice at 1 minute; default to one named AI pass so running notes stay concrete.
- Circulate during the make step to check running notes are being kept; piece should be showable before credit starts.
- Run credit and critique on a strict timer: 3 min write, 2 min swap-and-one-specificity-note, 1 min save.
- Point at the pre-written board model rather than inventing a critique target live.
- Read both sample credits aloud to focus on clarity differences; adopt list-builder starters with light reword only.

WHAT TO WATCH FOR

- Students leave running notes empty; prompt them to log AI uses immediately during creation.
- Credit notes are vague: guide students to the four starters matched to the class-standard headings.
- Peer critiques address the piece instead of the credit: redirect to focus only on the credit note.
- Single board account used for individual pieces: switch to paired artefacts immediately.

DIFFERENTIATION

- Support: four sentence starters are in the credit step (The AI produced... / I changed... / I checked... on... and corrected... / I did without AI...).
- Extension: challenge students to name tool version or exact prompt in the credit, or give a second specificity note.
- Support: pair less confident students with peers for the critique step; use pair-mode making when accounts are limited.