

For Grades 9-12

AILit Framework

Ethics of AI Classroom Discussion Flashcards

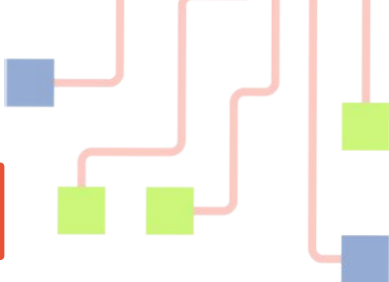
The Ethics of AI Classroom Discussion Flashcards use real-life situations to help students reflect and discuss their views on how AI should be used.

Each flashcard is broken into:

- An introductory prompt and/or a real-life situation
- A big question to generate diverse ideas and discussion.

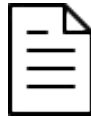
Guiding questions are included on an additional card to:

- Help students reflect and connect their thoughts.
- Encourage students to understand the diverse sides of each situation.



Directions for Use

- Introduce the key terms from slides 5-15 before starting discussions with students. Each key term has a Teacher Information and Student Material versions.
- The discussion flashcards begin on slide 17.
- The flashcards are **customizable** and **printable**. Feel free to make a copy and adapt it to your context.
- **Note the icons below on the top right corner of each card:**



Teacher
Information



Student
Material

Whether you use these flashcards as is or adapt them, please cite our work! We'd love to see photos or videos of them in action—feel free to share at anchal.sayal@code.org

Ethics in the AILit Framework



The AILit Framework encourages learners to critically examine how AI impacts their lives and futures, emphasizing that ethical considerations like **values, context, and accountability are central to understanding and using AI**. The framework guides students to reflect on who benefits or is harmed by AI, whose perspectives are included or excluded, and how AI influences autonomy and access to information.

Ethical reflection is a core digital competence in the framework, enabling learners to question not just what AI can do, but what it should do and whom it serves. The framework also highlights the environmental costs of AI, prompting broader thinking about its relationship to the physical world.

Refer to Page 12 of the AILit Framework to read about how the Theme “AI’s Effects on Individuals, Society, and the Environment” informs our approach to ethics.

Competences in Action



The Flashcards focus on four of the competences from the framework:



Create.4

Analyze how AI can safeguard or violate content authenticity and intellectual property.



Engage.2

Evaluate whether AI outputs should be accepted, revised, or rejected.



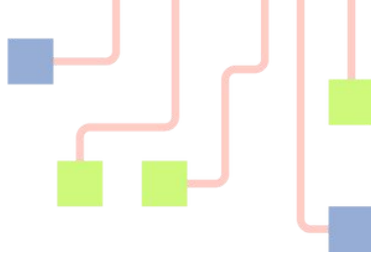
Manage.5

Develop and **communicate** guidelines for using AI systems that align with human values, promote fairness, and prioritize transparency.



Design.3

Collect and **curate** data that could be used to train an AI model by considering relevance, representation, and potential impact.



Key Terms

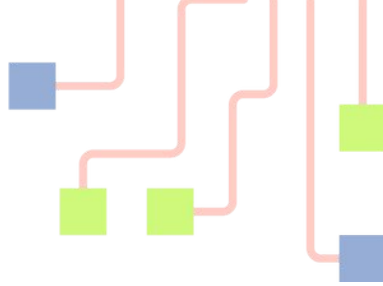
Ethics

Intellectual Property

Copyright

Attribution

Transparency



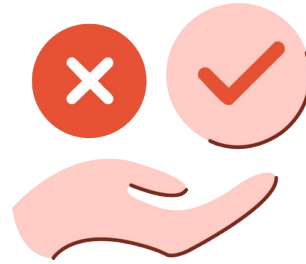
Ethics

Ethics is the branch of philosophy that deals with what is morally right and wrong, and how decisions affect people and society.



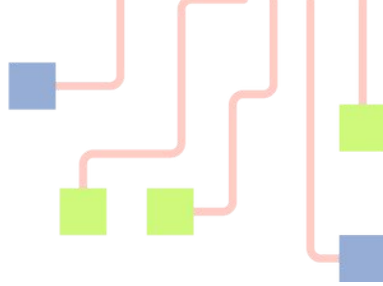
Teacher Tip!

After defining ethics, ask students to think about how using someone else's work without asking might be considered an ethical issue — even if it's not illegal. Don't get into examples yet; just note that ethics often involve how people are treated, not just what rules exist.



Ethics

Ethics is about figuring out what's right and wrong, and how our choices affect other people and the world around us.



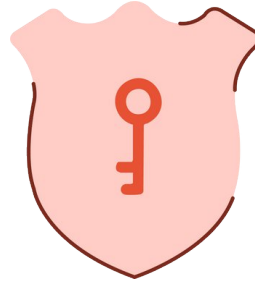
Intellectual Property

Intellectual Property is the legal concept that protects inventions, writing, music, art, and symbols, by giving the creator the exclusive right to use, share, or sell their work.



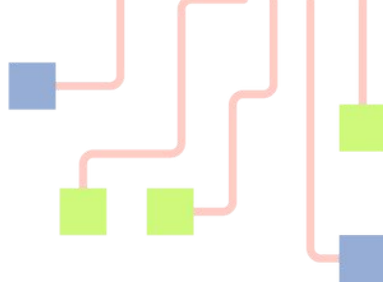
Teacher Tip!

Invite students to brainstorm examples from their own lives, like a song they wrote, a video they made, or a design they created for a project. Then, lead a short discussion on why it might be important to protect those creations, and what could happen if someone else used their work without permission. You can skip the discussion if there isn't enough time!



Intellectual Property

Intellectual Property means rules that protect things people create—like inventions, stories, music, art, or logos. These rules give the creator the special right to decide how their work is used, shared, or sold.



Copyright

Copyright is the legal right granted to the creator of an original work to use, distribute, and modify it.



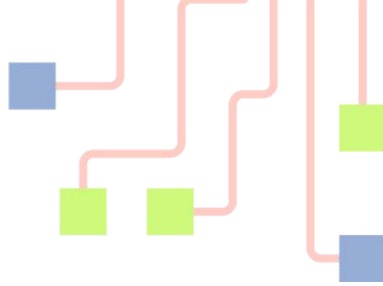
Teacher Tip!

Let students know this is a legal concept, not just about giving credit — it's about who has the right to decide how a piece of work is used. You might find it helpful to tell students that if they create something, they decide whether others can copy it or profit from it.



Copyright

Copyright is a law that gives the person who created something like a song, story, or video, the right to control how it's used, shared, or changed.



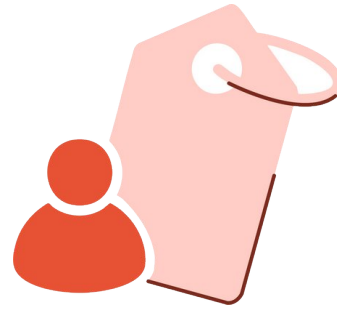
Attribution

Attribution refers to the act of giving credit to the original creator of a work, especially in the context of using or referencing their material.



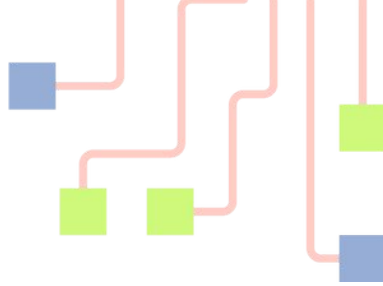
Teacher Tip!

Define attribution and emphasize that it doesn't give the creator control, but it does recognize their contribution. It's often seen as a basic form of respect in creative work.



Attribution

Attribution means giving credit to the person who originally made something like a picture, video, or idea, when you use or talk about their work.



Transparency

Transparency is the practice of openly disclosing how something works, especially in terms of decision-making, data use, or AI processes.



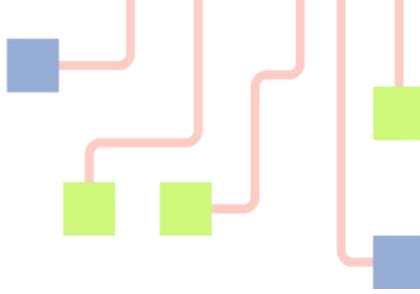
Teacher Tip!

You might tell students, that transparency matters when people don't know if their work is being used, or how AI systems are making decisions. This helps students understand why lack of transparency can lead to ethical problems.



Transparency

Transparency means being open and honest about how something works, like how decisions are made or how data and AI are used.



Discussion flashcards
begin on the next slide





AI Generated Art

The goal of this discussion is for students to reflect on how AI-generated art challenges definitions of **authorship** and **creativity**.

They should consider attribution and ownership, when a machine generates an output based on pre-existing artistic works of humans, other AI systems, and the prompt of a user.

They may connect this to whether the AI itself, the programmer, or the user should be seen as the "creator," and whether competitions should require disclosure or separate AI-assisted work from human work.



Should AI-generated art be considered “real art”?



Real

**Not
Real**



Guiding Questions



If students lean towards “Real”

ask...

- Is it fair to compare AI-generated art to human-created pieces in competitions? Should they be judged by the same criteria?
- If an AI creates a picture that makes you feel an emotion does that mean it should count as "real" art, even though a human didn't make it by hand?

If students lean towards “Not Real”

ask...

- Can an artist still be creative if they use an AI tool, just like they would use a paintbrush or Photoshop?
- How might AI tools help people be creative or express new ideas, especially if they haven't had the chance to take art classes?

Teacher Tip!

- This is a good opportunity the importance of **Intellectual Property** Rights and **Copyright**
- You could ask students to imagine a line representing the range of opinions and stand along it according to their position in the debate. Encourage students to voice the rational behind their position!





In 2022, Théâtre D'opéra Spatial, an AI-generated artwork, won first place in the Colorado State Fair's digital art competition, ahead of a human artist. The win sparked a debate about what counts as "real art."

Who should get credit?



The AI



The AI Programmer



Person Prompting



Guiding Questions

- If someone paints a picture on a canvas, should they receive all the credit, or should the person who made the paint and canvas also be credited?
- What does it mean to "create" something when AI is involved? Is typing a prompt to create the art enough to be called an artist?
- Is it possible for all three (the AI, the AI programmer, and the person prompting) to share credit? What might a fair system for that look like?
- If the AI generates the artwork, but the person decides what to ask for, who is doing more of the creative thinking?

Teacher Tip!

Use the first prompt as a way to introduce the topic for your students and drive rich discussion with the real-life situation.



Engage.

2



Accuracy of AI Outputs

The goal of this discussion is to help students understand that AI-generated outputs can contain errors, and using them without critical evaluation can lead to harmful consequences. While AI can support students in completing tasks more efficiently and meaningfully, it's essential that they learn to question AI outputs.

Through this process, students may begin to reflect on the kinds of tasks AI performs well and where it tends to fall short.



In Feb 2025, three lawyers were fined \$5,000 by a federal judge for citing fake cases generated by AI. One lawyer admitted he had used an AI program that made up the cases and apologized for the mistake.

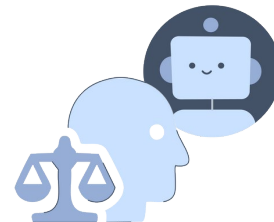
Who should be held accountable?



The AI



Lawyer



Both



Guiding Questions

- Do you think AI can be “responsible” if it doesn’t think or make choices like a person? Why or why not?
- If you’re using AI for something important, like a school project or real-life decision, how much should you double-check what it says?
- What could go wrong if people rely too much on AI in serious jobs like law, medicine, or education?
- What could be done to stop things like this from happening again? What rules or improvements in AI tools would you suggest?

Teacher Tip!

Encourage students to think about responsible uses of AI versus placing blame.





Transparency in Training Data

The goal of this discussion is to introduce the concept of **transparency** by helping students understand what sources of information AI models are trained on, the steps companies may or may not take to be open about these sources, and how this impacts creators.

By exploring this topic, students will be encouraged to consider why some creators might raise concerns about a lack of transparency, especially when it becomes impossible to know if their work was used without permission or proper **attribution**.



In 2023, AI-made books appeared for sale on Amazon under fake author names. Some people worried the AI may have copied ideas from real authors without permission. Others said companies don't have to share exactly what the AI was trained on.

Do you think it's fair for AI to create books using
ideas from real authors?



Unfair

Fair



Guiding Questions

If students lean towards “Fair”

- How would you feel if AI used your work without your knowledge?
- If AI writes books using someone’s ideas, how should that person get credit?

If students lean towards “Unfair”

- Can AI be inspired by other people’s work similar to humans?
- If AI creates something new and different, is it really copying the author’s work?

Teacher Tip!

This is a good opportunity to reinforce the vocabulary words “**transparency**” and “**attribution**.”





The goal of this discussion is to help students understand that AI systems can make more mistakes for certain groups of people if the training data didn't include enough variety, like different skin tones or lighting conditions. In this case, the face-recognition systems made more errors for people with darker skin because they were likely trained on more images of lighter-skinned faces. This is an example of **bias** in the training data, where the AI learns from an unbalanced or incomplete set of examples.



Can we trust AI systems to make
accurate medical diagnoses?





Guiding Questions

- What might happen if people depend on AI for conducting their own medical diagnosis?
- What might happen if a patient's situation is different from the examples the AI learned from?
- Why might an AI system make better diagnoses for some medical problems than others?
- Who should be responsible if an AI gives the wrong medical diagnosis: the doctor, the AI company, or both?
- What could happen if an AI system is trained on medical images or records that don't show a wide variety of patients?

Teacher Tip!

Use the first prompt as a way to introduce the concept of **bias in training data** for your students and drive rich discussion with the real-life situation.





Joy Buolamwini, a scientist, tested three face-recognition systems, made by three different companies, using 1270 photos to see how well they could tell if someone was a man or a woman. The results showed that the systems made more mistakes for people with darker skin.

It's not okay when AI systems treat people differently based on _____. That's why companies need to _____.



Guiding Questions

- How would you feel if AI misrecognized your face?
- Should we expect AI to “never” make mistakes, or should we focus on who is most affected when it does?
- Are some mistakes more serious than others? Why might a misidentification matter more in some settings (e.g. policing, hiring)?
- How can we hold companies accountable when their AI systems cause harm, even unintentionally?



What kinds of harm are we most responsible for preventing when designing AI?

Teacher Tip!

You can make multiple copies of the statement and have each student write their individual response and create a classroom corner section!





Thank you!