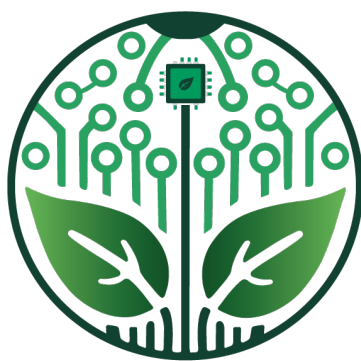




AI-GREENER

2024-1-AT01-KA220-SCH-
000248327



AI-GREENER

2024-1-AT01-KA220-SCH-
000248327

Informatics

AI in everyday life

 <p>QUADRAT HAK x HLW Bundeshandelsakademie Wolfsberg Austria</p>	 <p>Darica İİçe Milli Eğitim Müdürlüğü Turkey</p>	 <p>CAMPUS 02 FACHHOCHSCHULE DER WIRTSCHAFT Campus 02 Fachhochschule der Wirtschaft GmbH Austria</p>	 <p>ΔΙΕΥΘΥΝΣΗ ΔΕΥΤΕΡΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΕΦΑΛΛΙΝΙΑΣ Directorate of Secondary Education of Kefallinia Greece</p>	 <p>J Jaunpiebalgas vidusskola Latvia</p>	 <p>sucessos criativos Sucessos Criativos, Lda Portugal</p>	 <p>АК Sredno obshtobrazovatelno uchilishte Lyuben Karavelov Bulgaria</p>
---	---	--	---	--	---	---



AI-GREENER

2024-1-AT01-KA220-SCH-
000248327

Authors

Hquadrat,
Bundeshandelsakademie Wolfsberg



Baumgartner Silvia
Gritzner Lisa

Disclaimer



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1. TITLE

AI in everyday life

2. GRADE LEVEL

- ☐ ISCED Level 2 – Lower Secondary Education (ages 12–15)
- ☒ ISCED Level 3 – Upper Secondary Education (ages 15–18)

3. SUBJECT AREA

- ☐ Sciences
- ☐ Environmental Studies
- ☐ Geography
- ☐ Economics
- ☒ Computer Science
- ☐ Mathematics
- ☒ Technology and Design
- ☐ Arts and Music
- ☐ Social Studies
- ☐ History
- ☐ Languages

4. TYPE

- ☒ Lesson Plan
- ☐ Project

5. DURATION

- ☒ 1 x 40-50minute class
- ☐ 1 x 60-minute class
- ☐ 1 x 80-100-minute block



- 2 x 45-minute classes
- 2 x 60-minute classes
- Double session (2 × 60 minutes) optional project-based homework.

6. LEARNING OBJECTIVES

O1 — Students will be able to identify at least four real-life applications of Artificial Intelligence in daily life (e.g., recommendation systems, navigation algorithms, chatbots, fraud detection).

O2 — Students will evaluate benefits and potential risks of AI in everyday contexts using a structured comparison format.

O3 — Students will formulate at least one personal guideline for responsible AI use in daily life.

7. Key Competences Developed

- Literacy
- Multilingual competence
- Mathematical competence and competence in STEM
- ✗ Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

8. Prior Knowledge / Prerequisites

No specific prior knowledge required.
Basic digital literacy and everyday experience with smartphones, apps, or online services are beneficial.

9. Lesson/Project Outline



Phase 1 – Introduction (Engage & Contextualize)

The teacher introduces the topic with surprising examples of AI used in daily life that students may not be aware of.

Activities:

- Students answer a warm-up prompt on the board: “Name any app or device you think uses artificial intelligence.”
- Teacher collects and clusters answers live (categories like: media, mobility, communication, security).

Resource (name)	Link (to the folder on Teams)

Phase 2 – Exploration (Investigate & Compare)

Teacher leads an inquiry-based concept explanation, asking guiding questions instead of lecturing.

Activities:

Teacher asks:

- “What makes something intelligent?”
- “Can computers decide things on their own? Why or why not?”
- “What do you think an AI needs to make predictions?”

Teacher gradually introduces simplified key concepts:

- Data
- Pattern recognition
- Predictions
- User personalization
- Automation

Students complete a simple **concept map**.

Resource (name)	Link (to the folder on Teams)



Phase 3 – Application (Hands-On Practice)

Students analyze three short real-world AI scenarios in groups of 3–4. Each group receives one case (random assignment).

Example Cases:

Navigation App: How Google Maps predicts traffic jams.

Streaming Platform: How Netflix recommends shows.

E-Commerce: How Amazon detects fake reviews or risks.

Group.Task:

- Identify what data the AI uses.
- Explain what problem the AI solves.
- Describe benefits (for users / companies).
- Identify at least one risk or limitation.

Each group creates a 3-minute micro-presentation (poster OR digital slide).

Resource (name)	Link (to the folder on Teams)

Phase 4 – Reflection & Consolidation (Present & Connect)

Groups present their findings quickly.

Activities:

- 3-minute presentation per group
- Class discussion
- Final individual reflection (quick write):
 - “What is one advantage and one risk of AI in everyday life, based on today?”
 - “What guideline would you recommend for responsible AI use?”.

Resource (name)	Link (to the folder on Teams)



10. Assessment Criteria

Concept Map – Inquiry Understanding

Criteria:

- Correct placement of concepts (data, prediction, automation, etc.)
- Meaningful connections drawn between terms
- Completeness and clarity

Group Micro-Presentation

Evaluated on:

- Accurate explanation of the real-world AI scenario
- Identification of data inputs
- Clear description of benefits & risks
- Team collaboration quality
- Coherence and clarity of communication

Individual Reflection

Students demonstrate:

- Understanding of AI's societal impact
- Ability to identify ethical issues
- Formulation of personal guidelines

Resource (name)	Link (to the folder on Teams)

11. Teaching Materials

Name	Type (Developed/Existing)	Link	Role in the lesson



12. External Resources and References

Resource (name)	Link (external or to the folder on Teams)