

AI Literacy Curriculum

Alexi Lee & Alissa Rogozin

The need for AI literacy

Kids already use AI, but few understand how to think about it.

- Building healthy skepticism
- Exposing invisible bias
- Using AI as a tool not a crutch

Audience

- **Primary audience:** Middle school students
 - Grades 5-8
 - Learning from the curriculum
- **Secondary audience:** Middle school teachers
 - The people interacting with the tool
 - Responsible for delivering the content to their students

Goals

For students to learn:

- **Precision drives output**
 - If you want AI to do something for you, you have to be specific.
- **AI is not “all-knowing.”**
 - It generates answers based on patterns in the data it was trained on, not from understanding or lived experience
- **AI isn't a fixed system.**
 - AI is a tool that can be shaped, improved, and directed by the people who use it

This is not a...

- **Computer Science** or **Machine Learning** course
- **AI for Productivity** course
- **Fear Mongering** course
- **One-Size-Fits-All** course

MIT AI Ethics Education Curriculum (2019)

Blakeley H. Payne, MIT Media Lab

- *"Who is affected by AI, and is it fair?"*
- Emphasis on **recommendation algorithms & facial recognition**
- Tone conveys AI as a mirror of society

Our Product (2026)

Alexi Lee & Alissa Rogozin,
ARTG5000

- AI bias is inherited from bias training data
- Skepticism as a desired outcome
- *"How do I use AI well, and why shouldn't I blindly trust it?"*
- Emphasis on **prompting & conversational/chatbot AI**
- Tone conveys AI as a malleable tool

CURRICULUM PLATFORM

AI Literacy: 5–8

A classroom curriculum that helps students become skeptical, informed, and empowered AI users.

Used by teachers to build AI literacy lessons tailored to their classroom.

Full Name

Email Address

→

Create your free account to get started.

🕒

We Found Your Perfect Match

Based on your classroom needs, here's what we recommend:

GRADES 7–8

Fact-Checking AI

Discovering hallucination and sycophancy firsthand

~45 min

WHY THIS WORKS FOR YOUR CLASS

- ✓ Detective format builds skepticism through direct experience
- ✓ Structured Playlab activity can be run on shared devices
- ✓ Covers hallucination and sycophancy — concepts 7–8th graders are ready for

View Lesson Plan →

Curriculum PDF

Prototype

Grade Range

5–6 6–7 7–8

Time Restraint

<30 min 30–60 min >60 min

Level of Difficulty ?

Basic Medium Advanced

Classroom Technology Access ?

None Shared 1:1

Classroom Size

Small Under 15 students Medium 15–25 students Large 25+ students

Prior Exposure to AI ?

Preliminary Validation: Michael Kim

*Michael Kim is a math teacher at Fusion
Academy (Englewood, NJ)*

Validation Feedback

Activity 1: Descriptive Prompting	Activity 2: Identifying Bias	Activity 3: Fact-Checking AI
Students would find this engaging and directly applicable to AI use 1:1 teaching format requires adjustments to the class discussion section Expressed interest in a version tailored to his school's unique schedule and program	Personal connection to someone they know makes bias feel like a real problem, not a distant one <i>"It makes the expectation and comparison more understandable rather than abstract"</i> <i>Why It Matters</i> section could be too complex for younger grades to comprehend	Detective format would resonate strongly with older grades Teachers would need more guidance on how to use Playlab in practice Suggested giving students pre-named bots to choose from (ex. "Lying Bot" for hallucination)

Key Takeaways from Preliminary Validations

What it does well:

- Teach students to think critically about AI using engaging activities
- Using personal connections and anecdotes

What we could work on:

- Ensuring language/concepts adhere to students' learning level
- Considering non-traditional classroom formats

Preliminary Validation: Marlene Goncalves

*Marlene Goncalves, 7th Grade English
Teacher (Brookline, MA)*

Validation Feedback (pt 2)

Activity 1: Descriptive Prompting	Activity 2: Identifying Bias	Activity 3: Fact-Checking AI
Pacing is unpredictable. The same activity could take 12 minutes or 45 minutes depending on the class Student engagement varies widely some will push further, some will be passive	Flagged that the bias discussion opens a can of worms not every teacher will feel equipped to handle Needs explicit ground rules, safe space framing, and vocabulary front-loading before the activity begins	This activity directly addresses something happening in her classroom right now Connected immediately to real behavior she sees: students taking Google's AI summary as fact without questioning it

Key Takeaways from Preliminary Validations (pt 2)

What it does well:

- Sycophancy activity mirrors well the current usage of AI among students
- Accurate audience age

What we could work on:

- Implementing more realistic and relevant scenarios to student life
- Providing preliminary discussions on denser topics (Gender bias, Racial bias)
- Including extension activities for when things go shorter than expected

Risks, Limitations, & Ethical Considerations

- This curriculum doesn't cover everything → AI tools change quickly
- Students may come in with outside experience
- Resource barriers with technology
- Opens a can of worms regarding societal issues
- This tool can not and should not replace teachers

Next Steps: further validations

- ☒ ~~7th Grade Public School English Teacher (this morning)~~
- ☐ Sydney from Khan Academy (coming soon)
- ☐ Understanding the diverse range of classroom dynamics

Thank You

Question?