WeTeach_AI

Critical Thinking with LLMs: A Storytelling Exploration

Grade Level: **9-12** | Duration: **60 minutes** | Subject Area: **English**

LESSON TABLE OF CONTENTS

[Lesson Details](#)

[Launch](#)

[Exploration](#)

[Whole Class Discussion](#)

[Assessment](#)

This lesson was designed under the WeTeach_AI **Advancing AI Literacy Project**. The project supports the development of standards-aligned AI literacy lessons designed for teachers by teachers. Additional lesson plan material, such as rubrics, answer keys, activity guides, and instructional considerations can be found here on our website.

The contents of this digital lesson were developed by the Texas Advanced Computing Center (TACC) with the support of Google.org. However, the contents do not necessarily represent the policies of Google.

Lesson Author: Christopher Walker, Computer Science Teacher

"I am a Computer Science teacher at Springtown High School with over 15 years of experience teaching both middle and high school across general and special education settings. I am passionate about equipping students to become lifelong learners and preparing them for success in a rapidly changing world. This AI literacy lesson was designed to inspire both students and educators to embrace emerging technologies with confidence and purpose."

Lesson Description

In this lesson, students explore how artificial intelligence (AI)—specifically large language models (LLMs)—can influence personal storytelling. Through collaborative activities, individual writing tasks, and whole-class discussions, students examine how LLMs can enhance narratives by adding detail and structure, while also recognizing the potential for inaccuracies and bias. By comparing their original stories to AI-generated versions, students develop critical thinking skills and reflect on the role of human authorship in digital storytelling. The lesson builds foundational AI literacy, encourages thoughtful engagement with technology, and strengthens writing and communication skills through real-world application.

WeTeach_AI

Lesson Objectives

(formatted as "Students will be able to..." statements)

- Evaluate how LLMs (large language models) influence personal narratives by identifying enhancements and inaccuracies through respectful discussion and reflection.
- Analyze AI-generated narrative drafts to identify stylistic changes, thematic shifts, and the preservation or loss of authorial voice.
- Compare and present original and AI-generated narratives using appropriate language, tone, and evidence-based observations.
- Interpret and discuss potential biases in AI-generated texts, incorporating peer insights and real-world examples.
- Assess and articulate the ethical and practical implications of using AI in storytelling, forming a personal stance on responsible digital tool use.

Essential Questions

1. *How does using an LLM to rewrite a personal narrative change or influence the story compared to your original version?*
2. *What can we learn about the strengths and limitations of LLMs when it comes to capturing personal experiences and human perspective?*
3. *In what ways might LLMs reflect bias, and why is it important to recognize those biases when using AI tools?*
4. *What ethical considerations should we keep in mind when using AI to tell personal or real-life stories?*

TEKS Alignment (Texas Standards Alignment)

E1.1A: Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

E1.1B: Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.

E1.1C: Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion.

E1.1D: Participate collaboratively, building on the ideas of others and contributing relevant information.

WeTeach_AI

CSTA/ISTE Alignment (National Standards Alignment)	
CSTA	**ISTE**
3A-IC-24: Evaluate computing's impact on personal, ethical, social, economic, and cultural practices **1B-IC-18:** Discuss issues of bias and accessibility in the design of existing technologies.	**Digital Citizen (2b):** Engage in positive, safe, legal, and ethical behavior when using technology, including in online discussions. **Creative Communicator (6a):** Choose appropriate platforms and tools for communication, tailoring messages to intended audiences.

Inclusive Computing Considerations

(based on Guiding Principles for Inclusive CS Teaching)

1.3: The instructor deliberately cultivates an inclusive and accessible classroom community that recognizes, respects, and includes the voices, ideas, needs, and perspectives of all students.	**2.4:** Curriculum reflects and highlights the diverse cultures, perspectives, languages, and community values of students with regards to cultural heritage and/or contemporary youth culture (e.g., popular video games or common student interests/activities).	**2.7:** The instructor utilizes a mixture of instructional strategies (e.g., discussions, modeling, student activities, worksheets, projects).

AI Literacy Competencies

(based on TeachAI Framework)

Creating with AI: 1. Use AI systems to explore new perspectives and approaches that build upon original ideas. **Creating with AI: 4.** Analyze how AI can safeguard or violate content authenticity and intellectual property.	**Designing AI Competencies: 2.** Compare the capabilities and limitations of AI systems that follow algorithms created by humans with those that make predictions based on data. **Designing AI Competencies: 5.** Describe an AI model's purpose, intended users, and its limitations.
Engaging with AI: 1. Recognizing AI's role and influence in different contexts. **Engaging with AI: 4.** Explain how AI could be used to amplify societal biases. **Engaging with AI: 7.** Connect AI's social and ethical impacts to its technical capabilities and limitations.	**Managing AI Competencies: 1.** Decide whether to use AI systems based on the nature of the task. **Managing AI Competencies: 3.** Direct generative AI systems by providing specific instructions, appropriate context, and evaluation criteria.

WeTeach_AI

Key Terms	
Term	**Definition**
Artificial Intelligence (AI)	Technology that allows computers to learn from data, recognize patterns, and make decisions or generate content based on that information.
AI Fabrication	When AI gives answers that sound real but are actually wrong or made up. These mistakes can be confusing because they often look convincing.
AI Literacy	Knowing how to understand, use, and think critically about AI. It includes being aware of what AI can and can't do—and how to use it wisely.
AI Prompts	The questions or instructions we give to AI to get a response. Prompts help guide the AI to give us useful answers, stories, or ideas.
Bias	A tendency to favor certain ideas or groups over others. In AI, bias can happen when the training data reflects stereotypes or lacks diversity.
Ethical Use	Using technology in a way that is fair, respectful, and responsible.
Large Language Model (LLM)	A type of AI trained on lots of text to understand and generate human-like language. LLMs can help write, summarize, or answer questions, but they sometimes produce inaccurate or biased content.

WeTeach_AI

Launch

Engaging activity or prompt to introduce the lesson. **Estimated time: 15 minutes**

Objective: Introduce students to the concept of AI bias and AI literacy through interactive activities that spark curiosity, build foundational understanding, and prepare them to critically engage with AI-generated writing.

🎮Activity 1: Seat Shuffle Quiet Game (10 minutes)

Prepare 6–10 short questions about AI literacy and bias. Below are sample questions:

- What is AI?
- Can AI make mistakes?
- What does it mean for AI to be biased?
- Where does AI generated information come from?
- Should we trust everything AI says?
- How can we make AI more fair?

Tape or place one question at each desk or seat.

Teacher Instructions	Sample Teacher Remarks
Explain the rules of the game. Students will rotate seats every 30–60 seconds. At each seat, they quietly read and answer the question on paper or in a notebook. The class earns a point if everyone stays silent during the rotation and response time. The teacher earns a point for every student who speaks or makes noise.	*"We're going to start with a challenge: a quiet game that helps us think about how AI works and how it sometimes gets things wrong. You'll move from seat to seat, answering questions about AI. But here's the twist—if you talk, I get a point. If you stay silent, your team gets a point. Let's see who wins!"*
Guide students through the shuffle path and monitor the game, keeping track of the game score per round. Remind students to keep their answers, as they will be used at the end of the lesson	*"These questions will help us warm up for today's lesson, where you'll use AI to help tell a personal story. But just like in real life, AI doesn't always get the facts right—and that's something we need to watch out for."*

WeTeach_AI

🎥Activity 2: Watch Introductory Video (5 minutes)

Teacher Instructions	Sample Teacher Remarks
Play the linked video: 3 types of bias in AI | Machine learning	*"This video shows how AI can reflect the biases of the people who create it—or the data it's trained on. That's why it's so important to think critically when we use AI, especially in writing. As we move into today's activity, keep in mind: AI can be a powerful storytelling tool, but it can also make things up or reflect unfair assumptions. That's why we need to be the editors of our own stories."*
Ask students to share out, or jot down, one surprising or important idea they learned from the video.	*"Now that we've warmed up with some big ideas about AI, it's time to get personal. You'll write a short story about something you did this summer—and then see how AI rewrites it. Your job is to compare the two versions and decide: Did the AI help? Did it change your voice? Did it get anything wrong? Remember, just because AI says something doesn't mean it's true. You're the author—and the fact-checker."*

[Remember to add sample student responses]

Exploration

Step-by-step student tasks, experiments, or investigations. **Estimated time: 15 minutes**

Objective: Help students explore how large language models (LLMs) can enhance storytelling by adding detail and structure, while also recognizing that AI-generated content may include inaccuracies and must be fact-checked.

💬Set the Stage (5 minutes)

Teacher Instructions	Sample Teacher Remarks
Begin by introducing the idea that LLMs (Large Language Models) are a type of artificial intelligence	*"Today, we're going to explore how a type of AI called a large language model, or LLM, can help us tell stories.*

(AI) designed to understand and generate human-like language. Emphasize that while LLMs can be powerful tools for creativity—like helping us write stories—they are not perfect. They sometimes generate information that sounds right but isn't accurate, so it's important to fact-check and think critically about what they produce.	*LLMs are trained on huge amounts of text and can generate writing that sounds like a person wrote it.* *You can think of them like a super helpful writing buddy—but one that sometimes makes things up or gets confused. That's why we need to be thoughtful and check their work, just like we would with a friend who sometimes gets the details wrong."*
Ask students to recall a memorable activity from their summer break. Provide reflection time and encourage students to choose something they're comfortable sharing and that has a clear beginning, middle, and end. Optional: Allow students to reference photos or posts from Snapchat, Instagram, TikTok, etc., if appropriate and accessible.	*"Let's start by thinking about a real story—your own. Think back to something you did this summer—maybe a trip, a hangout, or even a moment that felt important to you. Try to pick something with a clear beginning, middle, and end. You can scroll through your social media if that helps jog your memory."*

📝Initial Narrative Writing and AI Prompting Activity (10 minutes)

Teacher Instructions	**Sample Teacher Remarks**
Have students write a short personal narrative (5–7 sentences) describing their chosen activity. This will serve as the "original version" for comparison later. Guide students to do either: **Option A:** Copy and paste their narrative into an LLM with the prompt: "Help rewrite this story with more details." **Option B:** Create their own detailed prompt for the LLM, including specifics like: location, event duration, people involved, sensory details (sounds, smells, sights), and emotions or reactions.	*"The more specific your prompt, the better the LLM can help shape your story. Think of it like giving directions to someone who's never been there—you want to paint a clear picture so they really understand what happened. LLMs work best when they have detailed input to build from.* *After you generate your story with the LLM, take a moment to reflect on the results. How does it compare to your original version? What parts did it get right, and where did it miss the mark? Later in today's lesson, we'll talk about what you noticed."*

As students generate their personal narratives with an LLM, encourage them to discuss their results with their peers and have real-time conversations about the story generation process.

Anticipated Student Outcomes

- Students will see how AI can add descriptive language, structure, and flair to a basic narrative.
- Students will notice inaccuracies, exaggerations, or invented details in the AI-generated version.

- Students will begin to understand the importance of fact-checking and authorial control when using AI tools.

Whole Class Discussion

Discussion questions, teacher prompts, and expected student responses. **Estimated time: 10 minutes**

Objective: Help students connect their experience with LLM-generated storytelling to broader issues of accuracy, bias, and responsible use of AI.

Facilitate a discussion that bridges the Seat Shuffle and LLM storytelling activities. Use student reflections and observations to explore how LLMs can both enhance and distort narratives.

Emphasize that inaccuracies (fabrications) and biases are not just technical glitches—they reflect the data LLMs are trained on, which may include stereotypes or dominant cultural perspectives.

Sample Discussion Questions	Sample Student Responses
1. What did the LLM add to your story that felt helpful or creative?	*"It made my story sound more exciting." / "It added sensory details I didn't think of."*
2. Did the LLM include anything that felt inaccurate or didn't match your experience?	*"It said I was scared, but I wasn't." / "It added people who weren't there."*
3. How might the LLM's training data affect the way it tells stories?	*"It probably learned from other stories online." / "It might use stereotypes."*
4. Can a machine really understand your emotions or experiences? Why or why not?	*"No, it doesn't know how I felt." / "It can guess, but it's not always right."*
5. What does it mean to be the 'editor' of your own story when using AI?	*"I have to fix what it gets wrong." / "I decide what stays and what goes."*
6. What surprised you most about the LLM's version of your story?	*"It was way more dramatic than mine." / "It added stuff I didn't expect."*
7. How do you think bias shows up in AI-generated writing?	*"It might assume things based on race or gender." / "It could leave out certain perspectives."*
8. Would you use an LLM again to help with writing? What would you do differently next time?	*"Yes, but I'd give it more details." / "I'd check everything it writes."*
9. What does this activity teach us about trusting technology to tell human stories?	*"We can use it, but we have to be careful." / "It's a tool, not a truth-teller."*

10. How did your understanding of LLMs shift from the beginning to the end of the lesson?	*"I thought it was just smart, but now I see it can be wrong." / "I learned it needs human help."*

Assessment

Formative or summative assessment tasks and criteria. **Estimated time: 10-15 minutes**

Objectives:

1. Evaluate students' understanding of how LLMs work and how bias can affect AI-generated content.
2. Measure students' ability to reflect critically on their own writing and the AI-generated version.
3. Assess students' awareness of responsible AI use and their ability to identify inaccuracies or bias.

Assessment Opportunities	Facilitation Tips
Revisiting Our Stories: AI, Bias, and Reflection Teachers may choose either: • A written reflection using sentence starters (recommended for deeper assessment) • A quick exit ticket (ideal for time-limited classes) • Or assign both, depending on time and student needs. <u>Reflection Prompts</u> 1. "Earlier today, you answered questions about AI. Has your thinking changed? If so, how?" 2. "Compare your original story to the LLM version. What does this tell you about how AI understands human experiences?" 3. "What surprised you most about using an LLM to tell your story?" 4. "If you were to teach someone else about LLMs and storytelling, what would you want them to know?"	Encourage students to revisit their Seat Shuffle answers and personal narratives. Use reflection prompts to challenge students' initial assumptions and deepen their understanding. Provide sentence starters or scaffolds for students who need support expressing their thoughts. <u>Sentence Starters / Scaffolds</u> • "One thing I noticed about the LLM's version was..." • "At first, I thought AI was ____, but now I think..." • "The LLM helped me by... but it also..." • "This activity made me realize that AI..."

☑️Use this rubric to assess student reflections based on clarity, depth, and awareness of AI bias.	