

UNIT 0: SCREENING GUIDE & CLASS DISCUSSION

Grade Level 6 - 8



INTRODUCTION

Themes & Ideas

- *Interpersonal Dynamics*
- *Academic Environments*
- *Mobile Device Usage*
- *Digital Advancements*
- *Social Media*
- *Artificial Intelligence*
- *Human Connections*

What Students Will Uncover

Students reflect on their own use of digital technology and artificial intelligence, becoming aware of both the opportunities and risks AI poses to their learning, mental health, and social lives. Students will examine their personal assumptions about digital tools and build self-awareness regarding how technology impacts their relationships and daily habits.

Lesson Overview

Students will engage in a short pre-screening exercise to surface some of their initial beliefs and concerns regarding Artificial Intelligence in their daily lives.

Students will then watch the classroom version of Screenagers: Generation AI, (38 - 45mins), a documentary film that examines the impact of Artificial Intelligence on education and learning, emotional and mental health, and social relationships. The film empowers students with practical solutions for a healthy digital life.

Educators can choose to:

- *Lead with the film screening as part of the lesson, utilizing the [Pre- & Post-Screening Worksheet](#) and guidance below.*
- *Additional activities are offered for use in conjunction with a classroom screening, or if used independently of a screening, short clips are provided. (E.g. if the film is being shown separately at a school-wide level)*
- *Additional lesson plans are offered for use in this or future lessons that dive deeper into particular themes from the film:*
 - *UNIT 1: Learning*
 - *UNIT 2: Mental Health*
 - *UNIT 3: Social Lives*

Lesson Objectives

Students will be able to:

- *Identify personal concerns and questions regarding their current experiences of AI.*
- *Compare personal AI concerns with those highlighted by peers and teens in the film.*
- *Predict how AI intersects with learning, mental health, and social relationships across the three upcoming units.*

- Reflect on pre-screening assumptions about AI and digital technology to establish a baseline for future unit discussions.

Lesson Materials

- The lesson plan below
- [Pre- & Post-Screening Worksheet](#)
- [Note-taking Sheet](#)

LESSON ACTIVITIES

Pre-Screening: Questions & Survey

Overview: Students will independently answer two questions and complete a short survey, to surface some of their initial beliefs and concerns regarding Artificial Intelligence in their daily lives, prior to watching the film.

Approximate Time: 5 - 10 minutes

Supplies:

- Copies of [Pre- & Post-Screening Worksheet](#) (1 per student)
- Whiteboard space or butcher paper divided into sections for questions and concerns, and current feelings on AI.
- Pens/markers

Teacher Instructions:

- **Preliminary Setup & Framing (2 mins):** Pass out the [Pre- & Post-Screening Worksheet](#) to students explaining: *"Today we are going to watch Generation AI, a documentary film that examines the impact of Artificial Intelligence on education and learning, emotional and mental health, and social relationships."*
- **Completing Parts 1 & 2 (5 mins):** Instruct students that working independently they are to complete the questions in part 1 and the "before" part of the survey in part 2, placing a number between 1-5 against each of the statements. Invite any clarifying questions before instructing students to begin.
- **Sharing Perspectives (5 mins):** Focusing on the 2 questions, invite students to share what they wrote for : i) their current questions or concerns with AI, ii) their current vibe/feelings with AI. Capture their answers on the whiteboard/butcher paper and group together similar responses.
- **Play the film (38-45 mins):** Please ensure you have selected the appropriate/approved version for your audience:
 - *Generation AI - Sensitive Stories Removed* (stories related to teen deaths) (38 mins)
 - *Generation AI - Full:* version including the sensitive stories. (45 mins)
 - **Optional** - Instruct students to take notes on the film using the [Note Taking Sheet](#)

Post Screening: Discussion Prompts & Video Reflections

Overview: Students will return to their initial thoughts in the Pre-Screening Survey and identify and discuss how their initial beliefs and concerns may have changed after watching the film.

Approximate Time: 15-20 minutes

Supplies:

- Exiting copies of [Pre- & Post-Screening Survey](#) (Parts 1 & 2 previously completed)
- Whiteboard space or butcher paper divided into sections for questions and concerns, and current feelings on AI.
- Pens/markers

Teacher Instructions:

- **Completing Parts 2 & 3 (5 mins):** Instruct students to return to their Pre- & Post Screening Surveys from earlier. Ask them to now independently complete the “after” part of the survey in part 2, placing a number between 1-5 against each of the statements, before moving on to answer the questions in part 3.
- **Reviewing questions & concerns (5 mins):** Returning to what was previously captured on the whiteboard/butchers paper for: *i) their current questions or concerns with AI*, go through each statement/group and ask students:
 - Did the movie address this question or concern? Explain/How/In what way?
 - (Their notes from completing the questions in part 3 should guide their responses)
- **Reviewing vibes/feelings (5 mins):** Returning to what was previously captured on the whiteboard/butchers paper for: *ii) their current vibe/feelings with AI*, ask students:
 - Did any of your vibes/feelings on AI change after watching the movie?
 - Which ones? (Capture new responses on the whiteboard/butchers paper)
- **Follow-up Debrief/Reflection (3 mins):** Ask the class: *"After watching Generation AI, what are some ways you may re-consider how you approach AI use in the future?"*.
 - You can invite responses, or ask students to complete this reflection personally.

ADDITIONAL DISCUSSION QUESTIONS:

- Please see the Discussion Format guidance at the end of this document -

 [View/Show: Intro clip](#) (20 seconds)

1. What specific concerns about AI were brought up by the teens in the intro clip? Which of these resonated most with you?

Suggested Discussion Formats:

- Turn-and-Talk (Elbow Partners)

- Talk-Listen Partner Sharing

2. What concerns or questions do you have about AI that were *not* mentioned in the opening clip?

Suggested Discussion Formats:

- Post-It Notes (Silent Gallery Walk)
- Musical Chairs (Concentric Circles)

 [View/Show: Expert Reflection clip](#) (10 seconds)

3. *Expert Reflection (Robbie Torney):* "There are no guidelines or laws in place to monitor content." Do you agree that there are currently no rules, or does it just feel that way? What rules should exist?

Suggested Discussion Formats:

- Four Corners
- Fishbowl

4. Consider the three major topics addressed by the film: *Learning, Mental Health, and Social Lives*. Which area do you think is most affected by AI in your daily life, and why?

Suggested Discussion Formats:

- Line Communication (The Consensus Continuum)
- Turn-and-Talk (Elbow Partners)

Additional Activities

ACTIVITY 1: "What's on Your Mind?" AI Hope & Concern Wall

Overview: Students post their questions, hopes, and concerns about AI and technology on a public board before watching the film intro, then physically sort their notes to see which topics the media and film highlight versus what gets overlooked.

Approximate Time: 10 - 15 minutes

Supplies:

- Sticky notes (1 - 2 per student)
- Whiteboard space or butcher paper divided into columns for hopes and concerns, and rows for "Mentioned in Intro" and "Not Mentioned"
- Pens/markers

Teacher Instructions:

- **Preliminary Setup & Framing (2 mins):** Pass out sticky notes to the class and ask: *"Before we start, what is one hope and one concern you have about how AI might change your life, school, or the larger world?"*
- **Posting Notes (3 mins):** Have students write one concrete hope and one concrete concern on their sticky notes and stick them under a wall space labeled *"My Thoughts on AI"*.
- **Sorting Task (5 mins):** Screen the opening clip. Direct students to step up, read their notes, and move them to either *"Mentioned in Intro"* or *"Not Mentioned"* based on what the teens in the video discussed.
 -  [View/Show: Intro clip](#)
- **Follow-up Debrief (3 mins):** Ask the class: *"Which column has more sticky notes?"* and *"Why do you think certain AI issues get talked about constantly while others are ignored?"*

ACTIVITY 2: 3D Roadmap

Overview: Pairs of students map out how real-world AI and technology scenarios cross over multiple areas of life by physically arranging and connecting topic cards on a shared unit poster. This activity builds a visual roadmap of how tech impacts learning, mental health, and social dynamics simultaneously.

Approximate Time: 20 - 25 minutes

Supplies:

- Large poster paper (one per student group, divided into three labeled columns: *Learning, Mental Health, Social Lives*)
- Pre-cut "[Scenario Cards](#)"
- Markers or colored yarn with tape
- Glue sticks or tape

Teacher Instructions:

- **Preliminary Setup & Framing (3 mins):** Ask students: *"Do you think an issue like using AI for homework only affects your grades, or can it spill over into your stress levels and friendships?"* Explain that technology issues rarely stay in a single box.
- **Card Sorting & Placement (10 mins):** Distribute poster paper and [Scenario Cards](#) to pairs. Instruct students to read each card, decide which primary unit header it belongs under, and paste it down.
- **Mapping Connections (7 mins):** Direct pairs to use markers or yarn to draw connecting lines from cards in one column to another, writing a 1-word explanation on the line (e.g., connecting *AI Homework Tool* in *Learning to Sleep Loss* in *Mental Health* with the word *Stress*).
- **Follow-up Debrief (5 mins):** Pin posters around the room. Ask the class: *"Which card generated the most connecting lines across all three units?"* and *"Why is it important to look at tech through all three lenses instead of just one?"*

Frameworks

CASEL® SEL Competencies

Our Curriculum & Lesson Plans are independently aligned by the Screenagers Team to the CASEL® SEL Competencies Framework.

- **Self-awareness:** Examining prejudices and biases. Having a growth mindset.
- **Social-awareness:** Demonstrating empathy and compassion. Taking others' perspectives.
- **Responsible Decision-making:** Anticipating and evaluating the consequences of one's actions. Reflecting on one's role to promote personal, family, and community well-being.

AASL Standards Framework for Learners

Our Curriculum & Lesson Plans are also informed by the American Association of School Librarians (AASL) Standards Framework for Learners. For additional information and resources, including a downloadable format for the Learners Standards Framework, for AASL's National Standards visit standards.aasl.org.

Inquire

- A. **THINK** — Formulating questions about a personal interest or a need for information.
- B. **CREATE** — Generating products that illustrate learning.

Engage

- C. **SHARE** — Disseminating new knowledge through means appropriate for the intended audience.

Explore

- D. **GROW** — Developing personal habits that reflect a critical stance toward information.
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DISCUSSION FORMATS

Turn-and-Talk (Elbow Partners)

Students discuss the question with the closest student to their right, then turn and talk with the closest student to their left. Afterward, students are invited to share their opinions with the entire class.

Supplies Needed: *None*

Step-by-Step Guide:

1. Present the discussion prompt on the board or read it aloud.
2. Direct students to turn to their right and discuss the prompt with their elbow partner for 60 seconds.
3. Signal a transition and instruct students to turn to their left to discuss the prompt with a new partner for 60 seconds.
4. Bring the class together and invite 2 - 3 volunteers to share insights from their conversations.

Fishbowl

A small group of students sits in a center circle and actively discusses the prompt while the remaining students sit outside taking notes. Periodically, outer circle observers rotate into the inner circle to join the conversation.

Supplies Needed: *Chairs arranged in two concentric circles, paper, and pens.*

Step-by-Step Guide:

1. Arrange 4 - 5 chairs in an inner circle (the Fishbowl) surrounded by the rest of the class in an outer circle.
2. Assign the inner circle to begin actively discussing the prompt while the outer circle actively listens and takes notes.
3. Every 3 - 5 minutes, pause the discussion to rotate students from the outer circle into the inner circle.
4. Conclude with a full-class debrief summarizing key arguments brought up by the inner circle.

Musical Chairs (Concentric Circles)

Students form two facing concentric circles and discuss a prompt in pairs for two minutes. After two minutes, the inner circle rotates clockwise to a new partner to repeat the discussion.

Supplies Needed: *Open floor space or desks arranged in two facing rows.*

Step-by-Step Guide:

1. Divide the class into two equal groups, forming an inner circle facing outward and an outer circle facing inward.
2. Post a prompt and give pairs 2 minutes to share their perspectives.
3. Call "Time!" and instruct only the inner circle to rotate one spot clockwise to meet a new partner.
4. Repeat for 3 - 4 rotations using the same prompt or introducing new reflection questions.

Jigsaw Puzzle

Small groups discuss one portion of a prompt before splitting up to join a new group. In their new groups, students share what their original group discussed before tackling the next prompt.

Supplies Needed: *Playing cards or grouping tokens, chart paper, markers.*

Step-by-Step Guide:

1. Split the class into "home groups" of 3 - 4 students using playing cards or random selection, assigning each group a distinct portion of a prompt.
2. Give home groups 5 minutes to discuss and record key takeaways on chart paper.
3. Re-sort students into "expert groups" containing one representative from each original home group.
4. Give each student 2 minutes to present their home group's findings to their new group.

Post-It Notes (Silent Gallery Walk)

Teachers post questions on boards around the room, and students walk around writing their responses on sticky notes. Classmates then walk through to read the notes and add check marks next to comments they agree with.

Supplies Needed: *Post-it notes, pens, chart paper hung around the room.*

Step-by-Step Guide:

1. Hang poster boards with different prompts around the room.
2. Hand each student sticky notes and give them 5 - 7 minutes to walk silently around the room, posting written answers under each question.
3. Direct students to do a second lap with a pen, drawing a check mark (✓) next to comments they agree with and a question mark (?) next to points they want to clarify.
4. Gather as a class to review the posters with the highest concentration of checks or questions.

Poster Board Discussion (Chalk Talk)

Questions are written on poster boards around the room, and students walk around for 10 minutes writing their thoughts directly on the paper. Students mark a check next to points they agree with, and an X next to points of disagreement for a final class debrief.

Supplies Needed: *Large poster paper/whiteboards, markers.*

Step-by-Step Guide:

1. Write central discussion prompts in the middle of large poster sheets placed on tables or taped to walls.
2. Give students 10 minutes to walk silently between posters, writing their responses directly on the paper.
3. Instruct students to read their peers' comments and draw a check mark (✓) next to statements they agree with and an "X" next to points of disagreement, adding brief written explanations.
4. Lead a debrief focusing explicitly on the clusters of agreement and disagreement across the boards.

Anonymous Comments

Students write their honest responses to a prompt on paper and submit them to the teacher anonymously. The teacher reads the responses aloud so the class can discuss which parts they agree or disagree with.

Supplies Needed: *Index cards or uniform slips of paper, collection box/basket, whiteboard & markers.*

Step-by-Step Guide:

1. Distribute identical slips of paper or index cards, reading the prompt aloud or writing it on the board.
2. Provide 2 - 3 minutes for students to write an anonymous, honest response, then collect all cards in a box and shuffle them.
3. Read selected responses aloud to the class without identifying handwriting.
4. Transcribe main themes onto the board and facilitate a class discussion around common patterns or surprising perspectives.

Talk-Listen Partner Sharing

Partner A has one uninterrupted minute to respond to a question while Partner B listens quietly. Students then switch roles, followed by a final minute where both partners respond to each other's ideas.

Supplies Needed: *Visual timer or stopwatch.*

Step-by-Step Guide:

1. Pair students up as Partner A and Partner B.
2. Partner A speaks for 60 seconds straight responding to the prompt, while Partner B listens completely uninterrupted.
3. Switch roles immediately: Partner B speaks for 60 seconds while Partner A listens.
4. Open a final 60-second block for open, two-way dialogue where partners react to what they heard from each other.

Four Corners

The teacher reads a statement, and students physically walk to a corner of the room labeled with their stance (Strongly Agree, Agree, Disagree, or Strongly Disagree). Each corner group briefly discusses their reasoning before choosing a spokesperson to share with the class.

Supplies Needed: *Four corner signs labeled Strongly Agree, Agree, Disagree, Strongly Disagree.*

Step-by-Step Guide:

1. Post one sign in each of the four corners of the classroom.
2. Read a statement aloud to the class.
3. Instruct students to walk to the corner that best reflects their opinion.
4. Give each corner group 3 minutes to discuss their reasoning, then have a spokesperson from each corner present their argument to the class.

Socratic Seminar

Students sit in a single large circle and engage in a continuous, open discussion driven entirely by peer-to-peer questioning. Students build on each other's ideas and cite examples from the film without direct teacher intervention.

Supplies Needed: *Circle seating arrangement, printed text excerpts or discussion questions.*

Step-by-Step Guide:

1. Arrange all chairs in a single large circle.
2. Provide a central question based on the film clip or reading.
3. Students lead the conversation entirely independently, raising hands to speak, building on peers' ideas, and citing evidence from the film without teacher intervention.
4. The teacher acts strictly as a timekeeper and recorder of participation.

Line Communication (The Consensus Continuum)

Students physically stand along a tape line on the classroom floor to show where their opinion falls between "100% Agree" and "100% Disagree." The teacher then prompts students standing at different points along the line to explain their stances.

Supplies Needed: *Masking tape line on the classroom floor labeled "100% Agree" on one end and "100% Disagree" on the other.*

Step-by-Step Guide:

1. Lay down a tape line across the room.
2. Read a policy or scenario prompt.
3. Ask students to physically stand along the continuum based on where their stance falls between the two extremes.
4. Ask students standing next to each other why they picked their specific spots, and invite students at opposite ends to debate their stances.