**LESSON PLAN : Lesson 2 AI and Morality**

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| **LESSON TITLE** | **CURRICULAR AREAS COVERED** | **AIMS OF THIS SERIES OF LESSONS** |
| AI and Morality | Religious beliefs and practicesChristianityNon religious beliefsMoral issues | The aim of this series of lesson is to explore the consequences AI has for religion, morality and philosophy.  |
| **LEARNING INTENTIONS *(You will…)*** | **SUCCESS CRITERIA (*I can...)*** | **LINKS WITH PREVIOUS LEARNING** |
| Learn about the developments of AI and the consequences moral decision making. | Consider if AI can be trusted to make moral decisions.Consider if AI can be used to promote a more just and compassionate societyAnalyse the benefits and drawbacks of using AI as a source of moral guidance. |  |
| **BGE - Es & Os *(inc responsibilities of all)*** | **SENIOR PHASE – SKILLS FOR LEARNING, LIFE & WORK** | **RISK ASSESSMENT & OTHER FACTORS** ***(eg class background, safety)*** |
| I can explain the contribution of Christian beliefs to the development of Scotland, now and in the past. RME 4-01b  Through exploring a range of issues of morality, I can consider Christian responses to these issues and relate these to my own developing values. RME 4-02a  Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society. RME 4-09a Through exploring a range of issues of morality, I can consider the responses of world religions to these issues and relate these to my own developing values. RME 4-05a I can explain how the values of world religions contribute to as well as challenge Scottish and other societies. RME 4-05c  Through researching a range of traditions, practices and customs of world religions, I can consider the place of these in contemporary life. RME 4-06a  |  |   |

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| **TIMING** | **TASK** | **ACTIVITIES/ORGANISATION** | **RESOURCES REQUIRED (inc source)** |
| 3 mins | Starter | Show the class the three pictures and ask if they can guess what kind of decisions AI is being used for. The answer is trading on the stock market, driving autonomous vehicles and to reject/ approve applicants for job vacancies.  | PPT Slide  |
| 7 mins  | Task 1 | Go to [moralmachine.net](https://www.moralmachine.net/) click “Start judging” to play the Self driving car training game. This game is an example of how AI is trained. The user is presented with a series of scenarios which require them to decide if the autonomous vehicle should continue on the lane it is in or switch lanes. Due to brake failure either outcome will result in the death of passengers or pedestrians. Should AI driven vehicles become widely deployed this is the type of decision they may be required to make. | Access to the website [moralmachine.net](https://www.moralmachine.net/)  |
| 20 mins | Task 2 | Can we trust AI to make moral decisions? This task requires pupils to ask an AI chatbot to answer a moral dilemma. Pupils can select a moral dilemma from the “Moral Dilemmas worksheet” or make up their own. Chatbots can sometimes avoid giving a straight answer so pupils might need to ask follow up questions to attempt to force it into answering. These could be “If you had to choose what would you do?”, “Give a simple straightforward answer to this dilemma”, “If this was a real-life situation what would you do?”. Once pupils have an acceptable response, they should record their findings on the “Research Poster Template.pdf” | “**Moral Dilemmas to ask AI**” WorksheetAccess to a AI chatbot such as ChatGPT, Gemini or CoPilot“**Research Poster Template**” PDF file.  |
| 20 mins | Task 3 | Can AI help us to make moral decisions? This task involves asking an AI chatbot to create a choose you own adventure story that will test the reader to reveal their moral worldview. Pupils can create a character using the **AI Adventure Character Sheet** but this is optional. Teachers should ensure pupils use the AI choose your own adventure chatbot prompt by copying and pasting the text into the chatbox. This prompt will generate the story. The AI should generate as story that pauses after each scenario, offering pupils a choice they have | **AI Adventure Character Sheet** |
| 5 mins |  |  |  |
| 10 mins |  |  |  |
| 5mins |  |  |  |

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| **NEXT STEPS *(eg homework, follow-up, future lessons)*** |
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| **STUDENT SELF-EVALUATION OF LESSON** |  | **POST LESSON EVALUATION (AREAS OF STRENGTH)** |
| Overall quality of planning | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |  |
| Learning intentions achieved | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Clarity of instructions | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Benchmarks naturally embedded | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Appropriate use of demonstration | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Creative teaching style that enhances learning | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Relevant content for age and stage | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Passion and energy in delivery | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Effective use of voice and teacher positioning | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Positive behaviour strategies, including praise | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Organisation and transition between lesson stages | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 |  |
| Use of inclusive pedagogy strategies  | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 - 10 |  |
| Effectiveness of AiFL strategies | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 |  |
| Overall activity / talk time ratio | 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 |  |
| **OVERALL SELF-SCORING** | **1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10** |  |

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| **POST LESSON EVALUATION (AREAS TO DEVELOP)** |  | **ACTIONS TO BE TAKEN** |
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**Other comments:**