1. **Abstract**

*Artificial Intelligence: The Rise of the Machine and its Impact on Society*

Artificial Intelligence, or machine intelligence, is a rising issue today, since technology is increasing, allowing machines to do things they never could before. While many times people see Artificial Intelligence as negative or dangerous, due to portrayals in popular culture, it has its benefits. Artificial Intelligence has the potential to benefit the police force, legal research, and companies in their endeavors to improve safety, completion time of their pursuits, customer satisfaction, etc. These benefits do come with issues, however: safety, job security, privacy, etc. Federal law, some state law, Supreme Court Cases, and scientific laws will apply to the issue of Artificial Intelligence. I have been interested in Artificial Intelligence since I was a child, when I watched the movie AI: Artificial Intelligence and my ethics paper solidified my interest. While AI technology is still being adapted and refined, there are many questionable consequences that may arise from AI technology, including the future potential of AI, the ethical consequences to humans and the machines, as well as legal issues. When researching a topic as extensive as AI, some questions will arise: What is the driving factor(s) for the creation of AI? How does AI affect society i.e. jobs, security, the medical field, and law? Where is AI established in society currently and potentially in the future? What are reactions to the potential of AI?

To answer these questions for a wide array of people, I want to hold an event, which will feature booths, a contest, food, and a speech that I will give. Each booth will aim to teach different aspects of AI, such as how it is represented in everyday life, where it is headed, and potential benefits and dangers. The major part of the event will have a 4M Smart Robot, which is a form of weak AI, as it can move around obstacles put in its path. The players will have many objects which they will use to see if they can “out smart” the smart robot. This is aimed for younger audiences, as well as older audiences, as this game will provide fun and learning. For the booths, I will need tables, poster boards with pictures and explanations, as well as items that can represent each booth. I own a 4M Smart Robot, so I would just need to gather materials.

This event is geared towards all people, but it will mostly appeal towards middle school and up, as AI may be a difficult concept for younger children to understand, but they will still be able to learn and have fun. Since AI is in the lives of everyone, through video games, toys, cars, etc., anyone can participate and learn more about how their lives are affected by AI every day, when they may not even know it. At the beginning and end of my event, a survey will be given to everyone who participated, so I can evaluate if people learned from my event. My consultant is Mr. Pratt.

1. **Learning Skills**

I need to enhance the following skills:

* Public Speaking, since I will be giving a speech at my event and it is something I need to work on because I sometimes get nervous.
* Communication and people skills because I will need to accurately exchange information between both of my consultants, other contacts, and my audience during the event
* Directing the set-up of an event

I need to learn:

* How to properly create a before and after survey
* How to plan my own event, as I am used to directing an event, but not planning one
* Art Skills- for booth presentations
1. **Project Steps**

|  |  |  |  |
| --- | --- | --- | --- |
| STEP # | Action | Materials Needed | Hours |
| STEP 1 | Plan each booth- what will be at each booth | PaperPencil | 2 |
| STEP 2 | Meet with consultant, Mr. Pratt, about plans | Plans | .5 |
| STEP 3 | Revise plans and email/meet with the robotics club  | Plans | 1.5 |
| STEP 4 | Create Tri-Folds | Tri-foldsWriting/Coloring UtensilsPictures | 4.5 |
| STEP 5 | Gather Props for booths |  | 3 |
| STEP 6 | Create fun worksheets for booths  | Computer Paper | 1 |
| STEP 7 | Create advertising and post | Facebook/Twitter (need approval)Flyers | 2 |
| STEP 8 | Create item list to catalogue all items necessary for event |  | .5 |
| STEP 9 | Create before/after survey |  | .5 |
| STEP 10 | Test 4M Smart Robot Game | Obstacle Course Materials4M Smart Robot | 1 |
| STEP 11 | Check out event location |  | 1.5 |
| STEP 12 | Draw layout for event | PaperBooth plans | 1.5 |
| STEP 13 | Meet with consultant about layout | Layout | .5 |
| STEP 14 | Revise layout and create computerized layout | Layout | 3 |
| STEP 15 | Meet with consultant |  | .5 |
| STEP 16 | Follow up of checking out event place |  | 1 |
| STEP 17 | Meet with consultant to discuss event |  | .5 |
| STEP 18 | Write Speech |  | 3 |
| STEP 19 | Meet with consultant about speech |  | 1 |
| STEP 20 | Revise Speech |  | 2 |
| STEP 21 | Gather food supplies and bake  | Cupcake Cookies | 3 |
| STEP 22 | Gather all materials for event | Materials | 2 |
| STEP 23 | Set up for event, have event, and clean up, thank you notes | Materials | 9 |
| **45** |

1. **Project Documentation**
* Pictures- taken during the process of creating the event, as well as during the event, to document before and after processes.
* Video- of the obstacle game with the 4M Smart Robot will also be taken, in order to provide an example of AI that was present at the event and what it teaches.
* Surveys- filled out and pictures of the tri-folds that will be present at each booth.
* My speech- will be given and will also be available, to show what was written for the event.
* Progress reports, journal
1. **Project Justification**

Normally, when I am a part of an event, I am either working the event or directing a plan someone has already laid out. This event will give me the opportunity to plan and host an entire event, which will teach me necessary skills in life. Being able to plan events is an important skill that this project will teach me. I know that I will have the skills necessary to plan, direct, and host this event, as my time as technical director has taught me the background of plays, which I can use for the event. Set-up and removal will be a quick and easy thing due to this experience.

This project will also enhance my public speaking skills, as I will be delivering a speech. I will have to write and give this speech, so it is has two processes that will be able to be fine-tuned.

1. **Project-Paper Connection**

I will connect law to my project, as I will deliver a speech that will explain what AI is and its connection to people’s daily lives and law. There will also be a booth dedicated solely to law, which will teach the audience what law is focused on with AI. From the FAA to the Supreme Court, to simple driving laws, many examples will be given at the booth to show this. Also, the contest and booths will enable people to learn about the various ideas and principles written about in the paper. They will have a first-hand experience into AI and the way it affects everyone.

1. **Academic Honesty**

*I understand that any academic dishonesty by me on any part of the project will result in failure of the Senior Project and forfeiture of the Legal Studies Seal on my High School Diploma.*

1. **Completion Dates**

*Steps and Due Dates*

|  |  |  |  |
| --- | --- | --- | --- |
| STEP # | What | Date Completed | Check |
|  | Preliminary Draft | December 4, 2015 |  |
|  | Draft | December 22, 2015 |  |
|  | Start Defense | January 4, 2016 |  |
|  | Final Paper due | January 8, 2016 |  |
|  | Paper defense | January 20-27, 2016 |  |
|  | Begin Project | February 2, 2016 |  |
| STEP 1 |  | February 4, 2016 |  |
| STEP 2 | Meet with consultant, Mr. Pratt, about plans | February 5, 2016 |  |
| STEP 3 | Revise plans and email/meet with the robotics club  | February 6, 2016 |  |
|  | PR #1 | February 12, 2016 |  |
| STEP 4 | Create Tri-Folds | February 12, 2016 |  |
| STEP 5 | Gather Props for booths | February 13, 2016 |  |
| STEP 6 | Create fun worksheets for booths  | February 14, 2016 |  |
| STEP 7 | Create advertisements and post | February 14, 2016 |  |
| STEP 8 | Create item list to catalogue all items necessary for event | February 15, 2016 |  |
| STEP 9 | Create before/after survey | February 16, 2016 |  |
| STEP 10 | Test 4M Smart Robot Game | February 18, 2016 |  |
|  | PR #2 | February 19, 2016 |  |
| STEP 11 | Check out event place | February 20, 2016 |  |
| STEP 12 | Draw layout for event | February 20, 2016 |  |
| STEP 13 | Meet with consultant about layout | February 22, 2016 |  |
| STEP 14 | Revise layout and create computerized layout | February 25, 2016 |  |
|  | PR #3 | February 26, 2016 |  |
| STEP 15 | Meet with consultant  | March 1, 2016 |  |
|  | PR #4 | March 4, 2016 |  |
| STEP 16 | Follow up of checking out event place | March 4, 2016 |  |
| STEP 17 | Meet with consultant to discuss event | March 8, 2016 |  |
|  | PR #5 | March 11, 2016 |  |
| STEP 18 | Write Speech | March 15, 2016 |  |
| STEP 19 | Meet with consultant about speech | March 16, 2016 |  |
|  | PR #6 | March 18, 2016 |  |
| STEP 20 | Revise Speech | March 18, 2016 |  |
| STEP 21 | Gather food supplies and bake | March 21, 2016 |  |
| STEP 22 | Gather all materials for event |  March 22, 2016 |  |
| STEP 23/ PROJECT DATE | Set up event, have event, and clean up, thank you notes | March 23, 2016 |  |
|  | PR #7 | March 25, 2016 |  |
|  | Project due | April 8, 2016 |  |
|  | Weebly | May 6, 2016 |  |
|  | Panel | May 31-June 2, 2016 |  |

1. **Facilities Impact Form**

Pending approval

1. **Parent Agreement**
As a First Colonial High School, Legal Studies Academy parent, I recognize all parts of the Senior Project are graduation requirements and I intend to support my student throughout the process.

I understand the physical project must be a product or performance which takes at least 20 hours outside of class time to complete, and which challenges my son/daughter’s current skills and knowledge. Additionally, I recognize I may obtain needed information via the Senior Project Manual; posted online.

I fully understand this project selection decision is made independently of the staff and administration of First Colonial High School. The project selection and approval is parent and student-centered. Final approval for the project is governed by the Senior Project Advisory Board.

Due to the importance of the Senior Project, submittal of a project without approval will result in a failure or forfeit of Legal Studies Graduation. Thus, if the project or consultant is altered or changed, a Project Revision Form must be submitted by **November 20, 2015.**

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evening Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Teacher Approval**

I have read this Proposal Packet, asked for clarification when needed, and believe this project will challenge the student.

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_\_\_\_\_\_

Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

1. **Consultant Contract**

Student Name: Brandi McElhaney

Dear Prospective Senior Project Consultant:

To satisfy the requirements for First Colonial High School’s Legal Studies Academy (LSA) Senior Project, each LSA senior must complete a project **challenging the student** and requires 20 hours to complete. The student must create a product or performance which is measurable and corresponds directly with his/her Academic Legal Research paper. In order to carry out this project, the student needs a project consultant, someone from the community with interest, time and expertise to help the student complete the project. Project consultants have the unique opportunity to help a student in a very meaningful learning experience.

Please read the list below to be sure you qualify as a project consultant, and you are willing to undertake this service for the student named above.

**The Project Consultant:**

* Must be an adult, 21 years or older
* **Must be willing to attend any project event(s) planned**
* Must be knowledgeable in the field the student has chosen.
* Must be willing to oversee 20 hours or more of student’s work on the project via personal, phone, or email contact.
* Must be willing to sign this contract explaining the roles and responsibilities of the student and consultant after reviewing project proposal and clarifying project with the student.
* Must be willing to sign a log of student’s hours, progress reports or discuss student’s hours via phone interview.
* Must be willing to write an evaluation of the student’s project upon completion with forms provided.
* Must not help the student with writing the research paper or creating the final presentation.

If you are willing to act as the student’s project consultant, please read and discuss with the student his/her project description, explanation of personal challenge, and rough outline of the project. The student is responsible for meeting all deadlines and completing the project. The student should inform you of those deadlines and establish a schedule of meetings with you.

If you do not feel the student has met the discussed expectations, you may refuse to sign off on this project. If this situation occurs, students will be required to meet with the Senior Project Coordinator to discuss the completion of this project or possibly proposing a new project.

To help us ensure the student has an appropriate project consultant, please provide the information requested at the end of this contract. First Colonial High School’s Legal Studies Academy thanks you for your time and interest in our students. Please feel free to e-mail Susan Van Schenck, the Senior Project Instructor, at susan.vanschenck@vbschools.com with any questions about the project.

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| --- |
| **To the Project Consultant:** Please provide the information requested and sign on the appropriate line below. |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone (Day) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Business/Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone (Evening) \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Would you be willing to advise other students in the same area? YES NO

Please explain your qualifications in the project area to help this student:

What will be your role, your contribution to the student’s Senior Project?

I have discussed the project proposal with the student. The project meets the requirements, and I agree to act as this student’s project consultant.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Project Consultant Signature)

I understand as the student, I am responsible for meeting all deadlines, for meeting regularly with my Project Consultant, and for completing the Senior Project. I understand my Project Consultant will help me with the project phase and is not responsible for helping me with my paper or my presentation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_