

Finding My Voice: Personal Narrative Writing with AI Support

Grade Level: **9-12** | Duration: **Multi-Day** | Subject Area: **English**

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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.

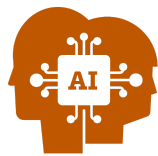
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"I am a Computer Science teacher at Springtown High School with over 15 years of experience teaching both middle and high school across general and special education settings. I am passionate about equipping students to become lifelong learners and 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) can support and shape personal storytelling. Through writing, revision, and reflection activities, students use large language models (LLMs) to enhance their narratives while critically evaluating the impact of AI-generated suggestions. Working individually and collaboratively, students compare original and AI-revised texts, discuss the ethical implications of using AI in creative writing, and reflect on how technology influences voice, style, and meaning. The lesson strengthens writing and revision skills while deepening students' awareness of AI's capabilities, limitations, and potential biases in representing human experiences.



Lesson Objectives

(formatted as “Students will be able to...” statements)

- Analyze how AI-generated suggestions affect the clarity, tone, and structure of personal narratives.
- Evaluate the accuracy and appropriateness of AI feedback in relation to authorial intent and voice.
- Reflect on the ethical implications of using AI tools in creative writing and personal storytelling.
- Explain the limitations and potential biases of large language models in representing diverse experiences.
- Compare original and AI-revised texts to identify stylistic changes and thematic shifts.

Essential Questions

1. *How does AI influence the way we tell personal stories, and what does it mean to preserve our voice in the process?*
2. *What can we learn from comparing our original writing to AI-generated revisions?*
3. *In what ways might AI suggestions reflect bias or assumptions, and how can we recognize them?*
4. *How do our choices as prompt designers affect the quality and fairness of AI-generated responses?*
5. *What responsibilities do writers have when using AI tools to represent real experiences or identities?*

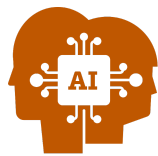
TEKS Alignment (Texas Standards Alignment)

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.



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

3A-IC-25: Test and refine computational artifacts to reduce bias and inequity

3B-IC-28: Analyze a computational artifact that can affect society, economy, or culture, and collaborate to propose design improvements

ISTE

Knowledge Constructor (3d): Build knowledge by actively exploring real-world issues and problems.

Innovative Designer (4d): Exhibit perseverance in problem solving by understanding and following complex processes.

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: 3. Collaborate with generative AI systems to elicit feedback, refine results, and reflect on thought processes.

Engaging with AI: 2. Evaluate whether AI outputs should be accepted, revised, or rejected.

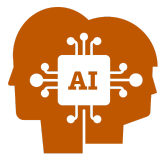
Engaging with AI: 3. Examine how predictive AI systems provide recommendations that can inform and limit perspectives.

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.

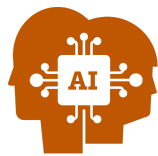
Designing AI Competencies: 5. Describe an AI model's purpose, intended users, and its limitations.

Managing AI Competencies: 2. Decompose a problem based on the capabilities and limitations of both AI systems and humans.

Managing AI Competencies: 3. Direct generative AI systems by providing specific instructions, appropriate context, and evaluation criteria.



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.
Authorial Voice	The unique style, tone, and personality of the writer that comes through in their writing.
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.
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 per day**

! The daily **Launch** activities are intended to be completed on separate days. After completing the **Launch** activity for the day, proceed to the next section of this lesson plan for the **Exploration** activity of the day.

Day 1

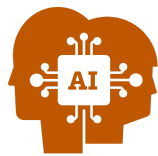
Objective: Help students identify meaningful personal topics for storytelling or explore how AI can misrepresent information, setting the stage for critical engagement with AI-generated writing.

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.	<i>"Today we are going to play a matching game. You will see two versions of a quote - one real, one rewritten by AI. Your job is to figure out which is which and what changed. This will help us see how AI can sometimes get things wrong - even when it sounds confident."</i>

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>"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>	<i>"I believe this country will eventually figure things out."</i>	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.



Marie Curie	<i>"Nothing in life is to be feared, it is only to be understood."</i>	<i>"Fear is necessary to drive progress."</i>	Reverses the original message of curiosity over fear.	Possible bias toward dramatic conflict in narratives.
Neil Armstrong	<i>"That's one small step for man, one giant leap for mankind."</i>	<i>"We took a big step for the government."</i>	Removes poetic and universal tone, adds institutional focus.	AI may prioritize factual over emotional phrasing.
Shakespeare (Hamlet)	<i>"To be, or not to be: that is the question."</i>	<i>"Should I exist or disappear?"</i>	Oversimplifies the philosophical depth of the original.	AI may flatten complex literary language.
Malala Yousafzai	<i>"One child, one teacher, one book, one pen can change the world."</i>	<i>"Education is useful for getting jobs."</i>	Reduces the inspirational tone to utilitarian value.	Reflects training data focused on economic outcomes.

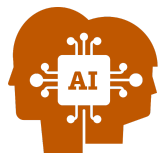
At the end of the activity, provide students with the opportunity to engage in a reflection. Use the following reflection questions to lead into a discussion about AI fabrications and the importance of fact-checking AI outputs:

Reflection Questions:

1. What types of changes did the AI make?
2. Why do you think the AI made those changes?
3. How could these changes affect the meaning or truth of a story?

Sample Student Responses:

1. *"It changed the holiday and made it less personal."*
2. *"It added details that weren't true but sounded believable."*
3. *"It made the story more generic."*



Day 2

Objective: Teach students how to use LLMs as brainstorming tools to generate ideas, outlines, and structure for personal narratives.

Prompt Practice for Brainstorming

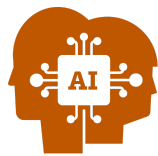
Teacher Instructions	Sample Teacher Remarks
- Model how to write a prompt using the PARTS framework (Purpose, Audience, Role, Task, Style), using the provided conversation exemplar. - Have students write 1-2 prompts based on their chosen topic. - Students input their prompts into an LLM and review the ideas it generates. - Encourage students to revise their prompts for clarity and specificity, and ask follow-up questions in response to the LLM outputs.	<i>"Today we are going to practice using AI to help us brainstorm. The better your prompt, the better the ideas you will get. Think of it like giving directions to someone who has never been there—you want to be clear and specific. One way to do that is by using the PARTS framework:</i> • <i>Purpose: What are you trying to do?</i> • <i>Audience: Who are you writing for?</i> • <i>Role: What role are you taking on?</i> • <i>Task: What do you want the AI to help with?</i> • <i>Style: What tone or format should the response have?</i> <i>Let's look at an example together."</i>

Option A: Provide students with the following context statements to enter into your class LLM of choice. These statements should precede any student written prompts. Next, direct students enter their own prompts into the LLM and proceed with the activity.

Context Statements For Student Use

- **General Personal Narrative Support** – *"You are a creative writing coach helping me brainstorm ideas for a personal narrative. I am a middle/high school student writing for my English teacher. Please respond with thoughtful, age-appropriate suggestions that are emotional, reflective, and relevant to my life experiences."*
- **Challenge-Based Narrative** – *"You are a supportive writing mentor helping me brainstorm a personal story about overcoming a challenge. I am writing for a classroom assignment and want the story to be meaningful and emotionally honest. Please help me explore ideas that show growth, resilience, or learning."*
- **Identity and Self-Discovery Narrative** – *"You are a writing assistant helping me brainstorm a personal narrative about identity or self-discovery. I am a student writing for my teacher, and I want the story to reflect something important I've learned about myself. Please suggest ideas that are introspective and authentic."*

Option B: Direct students to **use this app** to complete the activity. This app was designed for this lesson, as the LLM has already been provided all of the assignment details. The AI responses generated from this



app will automatically be provided within the context and focus of the training data (i.e. this lesson plan and resources).

Sample Conversation: Student & LLM

Student Prompt	LLM Response
<i>"I'm writing a personal narrative for my English teacher. I want help brainstorming ideas. Please act as a creative writing coach and help me come up with story ideas about a time I overcame a challenge. I'd like the ideas to be emotional and reflective."</i>	<i>"Here are a few story ideas:</i> <i>1. Moving to a new school and learning to fit in.</i> <i>2. Standing up to a bully and finding your voice.</i> <i>3. Learning to speak in public despite anxiety.</i> <i>4. Recovering from a sports injury and returning to the game.</i> <i>Would you like help outlining one of these?"</i>
<i>"Can you help me outline the story about learning to speak in public?"</i>	<i>"Absolutely! Here's a possible outline:</i> <i>• Introduction: Describe your fear of public speaking and why it mattered.</i> <i>• Challenge: Share a moment when you had to speak in front of others.</i> <i>• Turning Point: What helped you push through the fear?</i> <i>• Outcome: What happened during or after the speech?</i> <i>• Reflection: What did you learn about yourself?"</i>

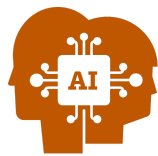
At the end of the activity (completing either option A or B), provide students with the opportunity to engage in a reflection. Use a form, quick share-out, or physical or digital sticky notes to gather student responses on the below reflection questions:

Reflection Questions:

1. What did the AI help you discover about your story?
2. How did changing your prompt affect the response?
3. What would you do differently next time when prompting?

Sample Student Responses:

1. *"It gave me ideas I hadn't thought of, like describing the hallway."*
2. *"When I added more detail, the response got better."*
3. *"Next time I'll be more specific about what I want help with."*



Day 3

Objective: Guide students in using an LLM to generate a full narrative from a summary and compare it to their original draft.

Narrative Summary and AI Comparison

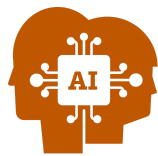
Teacher Instructions	Sample Teacher Remarks
- Model how to write a prompt using the PARTS framework, using the provided conversation exemplar. - Have students write 1-2 prompts based on their chosen topic. Students input their prompts into an LLM and review the ideas it generates. - Encourage students to revise their prompts for clarity and specificity, and ask follow up questions in response to the LLM outputs.	<i>“Now that you have a narrative draft, let’s see how an LLM would tell your story. You’ll give it a short summary and see what it creates. Then we’ll compare: What did it get right? What did it change? What does that tell us about how AI understands stories?”</i> <i>Use the PARTS method to help formulate your prompt: Purpose, Audience, Role, Task, and Style. Let’s take a look at an example prompt and LLM conversation...”</i>

Sample Conversation: Student & LLM

Student Prompt	LLM Response
<i>“I’m writing a personal narrative for my English teacher. I want to see how an AI would tell my story based on a short summary. Please act as a creative writing coach and write a full story based on this summary. I’d like the tone to be emotional and reflective.</i> <i>Summary: I was terrified of public speaking, but I had to give a speech at my cousin’s wedding. I practiced for weeks, and even though I was nervous, I got through it and felt proud.”</i>	<i>“It was a warm spring afternoon, and the garden buzzed with laughter and love. As I stood behind the microphone, my heart pounded like a drum. Public speaking had always been my greatest fear, but today was different. My cousin, the person who had always believed in me, was getting married, and I had a promise to keep.</i> <i>Weeks of practice echoed in my mind as I took a deep breath. I stumbled on the first sentence, but then something shifted. I saw my cousin smiling, and I remembered why I was here. By the end of the speech, I wasn’t just proud—I was transformed.”</i>

⚠️ Note: The sample prompt above does not provide the LLM with instruction regarding the length of the personal narrative. We recommend you advise your students to provide the LLM structure by establishing the personal narrative length to resemble that of your assignment.

Option A: Provide students with the following context statements to enter into your class LLM of choice. These statements should precede any student written prompts. Next, direct students enter their own prompts into the LLM and proceed with the activity.



Context Statements For Student Use

- **General Personal Narrative Support** – “You are a creative writing coach helping me write a full personal narrative based on a short summary. I am a middle/high school student writing for my English teacher. Please respond with a complete, age-appropriate story that is emotional, reflective, and relevant to my life experiences.”
- **Challenge-Based Narrative** – “You are a supportive writing mentor helping me write a full personal story about overcoming a challenge. I am writing for a classroom assignment and want the story to be meaningful and emotionally honest. Please turn my summary into a complete narrative that shows growth, resilience, or learning.”
- **Identity and Self-Discovery Narrative** – “You are a writing assistant helping me write a full personal narrative about identity or self-discovery. I am a student writing for my teacher, and I want the story to reflect something important I’ve learned about myself. Please turn my summary into a complete, introspective, and authentic story.”

Option B: Direct students to **use this app** to complete the activity. This app was designed for this lesson, as the LLM has already been provided all of the assignment details. The AI responses generated from this app will automatically be provided within the context and focus of the training data (i.e. this lesson plan and resources).

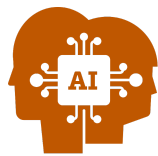
At the end of the activity (completing either option A or B), provide students with the opportunity to engage in a reflection. Use a form, quick share-out, or physical or digital sticky notes to gather student responses on the below reflection questions:

Reflection Questions:

1. How did the AI version compare to your original draft?
2. Did the AI capture your emotions or change them?
3. What did AI leave out that a human might include?
4. What does this tell you about how AI interprets human experiences?

Sample Student Responses:

1. “It made my story more dramatic than I intended.”
2. “It added a character name I didn’t use.”
3. “It skipped over the part where I hesitated—it just jumped to the action.”
4. “It can tell a good story, but it doesn’t always understand how emotions build over time.”



Exploration

Step-by-step student tasks, experiments, or investigations. **Estimated time: 30 minutes per day**

! The daily **Exploration** activities are intended to be completed on separate days. After completing the **Exploration** activity for the day, proceed to the next section of this lesson plan for the **Whole Class Discussion** activity of the day.

Day 1

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

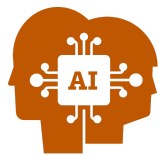
Note: Sample reading lists and video resources for the below activity are included within the lesson’s webpage under “Additional Resources”.

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.	<i>“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?”</i>

Option B: Observe Personal Narrative Storytelling

Teacher Instructions	Sample Teacher Remarks
Show a short video (2–5 minutes) of someone telling a personal story. Make sure the story includes emotional stakes, a turning point, and a reflective ending.	<i>“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?”</i>



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

Reflection Questions:

1. What made this story compelling?
2. What emotions did the storyteller express?
3. Was there a clear structure or turning point?
4. What storytelling choices helped the story connect with you?

Sample Student Responses:

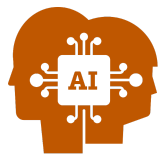
1. *"The pacing was good—it didn't rush, and each part built up to the turning point."*
2. *"I felt the sadness when they talked about losing their pet, but also the love they had for it."*
3. *"The story started with a problem, then showed how they tried to fix it, and ended with what they learned."*
4. *"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."*

Day 2

Objective: Help students organize their thoughts into a clear narrative structure and begin writing their first draft.

From Idea to Outline: Structuring Your Personal Narrative

Teacher Instructions	Sample Teacher Remarks
- Review the basic structure of a personal narrative with students. - Provide students with a Narrative Outline Template (provided in this lesson's "Additional Resources"). - Have students choose an idea to complete the draft outline. - Once the outline is complete, direct students to begin writing the first paragraph of their draft. - Circulate to support students with structure, transitions, and tone.	<i>"Today we're going to take the idea you chose yesterday and start shaping it into a story. We'll use a simple outline to help organize your thoughts. Think of it like building a frame before you decorate the house. Your outline should include the following parts:</i> - <i>Introduction: Set the scene and introduce the experience.</i> - <i>Conflict/Challenge: Describe the problem or emotional tension.</i> - <i>Turning Point: Show how the situation changed or how the student responded.</i> - <i>Resolution: Explain how the experience ended.</i> - <i>Reflection: Share what was learned or how you've changed as a person."</i>



At the end of the activity, encourage students to use their outline to begin writing the first paragraph of their personal narrative – focusing on setting the scene and drawing the reader in. Students should work on completing their narrative drafts outside of class using the below framework:

- Start with an **introduction** that grabs the reader's attention and introduces your topic.
- Write **body paragraphs** that tell the story in chronological order, adding descriptive details so the reader can picture what happened. The conflict/challenge, turning points, and resolution should all appear within the body paragraphs.
- End with a **conclusion** that wraps up your experience and reflects on why it was important.

Day 3

Objective: Assist students with revising their personal narrative essays using targeted feedback from an AI writing tool, while maintaining ownership of their voice and ideas.

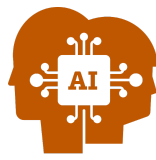
Your Voice, Your Story: Revising with AI Support

Teacher Instructions	Sample Teacher Remarks
- Have students open their original narrative drafts. Guide them to upload their draft into an LLM tool (ChatGPT, Gemini, CoPilot, etc.). - Ask students to request specific feedback via prompts. - Students review the AI's suggestions and decide which ones to apply. - Students revise their drafts, keeping their original voice and intent. - Remind students to 1) reread their reflection for clarity, organization, and grammar and 2) verify their ideas are complete and clearly explained. - Encourage students to annotate or highlight changes they made based on AI feedback.	<i>"Today you'll use AI as a writing partner—not to rewrite your story, but to help you improve it. You're in control of your voice and message.</i> <i>Ask the AI for specific feedback, then decide what to keep and what to change. For example, you might provide prompts like:</i> - <i>'Can you suggest ways to make my introduction more engaging?'</i> - <i>'Can you help me improve the emotional impact of my story?'</i> - <i>'Can you check my grammar and sentence flow?'</i> <i>This is your chance to strengthen your story while learning how to use AI responsibly."</i>

At the end of the activity, provide students with the opportunity to engage in a reflection. Use a form, quick share-out, or physical or digital sticky notes to gather student responses on the below reflection questions:

Reflection Questions:

1. What part of your story did the AI help you improve?
2. Did the AI suggest anything that didn't feel right for your story?
3. How did you decide which suggestions to use?



4. What did you learn about your writing style by comparing your draft with the AI version?

Sample Student Responses:

1. "The AI helped me describe the setting better. I had just said 'at school,' but it added details like the hallway and the noise, which made it feel more real."
2. "The AI made me sound more confident than I actually was. I wanted to keep the nervous feeling in the story."
3. "I kept the parts that felt true to my experience and changed the ones that didn't match how I felt."
4. "I learned that I tend to skip over small details, but those can make the story stronger. I'm going to work on that."

Whole Class Discussion

Discussion questions, teacher prompts, and expected student responses.

Estimated time: 15 minutes per day

! The daily **Whole Class Discussion** activities are intended to be completed on separate days. After completing the **Whole Class Discussion** activity for Day 3, proceed to the **Assessment** section of the lesson.

Day 1

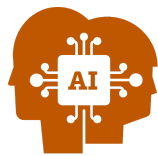
Objective: To help students begin generating ideas for their own personal narratives by reflecting on meaningful experiences

After reading or watching, guide students through a structured "Think, Pair, Share" discussion:

Think (independent reflection)	Pair (partner discussion)	Share (whole class)
• 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?

Day 2

Objective: To help students reflect on the structure and emotional depth of their personal narratives and receive peer feedback to improve their drafts.



Think, Pair, Share: Refining Your Narrative Idea

Teacher Instructions	Sample Teacher Remarks
- Ask students to revisit their outlines and first paragraphs. - Have them reflect on what's working and what feels unclear or underdeveloped. - Students jot down responses to 2–3 reflection questions (see below). - Pair students to share their outlines or first paragraphs and give each other feedback. - Encourage students to identify one area to revise or expand. - Invite volunteers to share something they learned from their partner or a revision idea they're excited to try.	<i>"Now that you've started outlining and drafting your story, let's take time to reflect on how it's going.</i> <i>What part of your story feels strong? What part needs more detail or emotion?</i> <i>You'll share your outline or first paragraph with a partner and help each other think about ways to improve your story.</i> <i>This is your chance to make your story even more powerful and personal."</i>

At the end of the activity, provide students with the opportunity to engage in a reflection. Use a form, quick share-out, or physical or digital sticky notes to gather student responses on the below reflection questions:

Reflection Questions

1. What part of your story feels the most emotionally honest?
2. Is there a moment that needs more detail or clarity?
3. What feedback did your partner give that helped you rethink your story?
4. What revision are you planning to make next?

Sample Student Responses:

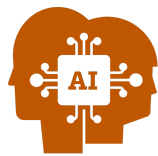
1. "My partner said the beginning was clear, but the turning point felt rushed. I'm going to add more about what changed."
2. "I realized I didn't explain why the moment mattered to me. I'm going to add a reflection at the end."
3. "My partner helped me see that I could describe the setting more to make the story feel real."
4. "I'm going to slow down the middle part so the challenge feels more intense."

Day 3

Objective: Encourage students to compare their original and revised essays, reflect on the impact of AI feedback, and discuss the pros and cons of using AI in the writing process.

AI as a Writing Partner: What Helps, What Hurts

Ask students to review both versions of their essay. Have them identify:



1. What stayed the same?
2. What changed?
3. What has improved?
4. What felt off or less personal?

Facilitate a class discussion using the reflection questions below. Encourage students to share examples of helpful or unhelpful AI suggestions. Use sticky notes, a shared doc, or verbal share-outs to collect insights.

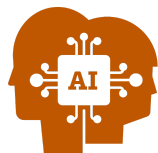
Sample Discussion Questions	Sample Student Responses
1. What did the AI get right about your story?	<i>"It helped me organize my ideas better. I had everything jumbled, but the AI made it flow more clearly."</i>
2. Did any suggestions feel too generic or off-target?	<i>"Yes, it added a character name I didn't use and made the story more dramatic than I wanted."</i>
3. How did you protect your voice while revising?	<i>"I used the structure it gave me but rewrote the dialogue to sound more like me. Plus, I kept the parts that felt true to my experience and changed the ones that didn't match how I felt."</i>
4. What are the risks or limitations?	<i>"No, it doesn't know how I felt." / "It can guess, but it's not always right."</i>
5. How can we use AI responsibly in future writing tasks?	<i>"I have to fix what it gets wrong." / "I decide what stays and what goes."</i>

Assessment

Formative or summative assessment tasks and criteria. **Estimated time: 3 hours (outside of class)**

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.
4. Assess students' ability to craft and revise a personal narrative with emotional depth and structure.



Assessment Opportunities	Facilitation Tips
Part 1: Personal Narrative Submission Students submit a full personal narrative draft (developed across Days 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) <u>Reflection Prompts</u> 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?” Use this rubric to assess student personal narratives. Additionally, use this rubric to assess student reflections based on clarity, depth, and awareness of AI bias.	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. 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...”