



## WHAT IS INTELLIGENCE?

In this lesson, students begin exploring artificial intelligence (AI) by first investigating *human* intelligence. They discover that intelligence is more than getting an A on a test or memorizing facts, it includes many different strengths, such as social awareness, creativity, problem-solving, self-control, and more. By the end of the lesson, students understand that human intelligence is multidimensional and deeply human—and that AI is a tool with specific strengths and limitations.

### KEY STANDARDS

CASEL Competencies: Responsible Decision-Making (5.d,e).

Common Core Standards: CCSS.ELA-LITERACY, W.4.2, SL.4.1, L.4.1, L.4.2, L.4.3; W.5.2, SL.5.1, L.5.1, L.5.2, L.5.3

ISTE Standards: Digital Citizen (1.2.b).

AIEdU: 1a, 2c, Intro to 3c.

AI Lit: E1 (K1.4, K2.2, K3.1), S3.2, D2.1, D4.1.



### LEARNING OBJECTIVES

Students will...

- Understand that intelligence includes many different abilities.
- Identify different types of human intelligence.
- Consider the differences between human intelligence to artificial intelligence.

### THE LESSON

1. Introduce the lesson by asking students:

*What does it mean to be “intelligent?”*

*What are some different ways that people are intelligent?*

2. Tell students that intelligence is “the ability to learn, think, or solve problems.” Explain that some people are especially good at things like knowing when a friend is feeling sad or left out. Other people are especially good at figuring out a challenging puzzle or game. These are types of intelligence. Ask students to share more examples.

## THE LESSON, continued

3. Make a list (in a place that everyone can see) of the different ways students say people are intelligent. Your list should include a variety of things such as: solving math problems, competing in a sport, playing music, understanding feelings and emotions, solving puzzles, creating art, etc.
4. Tell students they are about to watch a video that helps explain ALL the amazing ways humans can be smart or intelligent... and how that's different from something they are probably hearing a lot about—"artificial intelligence" or AI.
5. Play video, then review the key points:
  - Intelligence isn't just one thing, it's a lot of things. Refer back to the list you just made. Point out that all of these are different types of intelligence.
  - Discuss the definition of "artificial": Made or produced by humans rather than occurring naturally.
  - Explain that artificial intelligence is created by humans and built into many things we use today, like computers and smartphones.
6. Be sure students understand that "artificial intelligence" or "AI" is a technology that gathers information from humans and makes predictions from that information. It's how a chatbot "knows" how to answer a question, or how a music or video app "knows" what song or video a person might like next.
7. Ask students: *Where have you noticed AI in your life?* (In case no one mentions it, tell students they just encountered AI in the video... the narration was generated by AI!)
8. Emphasize that AI doesn't think or feel the way humans do. it predicts based on the data that humans give it. AI follows patterns it was trained on. Humans can break patterns and adapt when needed. One of our intelligences as humans is our flexibility!

## GOAL

Students will understand that intelligence includes many different human abilities—such as creativity, problem-solving, and emotional awareness—and that everyone possesses unique intelligence. They will also learn how human intelligence differs from artificial intelligence, which relies on data and predictions rather than feelings, imagination, or creativity.

## ACTIVITY

Tell students that in this activity they will be thinking about their own special type of intelligence.

### Step 1: What's Your Intelligence?

Give each student a copy of the next page, ideally printed on cardstock. Tell students: *Think of something you are good at or do well. Write down what it is and then, as best you can, illustrate it. This is your special "intelligence."*

### Step 2: Gallery Walk

When students are finished, gather up all the cards and lay them out on a table, or a place where students can walk by and see and read them. After the gallery walk, ask:

- *What types of intelligences do we have in our classroom?* Discuss.

Then ask:

- *Are some of these "intelligences" unique to humans?*
- *Why is human intelligence special?*
- *Are there things artificial intelligence might help us with?*

Wrap up with this reminder:

*AI can do incredible things, but humans can imagine, create, feel, and make choices. That's what makes us uniquely intelligent.*

## POSSIBLE JOURNAL PROMPTS

- Why is it important to respect different kinds of intelligence in others?
- How can knowing that people are intelligent in different ways help us treat each other better?
- Why might it be challenging if everyone in a class were smart in the same way?

# WHAT'S YOUR

# INTELLIGENCE?

Think of something you do well.  
Fill in the blank and then illustrate it below.

Something I do well or am good at is: \_\_\_\_\_

This is a type of intelligence!



## FOR STUDENT

### TERMS TO KNOW

#### INTELLIGENCE

The ability to learn, think, or solve problems.

#### HUMAN INTELLIGENCE

The special ways that people use their brains, like imagining, creating, feeling emotions, and working together.

#### ARTIFICIAL

Made or produced by humans rather than occurring naturally.