WeTeach_AI

Finding My Voice: Exploring Personal Narratives

Grade Level: **9-12** | Duration: **50 minutes** | Subject Area: **English**

(Note: this lesson's duration was calculated excluding time estimates for the assessment)

LESSON TABLE OF CONTENTS

This lesson was designed for the WeTeach_AI **Advancing AI Literacy Project**. The project supports the development of standards-aligned AI literacy lessons written by teachers for 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 analyze exemplar personal narratives to understand what makes them compelling and authentic. They identify key elements such as emotional depth, structure, and voice, and discuss how these elements influence meaning and engagement. Students also consider how technology, including AI, might misrepresent or oversimplify human experiences, introducing bias into storytelling. Through guided reflection and discussion, students begin brainstorming ideas for their own narratives while recognizing the importance of preserving their unique voice.

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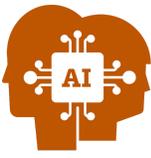
Lesson Objectives
(formatted as "Students will be able to…" statements)

- Identify elements of strong storytelling (emotion, structure, voice, reflection)

- Generate ideas for personal narratives through reflection and discussion.

- Explain why authorial voice matters in personal storytelling.

- Recognize how bias in AI-generated narratives can distort meaning or misrepresent experiences.

Essential Questions

1. *How does AI feedback influence the way we revise our stories?*

2. *What does comparing AI-generated and human-written narratives reveal about creativity and authenticity?*

3. *How can writers use AI responsibly without losing their voice?*

4. *How might AI bias influence the way stories are told, and why does that matter for authenticity?*
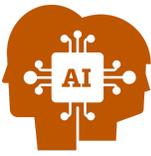
TEKS Alignment (Texas Standards Alignment)

§110.36(1)(A): Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

§110.36(1)(B): Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.

§110.36(1)(C): Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

§110.36(1)(D): Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

CSTA/ISTE Alignment (National Standards Alignment)

CSTA

3A-AP-16: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.

3A-IC-25: Test and refine computational artifacts to reduce bias and equity deficits.

3B-IC-25: Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society.

ISTE

Knowledge Constructor (1.3.d): Build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.

Innovative Designer (1.4.d): Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

## Effective Pedagogical Strategies

The instructor deliberately cultivates a classroom community that recognizes, respects, and includes the voices, ideas, needs, and perspectives of all students.	Curriculum reflects and highlights the perspectives, languages, and community values of students and/or contemporary youth culture (e.g., popular video games or common student interests/activities).	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: 3.** Collaborate with generative AI systems to elicit feedback, refine results, and reflect on thought processes.	**Designing AI Competences: 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 Competences: 5.** Describe an AI model's purpose, intended users, and its limitations.
Engaging with AI: 2. Evaluate whether AI outputs should be accepted, revised, or rejected. **Engaging with AI: 3.** Examine how predictive AI systems provide recommendations that can inform and limit perspectives.	**Managing AI Competences: 2.** Decompose a problem based on the capabilities and limitations of both AI systems and humans. **Managing AI Competences: 3.** Direct generative AI systems by providing specific instructions, appropriate context, and evaluation criteria.

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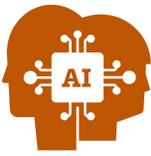
Key Terms	
Term	**Definition**
Authorial Voice	The unique style, tone, and personality of the writer that comes through in their writing.
Training Data	The information (like books, websites, and articles) that an AI learns from to generate responses.
Narrative	A story or account of events, often with a clear beginning, middle, and end.
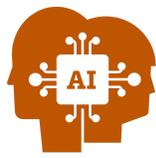
Launch

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

Objective: Help students identify meaningful personal topics for storytelling or explore how AI can misrepresent information, setting the stage for critical engagement with AI-generated writing.

Materials:
- AI-generated misquote and original quote cards (printed and cut)
- Clips or tape (for organizing cards) and pens or pencils
- Projector or screen for teacher instructions
- Student notebooks or loose-leaf paper

🎯AI Misquote Match Game

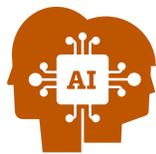| Teacher Instructions	Sample Teacher Remarks
Prepare 5-7 short quotes from student writing, historical artifacts, or well-known stories. Use an LLM to rewrite each quote with slight inaccuracies. Print and cut out the original and AI versions. Students work in pairs or small groups to match the original to the AI version and identify what was changed.	*"Before we start, let's talk about the **authorial voice**—the unique style, tone, and personality that makes writing sound like you. AI doesn't have its own voice; it learns patterns from **training data**—millions of examples from books, websites, and more.* *That means it can sound convincing but may change the original voice. Today, you'll see two versions of a quote: one original and one rewritten by AI. Your job is to match them and notice what changed."*

🧠Sample AI Misquote Game Quote Cards

Original Speaker	Famous Quote	AI-Generated Version	Mismatch Explanation	Bias or Model Limitation?
Rev. Dr. Martin Luther King Jr.	*"I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'"*	*"I believe this country will eventually figure things out."*	The AI version lacks the moral urgency, poetic structure, and direct reference to foundational American ideals. It replaces a powerful call to action with vague optimism.	Reflects a tendency to generalize or soften emotionally charged language, possibly due to training data that avoids strong political or moral stances.
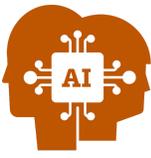
Original Speaker	Famous Quote	AI-Generated Version	Mismatch Explanation	Bias or Model Limitation?
Marie Curie	*"Nothing in life is to be feared, it is only to be understood."*	*"Fear is necessary to drive progress."*	Reverses the original message of curiosity over fear.	Possible bias toward dramatic conflict in narratives.
Neil Armstrong	*"That's one small step for man, one giant leap for mankind."*	*"We took a big step for the government."*	Removes poetic and universal tone, adds institutional focus.	AI may prioritize factual over emotional phrasing.
Shakespeare (Hamlet)	*"To be, or not to be: that is the question."*	*"Should I exist or disappear?"*	Oversimplifies the philosophical depth of the original.	AI may flatten complex literary language.
Malala Yousafazai	*"One child, one teacher, one book, one pen can change the world."*	*"Education is useful for getting jobs."*	Reduces the inspirational tone to utilitarian value.	Reflects training data focused on economic outcomes.

At the end of the activity, provide students with the opportunity to engage in a reflection. Use the following reflection questions to lead into a discussion about AI fabrications and the importance of fact-checking AI outputs:

Sample Reflection Questions	Sample Student Responses
1. What types of changes did the AI make?	*"It changed the holiday and made it less personal."*
2. Why do you think the AI made those changes?	*"It added details that weren't true but sounded believable."*
3. How could these changes affect the meaning or truth of a story?	*"It made the story more generic."*

Exploration

Step-by-step student tasks, experiments, or investigations. **Estimated time: 20 minutes**

Objective: Help students identify the elements of strong storytelling—emotion, structure, voice, and reflection—through analysis

Materials:

- Curated list of short, age-appropriate personal narratives (e.g. excerpts from memoirs, student samples, published essays)
  - *Note: Samples are included within this lesson's resources.*
- Pens/pencils
- Projector or screen for video playback
- Reflection question handout or displayed on board
- Student notebooks or loose-leaf paper for journaling

Option A: Read an Exemplar Personal Narrative

| Teacher Instructions	Sample Teacher Remarks
Provide a curated list of personal narratives for the class. Examples might include excerpts from memoirs, student writing samples, or published essays. Have students select a short, age-appropriate personal narrative that demonstrates emotional depth, clear structure, and a strong voice.	*"Before we begin writing our own stories, let's explore what makes a personal **narrative** powerful. We're going to read a story and look closely at how the storyteller connects with the audience. As you read, ask yourself: What emotions are being shared? Is there a clear beginning, middle, and end? What makes this story stick with you?"*

Option B: Observe Personal Narrative Storytelling

Teacher Instructions	Sample Teacher Remarks
Show the following video, or another short video (2–5 minutes) of someone telling a personal story: ▶ The Secret to Telling a Great Story — in Less Tha... Make sure the story includes emotional stakes, a turning point, and a reflective ending.	*"Before we begin writing our own stories, let's explore what makes a personal narrative powerful. We're going to watch a story and look closely at how the storyteller connects with the audience. As you listen, ask yourself: What emotions are being shared? Is there a clear beginning, middle, and end? What makes this story stick with you?"*

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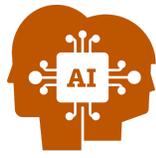
After students read or listen to the example personal narrative, provide students with the following reflection questions as journaling prompts:

Sample Reflection Questions	Sample Student Responses
1. What types of changes did the AI make?	*"It changed the holiday and made it less personal."*
2. Why do you think the AI made those changes?	*"It added details that weren't true but sounded believable."*
3. How could these changes affect the meaning or truth of a story?	*"It made the story more generic."*
4. What storytelling choices helped the story connect with you?	*"They used dialogue, which made it feel like I was there. They described small details, like the sound of the rain or the look on someone's face. That helped me picture it."*
5. How did the storyteller's voice make the story unique?	*"They sounded honest and personal, like they were talking to a friend. That made the story feel real."*
6. What lesson or insight did the storyteller share at the end? Why is that important?	*"They realized that asking for help isn't a weakness. It's important because it shows growth and reflection."*
7. If you were to retell this story, what would you keep the same and what would you change?	*"I'd keep the emotional parts because they were powerful, but I might add more details about the setting to make it even more vivid."*
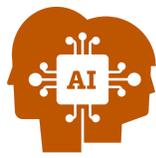
Whole Class Discussion

Discussion questions, teacher prompts, and expected student responses. **Estimated time: 15 minutes**

Objective: To help students begin generating ideas for their own personal narratives by reflecting on meaningful experiences

Materials:
- Copies of curated personal narratives (or access to digital versions)
- Pens/pencils
- Reflection question handout or displayed on board
- Student notebooks or loose-leaf paper for reflection and notes
- Optional: Timer (for pacing)

After reading or watching exemplars during the Exploration section of this lesson, guide students through a structured "Think, Pair, Share" discussion:

| Think (independent reflection) [2 minutes]	Pair (partner discussion) [6 minutes]	Share (whole class) [7 minutes]
What made this story compelling? What emotions did the storyteller express? Was there a clear beginning, middle, and end?	What part of the story stood out to you? Did you relate to any part of the experience? What storytelling techniques did the author/speaker use?	What did you learn about storytelling from this example? How might you apply these techniques to your own narrative?

Assessment

Formative or summative assessment tasks and criteria.

Objectives: Students will demonstrate the ability to craft and revise a personal narrative, compare it to an AI-generated version, and critically evaluate the accuracy, bias, and responsible use of LLMs.

Materials:
- Access to an LLM tool (e.g., ChatGPT, Microsoft Copilot, or other classroom-approved AI platform)
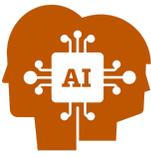
- Digital form or sticky note tool (for quick reflections)
- Pens/pencils
- Projector or screen for teacher instructions
- Student notebooks or loose-leaf paper

⚠️**Note:** The time estimates for the various assessment options vary. If class time is limited, reflections can be completed as exit tickets or homework.

Assessment Opportunities	Facilitation Tips
Part 1: Personal Narrative Submission Students submit a full personal narrative draft (developed across lessons 1-3). Narrative should include: - Clear structure (introduction, conflict, turning point, resolution, reflection) - Emotional resonance and personal voice - Evidence of revision and refinement **Part 2: AI Comparison Reflection** Students compare their original narrative to the LLM-generated version. Reflection can be submitted as: - A written response using sentence starters (recommended) - A short exit ticket (for time-limited classes) - A digital sticky note or form response (for blended classrooms)	Support students as they move from idea generation to deeper narrative development. Encourage them to reflect not only on what they wrote, but how they wrote it—and how the AI version compares. Use this time to mentor students in strengthening their voice, clarifying structure, and deepening emotional impact. Use reflection prompts to challenge students' initial assumptions and deepen their understanding of storytelling and AI interpretation. Sentence Starters / Scaffolds - "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…"

Reflection Prompts
1. "Previously, 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?"

✅A sample rubric is provided in this lesson's resources to assess student personal narratives. Additionally, a rubric is provided to assess student reflections based on clarity, depth, and awareness of AI bias.

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