

**VICTORIAN STUDENTS' PARLIAMENTARY PROGRAM (VSPP) 2024:
ONLINE PRIMARY SCHOOL CONVENTION**

Topic

Should students be taught how to use artificial intelligence tools in the classroom?



STUDENT ACTIVITIES

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LEARNING INTENTION FOR THESE STUDENT ACTIVITIES:

By the completion of these activities' students will be able to:

- Understand what Artificial Intelligence is and the role it can play for students in education and their learning today
- Actively participate in collaborative discussions about the use of AI tools by students in the classroom

SUCCESS CRITERIA FOR THESE STUDENT ACTIVITIES:

Students will be able to:

- Explain what AI is and its application in the classroom
- Analyse the advantages and disadvantages of using AI tools in the classroom
- Communicate their ideas and opinions on whether AI should be incorporated into their learning in the classroom
- Develop their critical thinking skills to consider the arguments surrounding the use of AI tools in the classroom

Activity 1: CLASSROOM TOOLS – PAST AND PRESENT – CREATIVE COLLABORATION

Learning Intentions

We will recall and list the different classroom tools we have used to help us with our learning.

Success Criteria

I can provide a list of the classroom tools I am familiar with and have used in my classes.

Task Instructions:

1. Individual Idea Generation – each student writes down at least 5 classroom tools they use for schoolwork or homework on the sticky notes that the teacher has provided

2. Pair and Share – each student then shares their ideas with another student looking for both similarities and differences

3. Group Sharing – each pair presents their lists to the class followed by a class discussion of past tools that students have used and current tools that they use to support their learning in the classroom

Examples of past classroom tools include:

- Books/Textbooks
- Calculators
- Paper and notebooks
- Pens and pencils

Examples of current classroom tools that students use include:

- Computers
- Tablets
- Internet
- Software programs
- Printers

Activity 2: WHAT EXACTLY IS ARTIFICIAL INTELLIGENCE? IDENTIFYING THE MAIN IDEA

Learning Intentions

We will gain a clear understanding of what artificial intelligence is.

Success Criteria

I can show an understanding of what artificial intelligence is and how it works with examples.

Task Instructions:

1. As a class provide as many words as you can think of that relate to the term '**artificial intelligence.**'
2. Watch the YouTube clips and come up with clear definitions and explanations of this term that the class agrees on – this task can be done individually, or the teacher can assign a group of students to watch each video clip and then the information is shared.
3. In pairs answer Question 3 and then share your answer with the rest of the class.

YouTube Links:

- a. [What is Artificial Intelligence for Kids | AI for Kids \(youtube.com\)](#) (1.15 minutes)
- b. [Teach AI | Prepare Our Students For The Future \(youtube.com\)](#) (2.35 minutes)
- c. [What is AI? - Artificial Intelligence Facts for Kid \(youtube.com\)](#) (3.07 minutes)
- d. [What is AI for Kids? An Introduction to Artificial Intelligence for Kids \(youtube.com\)](#) (4.35 minutes)

1. **Word Splash** - list words linked to the term 'ARTIFICIAL INTELLIGENCE'

2. Common definitions and explanations of what AI is with examples

3. **In pairs answer the following question:**

How is artificial intelligence different from other technology?

Activity 3: WHAT MAY OR MAY NOT BE CONSIDERED ARTIFICIAL INTELLIGENCE - CLASSIFICATION ACTIVITY

Learning Intentions

We will continue to develop our understanding of what artificial intelligence is by looking at specific examples.

Success Criteria

I can identify objects that belong to the AI group and others that do not.

Task Instructions:

Classify the following list of objects into the two columns- AI and not AI. Remember some of the listed objects may belong to the 'it depends' category based on the technology that is now available.

Objects:

SMARTPHONE	SPEECH TO TEXT SOFTWARE	UV BLOCKING LENSES
LIGHT SENSOR	VISUAL RECOGNITION DEVICE	GOOGLE HOME
FACIAL RECOGNITION SOFTWARE	SOLAR PANELS	PENCIL SHARPENER
ROBOT	INSTAGRAM	SPELLCHECK
SELF DRIVING CAR	FLASHLIGHT	NETLIX
PRINTER	CALCULATOR	HOMESecurity SYSTEM
FITBIT	AEROPLANE	ALEXA OR SIRI
WEATHER APP	FREEZER	CHATBOX
CAMERA	GPS	FORNITE ONLINE GAME
GOOGLE MAPS	WATER FILTER	WIND TURBINE

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ARTIFICIAL INTELLIGENCE	NOT ARTIFICIAL INTELLIGENCE
IT DEPENDS	

Activity 4: MORE UNPACKING OF AI - POWERPOINT AND REVIEW QUESTIONS

Learning Intentions

We will continue to unpack what artificial intelligence is through the PowerPoint presentation to consolidate our understanding.

Success Criteria

I can demonstrate a better understanding of artificial intelligence by answering the questions linked to the PowerPoint on this topic.

Task Instructions:

Review the [PowerPoint presentation](#) on the Convention topic and then answer the questions that follow to demonstrate your understanding of artificial intelligence.

COMPREHENSION QUESTIONS LINKED TO THE [POWERPOINT](#)

1. How do smartphones use AI?

2. AI is any _____ such as a _____ or _____ that has been _____ to have human like _____. (fill in the missing blanks)

3. Tick the box in each row to show whether the statement is **True** or **False**

Statement	True	False
AI is only used in medicine		
Most cars that have a GPS use AI		
YouTube doesn't use AI		
AI is used by all banks today		
AI has not become part of our daily lives		

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4. Can you think of something that AI cannot do now? Explain your answer.

5. What other uses of AI would you like to see in the future? Explain your answer

Activity 5: NEWSPAPER ARTICLES - ANALYSIS OF THE TOPIC

Learning Intentions

We will understand the arguments for and against students being taught how to use artificial intelligence tools in the classroom.

Success Criteria

I can outline the arguments that can be made to support or oppose students being taught how to use artificial intelligence tools in the classroom.

Task Instructions:

There are three fictional newspaper articles provided for this activity.

Two of the articles (Issue #1 and #2) contain arguments that are either *for* or *against* the Convention topic. For this part of the task list the relevant arguments in the appropriate table column with the heading 'argument guide'. Then provide a short summary of what you think the key points are.

For the third article (Issue #3) – the opinion piece to young readers - complete the mind map by identifying the key points this article makes.

You will then participate in the class discussion about the importance of students mastering basic skills before being allowed to use artificial intelligence tools such as ChatGPT in the classroom.

Monday 3 June 2024

NEWS TODAY

Issue #1

NEWS



Our special investigation into the truth behind Artificial Intelligence or AI as it is known has discovered that AI technology can work nonstop and is less likely to make errors or mistakes. AI can often solve problems quickly and can be programmed to do repetitive tasks easily without any interruptions or stopping. Our report has found that AI robots can perform tasks that would be dangerous for humans such as deep ocean or space exploration. Decisions can in fact be made quicker and remember that AI does not require sleep or rest.

In today's digital age it is important to prepare our students to be familiar with AI tools in an educational environment. This means that students will be ready for future jobs as they will be using AI in a range of jobs and careers. AI can help make learning more personalized to meet specific needs of each student giving them quick feedback and matching the learning with what the student needs.

Artificial intelligence can help students with critical thinking and problem-solving skills, so they learn to look at figures and data, interpret results and make informed decisions. Using AI tools can help students improve their digital literacy skills so that they can read and understand information and data in today's world.

In fact, AI tools in the classroom can help students be more creative, to find new ways of thinking, problem solving and creating content.

NEWS



Our new investigations have shown that AI technology can break, and malfunction and it can be expensive to develop and maintain. AI is limited to only knowing what it has previously been shown. It does have human like intelligence, but it cannot copy or understand human emotions.

We have uncovered that AI tools in the classroom do raise ethical considerations or what we call 'doing the right thing'. These issues relate to data privacy, bias or prejudice in algorithms that create unfair outcomes and a lack of transparency in decision making which teachers must address in the classroom.

Using AI tools in the classroom may require more resources to train teachers and to obtain the necessary technology to make sure that all students have the same access to these tools. Schools need to rethink their curriculum or what they teach and how the AI tools will meet these curriculum standards, to plan lessons and content for students.

Teachers and other staff will need more training to build their skills and knowledge to then be able to help students use AI tools in the classroom properly. This takes time and money which some schools may not have causing disadvantage and inequality.

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ARGUMENT GUIDE

FOR	AGAINST
CONCLUSION	

OPINION

Hi there Young Readers of News Today,

Do you ever feel like learning is like a big puzzle and you need patience, time and skill to work out how to fit the pieces together? Well, there is a new piece that we can add to the learning puzzle called **ChatGPT**, which is an example of Generative AI. It is a super smart robot that can answer all your questions. But do not get too excited as you still must **master** your basic skills to be able to use your virtual buddy better whether it is in the classroom or at home.

Generative AI like ChatGPT is a super cool tool that can help you with all sorts of things like answering questions, writing stories and it can even chat with you and me like a real person. BUT a 5th or 6th grader needs to have become capable in the right skills before they have access to Generative AI .

Firstly, learning how to spell words correctly and using proper grammar is very important. Generative AI can sometimes autocorrect mistakes but if we rely on it too much, we might forget how to spell simple words on our own. It's like having a calculator to do all your maths so you forget to do basic addition or subtraction in your head.

Secondly using Generative AI to write your essays or stories can make you lazy. You may stop trying to do your best to come up with creative ideas and well written, thought-out sentences. Remember it is important to practice your writing skills, so you can become better writers on your own.

Generative AI can give you the answers when you ask it, but the answers may not always be right. If you have not mastered the basic skills, you might believe everything it writes.

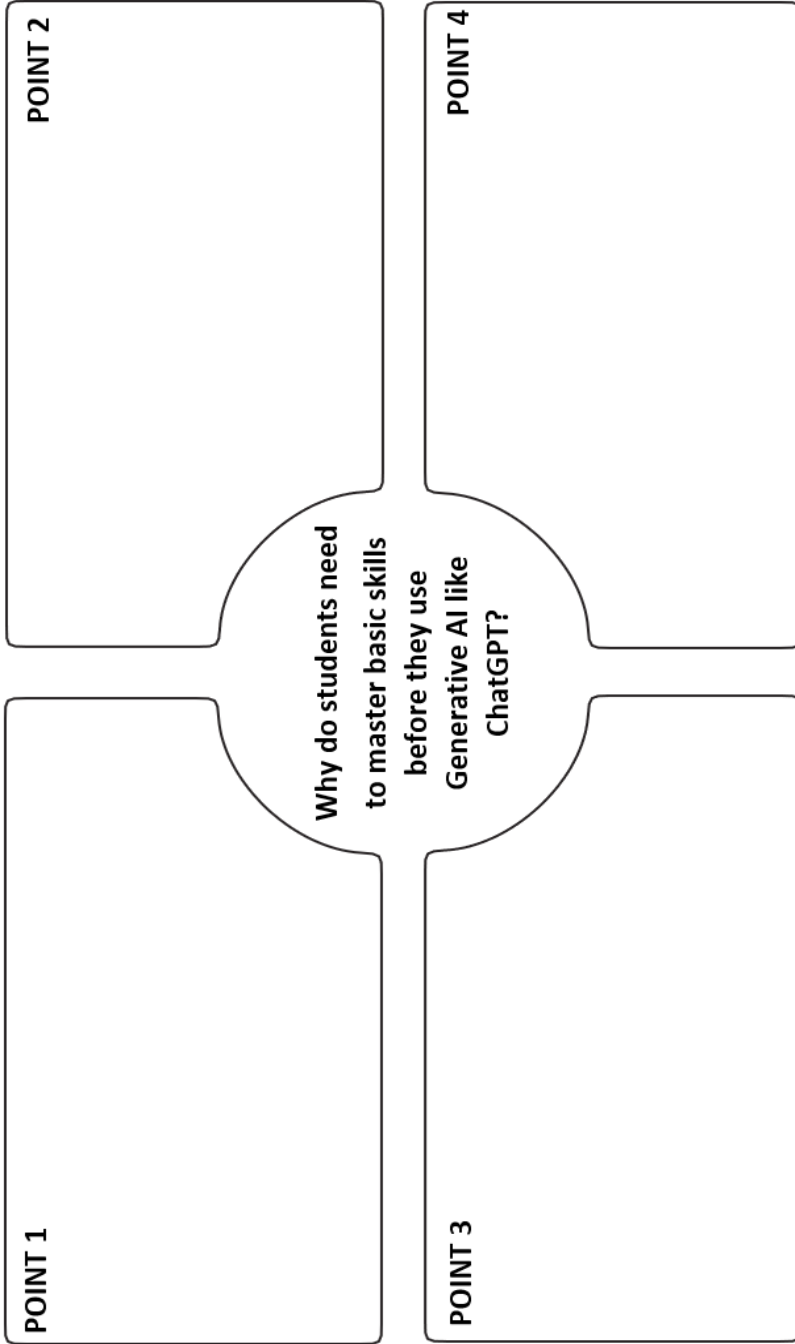
Lastly talking to Generative AI like Chat GPT instead of your friends or teachers may make you miss out on important social interactions. ChatGPT is supersmart but it cannot replace the warmth and understanding that comes from talking to a real person. We need to remember to connect with others face to face. Also, ChatGPT does not know you so **do not** share personal information to stay safe online.

So, my young readers keep reading, writing and thinking to become experts at these skills and only then should you use Generative AI like ChatGPT when you have become whizzes.

Dianne Smartly

NEWS TODAY CHIEF WRITER

Opinion Piece Summary



Activity 6: WHAT CAN STUDENTS DO IN THE CLASSROOM WITH AI – THREE MINI TASKS

Learning Intentions

We will understand some of the AI classroom tools we can use to help us with our learning.

Success Criteria

I can explain what ChatGPT is and how it can be used in the classroom.

Task Instructions:

Complete each of the three tasks which involve watching two YouTube Clips and reading student comments about the use of AI tools to be able to write your own opinion on the use of these tools as part of your learning.

1. Behind the News

Open the following link, watch the clip, and complete the table:

[ChatGPT - Behind the News \(abc.net.au\)](#) (4m 28s)

List the opinions of each of the following people in relation to the use of ChatGPT in the classroom:

Person	Opinion
Dr Feras Dayoub – University of Adelaide	
Lisa Rodgers – Western Australian Education Department	
Professor George Siemen - University of South Australia	

2. PILOT PROGRAM IN USA

Open the following link, watch the news report, and answer the questions that follow:

[AI education tools are helping students learn, grow and gain confidence \(youtube.com\)](#) (3.31 minutes)

a. What AI tool is being used by the students in the First Elementary School in New York?

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b. Has it been a successful pilot program? Why/Why not?

c. What feedback did the 7th Grader provide about the AI tool the class was using?

d. How has Anna Serans, the teacher adapted to using the AI tool in her classroom?

e. What do the safety protocols built into the AI tool do?

f. Would you be keen to use this AI tool? Give reasons for your answer.

3. STUDENT FEEDBACK ON THE USE OF ChatGPT in the classroom

The following comments have been sourced from the article in the New York Times about the use of AI in the classroom:

Link:

[What Students Are Saying About Learning to Write in the Age of A.I. - The New York Times \(nytimes.com\)](#)

Read the comments and then answer the questions that follow:

In order to write, we must first be able to think on our own which allows us to be self-sufficient. With the frequent use of A.I., our minds become reliant on given information rather than us thinking for ourselves. I absolutely believe that learning to be a good writer still matters even in the age of Artificial Intelligence.

— [Jordyne](#)

I have never personally used ChatGPT as I believe no robot can recreate the creativity or authenticity humans achieve in writing ... Even with growing advances in technology, AI can only create with the information it already knows, which takes away the greatest quality writers have: creativity.

— [Stella](#)

When you write any sort of persuasive essay or analysis essay, you learn to communicate your ideas to your audience. This skill can then be applied to your daily life. Whether it's talking to your teachers, writing an email to your boss, or sending a text message to your friends, writing and communication is a fundamental ability that is needed to clearly and concisely express yourself. This is something that A.I. cannot help you with.

— [Mara F.R.](#)

Sometimes I use A.I. programs such as ChatGPT to help with typing and communication. The results vary, but overall, I find it helpful in generating creative ideas, cleaning up language, and speeding up the writing. However, I believe it is important to be careful and filter the results to ensure accuracy and precision. AI tools are valuable aids, but human input and insight are still needed to achieve the desired quality of written communication.

— [Zach](#)

In my opinion, learning to be a good writer absolutely still matters in the age of AI. While artificial intelligence can assist with certain aspects of writing, such as grammar and syntax checking, it cannot replace the creativity, critical thinking, and emotional intelligence that we human writers bring to the table. Another reason is that storytelling, persuasion, and the art of crafting a compelling narrative are skills deeply rooted in human intuition and empathy. A good writer can connect with readers on a personal level, inspiring thoughts, feelings, and actions. AI may enhance efficiency, but it cannot replicate the authentic voice and unique perspective that a human writer brings to their work.

— [McKenzie](#)

I firmly believe that learning good writing skills develops communication, creativity, and problem-solving skills. A.I. can also be used as a tool; I have used it to ask practice questions, compare my answers, and find different/better ways to express myself. Sure, having my essay written for me in seconds is great, but come time for an interview or presentation later on in my life I'll lack the confidence and ability to articulate my thoughts if I never learn how.

— [CC](#)

Activity 7: ARTIFICIAL INTELLIGENCE IN EDUCATION AND WHAT THE MEDIA IS SAYING -INVESTIGATION TASK

Learning Intentions

We will understand the arguments and evidence that is available through the media on the use of AI tools by students in the classroom.

We will draw some conclusions on whether students should be taught to use AI tools in the classroom.

Success Criteria

I will understand the arguments for and against the use of AI tools by students in the classroom.

Task Instructions:

Read the article/articles (1- 3) you have been given and answer the questions that follow. Alternatively, complete the mind map that has been provided by listing 4 key points in each box that the/each article makes about the use of artificial intelligence as a classroom tool for students.

Differentiated Task:

Task Instructions:

Read Article 4 and demonstrate your understanding of the key points by completing the Multiple-Choice Quiz under the link to the article.

Article 1:

[Artificial intelligence in schools shouldn't be feared. It can be a force for positive change \(theage.com.au\)](https://theage.com.au)

Questions:

1. What does the heading of the article suggest to you?

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2. List some of the arguments the journalist makes in favour of the use of AI tools by students.

3. What should parents do in relation to the use of these AI tools?

Article 2:

[Artificial intelligence such as ChatGPT to be allowed in Australian schools from 2024 | The Guardian](#)

Questions:

1. What decision did the Education Ministers in Australia make regarding artificial intelligence and education?

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2. Why does each Australian state have different laws in relation to education?

3. List two findings of research into the use of AI tools by students in the classroom.

4. What do schools need to do to support the use of more AI tools in the classroom?

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Article 3:

[AI can help – and hurt – student creativity \(theconversation.com\)](https://theconversation.com)

1. Provide one argument for and one argument against the use of AI tools like ChatGPT in the classroom by students.

2. How do students view the use of AI to help them with their schoolwork?

3. What are the current challenges or issues that schools face with AI?

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Article 4:

[AI is getting very popular among students and teachers, very quickly \(cnn.com\)](https://www.cnn.com/2023/05/23/ai-chatgpt-education/index.html)

Multiple Choice Quiz

1. What percentage of teachers are familiar with ChatGPT according to the poll mentioned?
 - a. 65%
 - b. 79%
 - c. 92%
 - d. 54%

2. How much did the percentage of K-12 students familiar with ChatGPT rise to?
 - a. 37%
 - b. 48%
 - c. 75%
 - d. 62%

3. What percentage of teachers use ChatGPT at least weekly?
 - a. 20%
 - b. 46%
 - c. 68%
 - d. 55%

4. Which group had the most favourable view of AI chatbots according to the poll?
 - a. Teachers
 - b. Students
 - c. Undergraduates
 - d. Parents

5. Who has been working with Newark, New Jersey' s school district to test ChatGPT for education?
 - a. Sam Altman
 - b. Greg Brockman
 - c. Sal Khan
 - d. Ethan Mollick

6. What is the estimated range of cost per user for school districts using AI according to Khan?
 - a. \$5-\$15
 - b. \$35-\$45
 - c. \$20-\$30
 - d. \$50-\$60

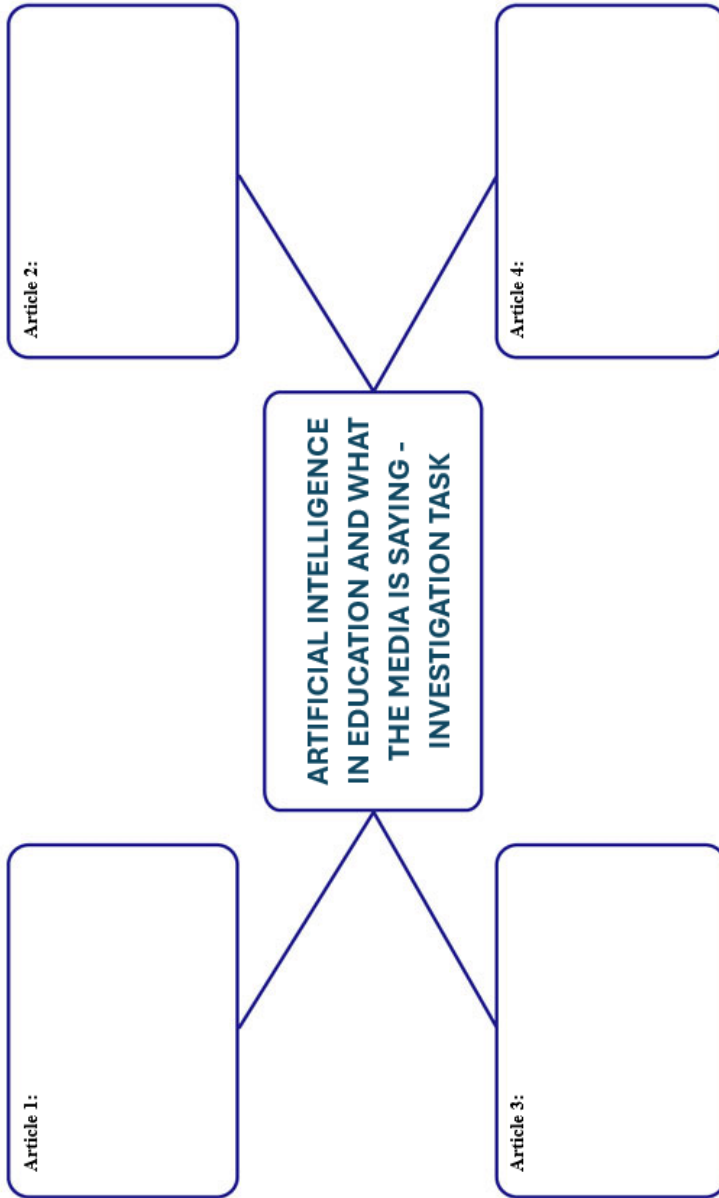
7. How many hours per week did Khan's research save teachers?
 - a. 2-5 hours
 - b. 10-15 hours
 - c. 5-10 hours
 - d. 15-20 hours

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8. What is one major reason teachers gave for not using AI?
- a. Lack of interest
 - b. Lack of resources
 - c. Lack of training
 - d. Lack of time
9. What is the focus when considering technology in education according to Khan?
- a. Cost
 - b. Use case
 - c. Brand
 - d. Availability
10. Which group showed a decline/drop in favourability towards AI chatbots?
- a. Students
 - b. Parents
 - c. Undergraduates
 - d. Teachers
11. What percentage of teachers received training on AI chatbots according to the poll?
- a. 10%
 - b. 50%
 - c. 25%
 - d. 75%
12. How do teachers mainly use AI according to the poll?
- a. Create ideas for classes
 - b. For personal use only
 - c. Create promotional content
 - d. None of the above
13. What is Mollick's overall sentiment towards AI in education in the long term?
- a. Neutral
 - b. Positive
 - c. Negative
 - d. Indifferent
14. What did Khan say about the use of AI tools for teachers?
- a. It adds more burden
 - b. It saves time
 - c. It complicates teaching
 - d. It has no impact
15. What is the main concern regarding AI and cheating in education?
- a. Increased workload
 - b. Decreased accuracy
 - c. Potential cheating
 - d. Lack of monitoring

NAME:

TASK 7



Activity 8: THE EDUCATION MINISTERS AI FRAMEWORK FOR SCHOOLS

Reading Comprehension Activity

Learning Intentions

We will understand the Minister for Education's AI framework which is being released across Australia schools this year.

Success Criteria

I can explain the key point of this media release.

I understand the importance of this document in relation to my own learning and school.

Task Instructions:

Read the media release and answer the questions that follow. Alternatively complete the task on Page 28 and 29 also on the media release.

Link:

[AI framework for schools released | Ministers' Media Centre \(education.gov.au\)](#)

1. Who made up the task force that produce this Framework?

2. Explain the purpose behind this framework.

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3. Identify **two** key issues that are important in this framework? Why do you think they are important?

4. List **three** arguments in favour of using more AI in the classroom.

5. Do you support this decision to increase the use of AI in the classroom? Why/Why not?

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Alternative Task:

a. Fill in the blank with the correct words from the table below:

privacy	security	safety	national
outcomes	wellbeing	transparency	
fairness	accountability	school	review

1. The Australian Framework for Generative Artificial Intelligence in Schools has been created to help _____ communities to use generative AI in a safe way.
2. Key to the Framework is the _____, _____ and _____ of students.
3. The Framework focuses on teaching and learning _____, human and social _____, _____, _____ and _____.
4. The Framework was developed by the _____ AI Schools Taskforce.
5. The Framework will be _____ at least every 12 months or as needed.

b. Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. What is the purpose of the Australian Framework for Generative Artificial Intelligence in Schools?
 - a. To promote the use of generative AI in schools
 - b. To assist school communities in using generative AI safely
 - c. To ban the use of generative AI in schools
 - d. To collect student data for commercial purposes
2. Which of the following is NOT a key priority of the Framework?
 - a. Privacy, security and safety of students
 - b. Teaching and learning outcomes
 - c. Human and social wellbeing
 - d. Making lots of profit for AI companies
3. Who is involved in developing the Framework?
 - a. The Australian government only
 - b. The National AI Schools Taskforce
 - c. Education unions and AI experts
 - d. All the above

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4. How often will the Framework be reviewed?

- a. every 6 months
- b. Every 12 months
- c. Every 2 years
- d. As it is needed

5. What is the Albanese Government's' broader work related to the Framework?

- a. Developing a national AI strategy
- b. Banning the use of generative AI in schools
- c. Safe and Responsible AI
- d. Promoting the use of generative AI in schools

POST CONVENTION ACTIVITIES

Activity 1: Letter to your School Council

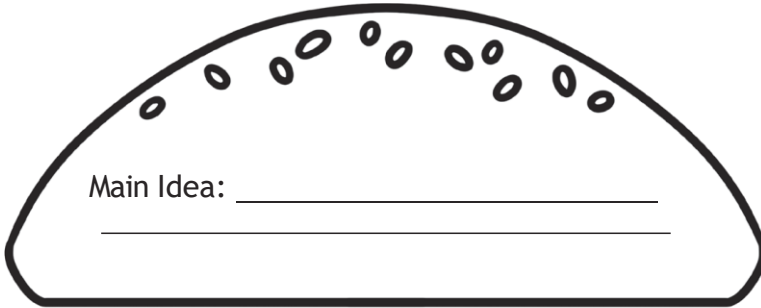
Write a letter on behalf of your class to your School Council arguing why students should be taught more about artificial intelligence tools based on your experiences at the Convention. Aim to write about 150- 200 words using examples of AI tools that you think both teachers and students would benefit from.

Use the mind map below to list your thoughts and arguments before writing the letter.

Commented [GO1]: Include the persuasive writing task from the Concussion pack?

Commented [HV2R1]: Added a different option

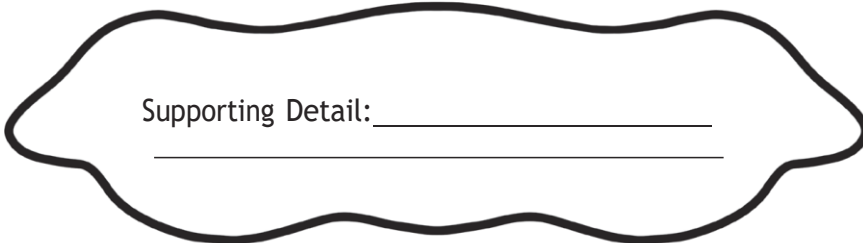
Hamburger Paragraph Writing



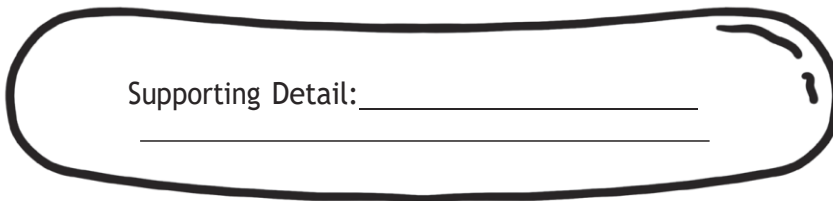
Main Idea: _____



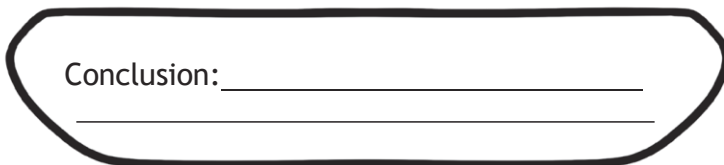
Supporting Detail: _____



Supporting Detail: _____



Supporting Detail: _____



Conclusion: _____

Activity 2: Personal reflection essay

Write a personal reflection essay about the topic that contains information about what you have learnt and where you stand on the use of artificial intelligence tools in the classroom.

Steps to writing a reflection paper:

1. Think about the Convention topic.
2. Write down your thoughts and reactions to this topic.
3. Organise your thoughts in a logical structure so that it has an introduction, body paragraphs and a conclusion.

Share with the rest of your class or another student.

Activity 3: Quick final reflection

Decide which of the three options below best reflects or shows your opinion about this topic after completing the pre-convention activities, set by your teacher and participating in the online primary school convention.

Topic: Should students be taught how to use artificial intelligence tools in the classroom?

