Doha Debates: Artificial Intelligence
Lesson Plan for A Brief History of AI

STAGE 1: DESIRED GOALS

ESTABLISHED GOAL

Students will have a basic understanding of artificial intelligence and issues related to AI based on the Doha Debates video: A Brief History of AI.

MEANING

UNDERSTANDINGS

Students will understand...

- The different types of AI.
- That AI is found in a variety of settings and situations.
- That people rely on AI in formats that are not always obvious.

ESSENTIAL QUESTIONS

- How do people interact with AI?
- When was the idea of AI first created?
- What are the different types of AI?
- What is the role of big data?
- Will AI become more intelligent than humans?
- Are there ethical, moral, or privacy issues with AI?
- What are the issues involving AI and facial recognition?

ACQUISITION

Students will know...

- Key facts and dates about the origin of AI.
- Key facts about Alan Turing and his connection to AI.

Students will be able to...

- Explain the origins of AI.
- Articulate where they stand on issues related to AI use, e.g.: jobs, courtrooms, end of life decisions.

ENGAGEMENT

Students will...

- Understand where other people stand on the Essential Questions.
- Understand in greater detail the acquisition of personal data.
## STAGE 2: EVIDENCE & ASSESSMENT

### ASSESSMENT EVIDENCE / PERFORMANCE TASK(S)
- Students will complete the activity: The Intelligent Piece of Paper (found at the end of this document).
- Following the lesson, students will write a reflection piece on their current understanding of AI.
- Students will provide oral or written responses to the Essential Questions.

## STAGE 3: LEARNING PLAN

### IN CLASSROOM LEARNING

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 minutes</td>
<td>Students will complete the attached activity: The Intelligent Piece of Paper.</td>
</tr>
<tr>
<td>20-30 minutes</td>
<td>Students will discuss the Essential Questions in small groups initially, then as a whole class.</td>
</tr>
<tr>
<td>15-20 minutes</td>
<td>Students will write a brief reflection piece on their current understanding of AI through the essential questions.</td>
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### IN CLASSROOM LEARNING (NEXT DAY)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity Description</th>
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</thead>
<tbody>
<tr>
<td>10-15 minutes</td>
<td>Students will share the responses from the “Outside of Classroom Learning&quot; activity once the information has been collected.</td>
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<tr>
<td>10-15 minutes</td>
<td>Discuss the results from Activity 2 below.</td>
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OUTSIDE OF CLASSROOM LEARNING (CHOOSE ONE OR MORE ACTIVITIES):

**one day**

Ask three other people outside of school the Essential Questions.

**one day +**

Attempt to acquire personal data collected by at least 3 different websites that collect data on you, e.g.: Facebook, Snapchat, Tiktok, or any other social media site.

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THE INTELLIGENT PIECE OF PAPER

Created by Paul Curzon, Queen Mary University of London follows on next page