

Virtual Support Teacher - Lesson 1

CHAT GPT handouts

Social-Emotional Learning: Self Awareness, Self Management

6Cs: Critical Thinking version: v2023-04-26

START HERE



Need a hand? Email me! Mike@educircles.org

INSTRUCTIONS:

- Print this PDF file. It has Worksheets #1 to #5.
- Show the video lesson
 - Version 1 (Short Version) 1 hour 9 minutes
 This video tells you when to pause for class discussions.
 - Version 2 (FULL lesson) 3 hours 9 minutes

 The video has everything in the short version AND explains to students how to fill in the worksheets. It also has time for class discussions built into the video (with a visual timer.)

 *Please note: It does not include time for students to write their responses at the end

WHAT'S IN THIS PDF:

- This title page
- Worksheet #1 If you do not change... (initial thoughts)
- Worksheet #2 Should Chat GPT be allowed... (initial thoughts)
- Worksheet #3 Should Chat GPT be allowed... (after writing example section)
- Worksheet #4 If you do not change... (after writing example section)
- Worksheet #5 Should Chat GPT be allowed... (after bias / action section)
 Criteria Brainstorming
 Writing Response
 Rubric
- · About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT INCLUDED IN THIS RESOURCE:

This resource does NOT include:

- The bonus question video or handouts (Worksheet #6)
- Editable versions of the handouts, slideshow, or answer key

Instructions

What's in this PDF

What's NOT in this PDF

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Print this PDF (it has all of the handouts)

Name Class Date

<u> Worksheet #1</u>

We just saw examples of how things change.

Based on the information in the lesson so far, do you strongly agree, agree, disagree, or strongly disagree with this statement?

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	Supplied Science S	ChatGPT ==
ENCYCLOPÆDIA Britannica	GOOGLE Search	CHAT GPT
1768-2010	1998-?	Nov 2022-?
"MAGE COURCE GENTLIN, OC EVIGAD.	"IMAGE GOURCE: Google.com; chat.opena	i.com; used under fair use (editorial, education)

IF YOU DO NOT CHANGE, YOU ARE AT A COMPETITIVE DISADVANTAGE.

Fill out the table below to capture ideas. This is to document how your understanding changes and develops as you get more information.

The goal is NOT to be perfect. The point is to actively think about what you are learning.

MY THINKING EVIDENCE FROM THE TEXT Write down phrases or sentences from Write down your reaction to that idea Ask questions / Guess the answer media text (i.e. slideshow, video, website, etc.) Connect to the text / Give an opinion Infer what the text is really saying Describe something you see or hear Evaluate: Agree? Disagree? Why? in the media text. Find the main idea: ____ is about ____ Repair comprehension: Oh, I get it... Evidence from the text

Initial
Thoughts

Student thinking

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Chat GPT in Schools - Work



Worksheet #1

Date



Based on the information in the lesson so far, and your own personal knowledge:

SHOULD CHAT GPT BE ALLOWED IN SCHOOL (or is this cheating?)

> Chat GPT in Schools - Work © Educircles / SEOT Mindset - v20

Fill out the table below to capture ideas. This is to document how your understanding changes and develops as you get more information.

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MY THINKING EVIDENCE FROM THE TEXT Write down phrases or sentences from Write down your reaction to that idea media text Ask questions / Guess the answer (i.e. slideshow, video, website, etc.) Connect to the text / Give an opinion Infer what the text is really saying Describe something you see or hear Evaluate: Agree? Disagree? Why? in the media text. Find the main idea: ___ is about ___ Repair comprehension: Oh, I get it... Evidence from the text

Initial Thoughts

Student thinking

Worksheet #2

Name Class Date



<u> Worksheet #3</u>

We just saw an example of how to use Chat GPT, and how it can create a persuasive speech from the perspective of a dog.

Based on the information in the lesson so far, and your own personal knowledge:

SHOULD CHAT GPT BE ALLOWED IN SCHOOL (or is this cheating?)

Fill out the table below to capture ideas. This is to document how your understanding changes and develops as you get more information.

The goal is NOT to be perfect. The point is to actively think about what you are learning.

EVIDENCE FROM THE TEXT MY THINKING Write down phrases or sentences from Write down your reaction to that idea Ask questions / Guess the answer media text (i.e. slideshow, video, website, etc.) Connect to the text / Give an opinion Infer what the text is really saying Describe something you see or hear Evaluate: Agree? Disagree? Why? in the media text. Find the main idea: ___ is about ___ Repair comprehension: Oh, I get it... Evidence from the text

After the CREATIVE WRITING section

Student thinking

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Worksheet #3

Name Class Date

WORKSHEET #4

We just saw an example of how to use Chat GPT, and how it can create a persuasive speech from the perspective of a dog.

Based on the information in the lesson so far, do you strongly agree, agree, disagree, or strongly disagree with this statement?

+ Now chat	I love it. Much better. Now, can you add more specific examples from my dog's		
D ChatSPI:Allanguage & B	life. Here are some things to include:		
Automate TPT sales tracking.	 Ny dog's name is Ko-ra, and she's a Kough Colle puppy. We got her at the stars of the pundemic. 		
☐ Sainfeld's web series ends	 Site fores wincer - size loves playing with snaw, Size hates the summer and the heat. We go play frished in the soccer yard and she loves coming back for the 		
D Wow, Just wow.			
D Expired yogurt risks.			
8 Clear conversations	Dearest amazing owner, it's me, Koira, your favorite Rough Collie puppy, here & S to chat about a too'c that's close to both our hearts and my stomach; liver		
& Dark mode	treats.		
A My account	As you know, I've been by your side since the start of the pandemic, protecting	4	
C Updates & FAC	and loving you unconditions to Regenerate response mission to bring you joy.		
(+ Log out		4	

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IF YOU DO NOT CHANGE, YOU ARE AT A COMPETITIVE DISADVANTAGE.

Fill out the table below to capture ideas. This is to document how your understanding changes and develops as you get more information.

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	EVIDENCE FROM THE TEXT	MY THINKING
Write down phrases or sentences from • media text (i.e. slideshow, video, website, etc.) Describe something you see or hear in the media text.		Write down your reaction to that idea • Ask questions / Guess the answer • Connect to the text / Give an opinion • Infer what the text is really saying • Evaluate: Agree? Disagree? Why? • Find the main idea: is about PROPOSED IN TABLE TO TO THE TEXT OF TH

After the CREATIVE WRITING section

Student thinking





WORKSHEET #5

The lesson explores ideas around 21st-century learning: character, citizenship, collaboration, communication, creativity, and critical thinking.

It talks about social-emotional learning and self-management.

SHOULD CHAT GPT BE ALLOWED IN SCHOOL (or is this cheating?)

Fill out the table below to capture ideas. This is to document how your understanding changes and develops as you get more information.

The goal is NOT to be perfect. The point is to actively think about what you are learning.

EVIDENCE FROM THE TEXT MY THINKING Write down phrases or sentences from Write down your reaction to that idea Ask questions / Guess the answer media text (i.e. slideshow, video, website, etc.) Connect to the text / Give an opinion Infer what the text is really saying Describe something you see or hear Evaluate: Agree? Disagree? Why? in the media text. Find the main idea: ___ is about ___ Repair comprehension: Oh, I get it... Evidence from the text

After the BIAS and ACTION section

Student thinking

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Worksheet #5 - Page 1

SHOULD CHAT GPT BE ALLOWED IN SCHOOL (or is this cheating?)

Critical thinking is about using criteria to make informed decisions based on high-quality information. Criteria is like using a checklist of simple rules to decide what's best.

Brainstorm a list of answers to the following questions. We can use some of these ideas to figure out if Chat GPT should be allowed in school.

1. What's the point of school?

Point of school

Brainstorming CRITERIA

3. How could we teach a lesson where using Chat GPT is helpful?

- ____
- . (
- •

What is cheating?

4. How can we teach a lesson where using Chat GPT would be considered unfair?

- _____
- _____
- _____

5. Circle the best idea in each of the four questions above. This is your criteria

Chat GPT in Schools - Worksheet 5 - Page 2 of 4

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Worksheet #5 - Page 2

6. Answer the following debate question:

SHOULD CHAT GPT BE ALLOWED IN SCHOOL (or is this cheating?)

Your writing should be organized:

- Point: Answer the question
- Evidence: Use information from the lesson and ideas from worksheets #1-4
- Explanation: Explain how your evidence supports your point using your criteria (the best ideas you circled in questions #1-4)
- Point: Restate your point / make a comment about the big picture

WRITING response

STOP and CHECK!

- ☐ I have a point (and answer the debate question)
- $\hfill \square$ I used evidence from the lesson to support my thinking
- ☐ I used ideas from my jot notes (worksheets #1-4)
- ☐ I used criteria (from questions #1-4) to figure out the answer to the debate question.

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Stop and Check



Worksheet #5 - Page 3

SHOULD CHAT GPT BE ALLOWED IN SCHOOL Writing Rubric

	Level 4	Level 3	Level 2	Level 1
Ideas	You answered the question.	You answered the question.	You tried to answer the question.	You didn't really answer the question.
Point	You very clearly explain your position with strong support.	Your position is clear and you have good support.	Your point is confusing because there's not enough support or there are irrelevant details.	There's no central idea. There's not enough support or there are too many irrelevant details.
Evidence	You include strong evidence from the text that precisely and concisely proves your point	You include good evidence from the text that proves your point	You include some evidence from the text	You don't really give evidence from the text.
	You explain very	You explain how	You kind of explain	You don't really
Explanation	clearly how your	your evidence	how your evidence	explain how your
	evidence proves your point	proves your point	prove <mark>s</mark> your p <mark>oi</mark> nt	evidence proves your point.
Organization	Your writing is effectively organized in a logical manner that really proves your point	Your writing is organized and guides the reader through your support.	The organization of your paragraph is mechanical.	There isn't a clear sense of direction with your ideas.
	Your ideas flow very well	Your ideas flow well	You have a list of ideas that are not well connected.	Your ideas seem randomly strung together.
	You have an engaging introduction linked to your conclusion.	You have a clear introduction and summarize your point in your conclusion	Your introduction or conclusion may not be well developed or make sense.	Ineffective or missing introduction and conclusion
Conventions (capitalization, grammar usage, punctuation,	You have a strong mastery of writing conventions.	You have good control of writing conventions.	There are several errors	There are many errors
spelling)	There may be a few errors due to experimentation.	The work is generally correct.	but they don't interfere with the readability	I have trouble reading your paragraph.

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Worksheet #5 - Page 4

Rubric (optional)

If you answer YES to these two questions...

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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: Chat GPT Handouts
- How to update (or know if you need to update): HELP (Chat GPT Handouts).

Initial Release: Version 2023-04-26

- Single PDF (with File Table of Contents and all handouts)
- PDF worksheets #1 to #5

What's Changed?

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