AI Adventures: Exploring the World of Smart Machines

Facilitator Guide

JA Canada

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Overview

Welcome to "AI Adventures: Exploring the World of Smart Machines"! Thank you for dedicating your time to guide students through this exciting journey. This program is designed to introduce students in Grades 3-6 to the foundational concepts of Artificial Intelligence in a way that is fun, accessible, and thought-provoking.

Through engaging videos, lively discussions, and creative activities, students will explore what AI is, how it learns, and the important role it plays in their world. Our goal is to spark their curiosity and empower them to become critical and ethical thinkers about technology.

YOUR ROLE AS A FACILITATOR

Your role in this adventure is an important one! You are not expected to be an AI expert; you are a **guide** to explore AI concepts and a **facilitator of discussion**. Your primary mission is not to give answers, but to **ask** great **questions**, create a safe space for sharing ideas, and help students connect the concepts to their own lives.

HOW TO USE THIS GUIDE

This guide is your playbook, designed to be used with two key resources: the main **digital** lesson **content** (videos, slides) and the printable **Student Guide**. It provides step-by-step instructions for facilitating each lesson, including discussion prompts, talking points, and tips to encourage student participation.

Facilitator's Toolkit: Tips for Great Discussions

- **The Power of the Pause:** After asking a question, count to 10. Silence gives students time to think.
- **Think-Pair-Share:** Have students think alone, discuss with a partner, and then share with the group.
- **Probing Questions:** Ask "What makes you say that?" or "Can you give an example?" to dig deeper.
- **Connect the Dots:** Link one student's idea to another's to build a conversation.

COURSE GOAL

"AI Adventures" offers concise lessons to develop students' critical thinking about Artificial Intelligence (AI). In a rapidly changing world, the course introduces AI functionalities, benefits, and risks. It encourages reflection on the social and ethical aspects of AI, covering key topics like News and Media Literacy, Digital Citizenship, and core AI concepts. The goal is to equip students with the knowledge to navigate the AI landscape responsibly.

LEARNING OUTCOMES

By the end of this program, students will be able to:

- **Explain AI Fundamentals: Describe and explain** the core concepts of artificial intelligence, including its nature, basic principles, and potential benefits and drawbacks of AI.
- **Analyze AI Interactions: Analyze and compare** the lifelike qualities of AI chatbots and algorithms, and **interpret** their influence on daily life, social relationships, and online information.
- **Evaluate Ethics & Bias: Evaluate and critique** examples of AI bias, **assess** their real-world consequences, and **formulate** reasoned opinions about fairness and responsible AI use.
- **Apply AI Literacy: Apply and integrate** knowledge of AI's technical and societal dimensions to **propose** informed strategies for navigating a technology-driven future.

SKILLS DEVELOPED

Critical thinking, problem-solving, communication, citizenship and digital skills.

COURSE OVERVIEW

LESSON	OVERVIEW
Lesson 1: More Than Just Sci-Fi	Uncover the basics of AI to understand its nature and examine its potential in our daily lives.
Lesson 2: How Computers Grow Their Brains!	Dive into the intricate process of AI training to explore how data shapes and molds the capabilities of artificial intelligence.
Lesson 3: The Curious Case of Chatterbot	Investigate the lifelike qualities crafted into AI chatbots. Examine the impact of AI chatbots on the concept of friendship, considering how these digital entities shape and redefine our understanding of social connections.
Lesson 4: Understanding AI Bias	Investigate the complexities of AI bias, understanding its origins, and gaining insights into the challenges of navigating through biased artificial intelligence. Students assess real-world consequences and contemplate potential solutions to mitigate its impact.
Lesson 5: Understanding AI Algorithms	Delve into the realm of AI algorithms and their influence on shaping online content, questioning how artificial intelligence molds the information we encounter.
Lesson 6: Shaping the Future	Explore the pros and cons of Artificial Intelligence. Engage in critical discussions to understand AI's multifaceted nature and its societal implications.
Lesson 7: A Journey of Questions & Discoveries	Synthesize understanding of AI concepts by reviewing the fundamentals, training processes, chatbot identity, bias effects, algorithmic influence, and risks and benefits to prepare students for the evolving AI landscape and demands of the future workforce.

LESSON OUTLINE

Each mission in this adventure follows a consistent structure to keep our detectives on track:

- **Introduction (5 min):** An opening discussion prompt with a "Let's talk about it" question to activate prior knowledge.
- **Video (5 min):** A fun, animated video that introduces the key concept of the session.
- **Discussion & Knowledge Check (10 min):** Group discussion prompts and scenario-based questions to check for understanding.
- **Activity - Brainstorm & Share (10 min):** A creative "Detective Mission" in the Student Guide (e.g., Scavenger Hunt, Design Activity).

Lesson 1: More Than Just Sci-Fi

LESSON AT A GLANCE (30-40 MIN)

- **Learning Objectives:** Define what AI is and is not; Recognize examples of AI in daily life.
- **Key Terms for This Lesson:** Artificial Intelligence (AI), Data
- **Materials Checklist:** Ability to play video with sound; Student Guide.

INTRODUCTION (5 MIN)

- **Welcome & Introductions:** Greet the students, introduce yourself, and share a brief, fun fact about your job or why you're excited to talk about technology.
- **Talking Points:** Your goal is to make the big, abstract concept of "AI" feel personal and familiar right from the start.
- **Opening Question:** Start the discussion with the **"Let's talk about it"** prompt from the Student Guide:

  "Can you think of a time when you or someone in your family used something smart, like a phone, speaker, or robot, that could talk, answer questions, or help with something? What did it do?"

- **Facilitator Tip:** Encourage 2-3 students to share their examples. Listen for things like smart speakers (Alexa, Google), voice assistants on phones (Siri), or even recommendation features on streaming apps.

VIDEO (5 MIN)

- **Introduce the Video:** "Those are all perfect examples! It turns out, AI isn't just in movies; it's all around us. Let's watch this quick video to see what AI is, what it can do, and where you can spot it hiding in plain sight."
- **Play Lesson 1 Video**
- **Facilitate Discussion:** Use these prompts to debrief the video.

- "The video called AI a 'super-smart friend.' What do you think that means? How is an AI like a friend?"
- "They also mentioned that AI is still learning, like a young student. Why do you think it's important for us to guide the AI as it learns?"

KNOWLEDGE CHECK - GROUP DISCUSSION (10 MIN)

- **Introduce the Activity:** "Okay, Detectives, our first mission is here! Let's work together as a team to solve a couple of tricky puzzles about AI."
- **Facilitate Each Question:**
  - **Question 1 (Face Unlock):** Present the scenario. Use **Think-Pair-Share**. After pairs have discussed, ask the group for the answer and why they chose it.
  - **Deepen the Discussion:** After confirming the correct answer (c), use the **"Let's discuss"** prompt: "What other things can phones do that might use AI?"
  - **Question 2 (Spell Check):** Present the scenario. Ask for a show of hands for each answer choice before revealing the correct one.
  - **Deepen the Discussion:** After confirming the correct answer (b), use the **"Let's brainstorm"** prompt: "Where else have we seen an AI helper that checks our work or helps us write?"

ACTIVITY - BRAINSTORM & SHARE (10 MIN)

- **Introduce the Activity:** "Now it's time for us to be AI Detectives in the real world! Let's open our Student Guides to the 'AI Scavenger Hunt' page. Your mission is to find examples of AI hiding in your own home or school."
- **Guide the Activity:** Give students 5 minutes to brainstorm and write or draw their ideas in their Student Guides. Walk around the room to see what they're coming up with and offer encouragement or provide support.
- **Facilitate Sharing:** Bring the group back together and use the **"Share Your Findings"** prompt: "Okay, detectives, let's hear your clues! What was the most surprising or interesting example of AI that we found?"

WRAP-UP & LOOK AHEAD (2 MIN)

- **Summarize:** "Great work today, everyone! We've learned that AI is a helpful tool that's all around us, and we are the ones who teach it."
- **Look Ahead:** "In our next lesson, we're going to find out exactly how these computers get their amazing brains!"

Lesson 2: How Computers Grow Their Brains!

LESSON AT A GLANCE (30-40 MIN)

- **Learning Objectives:** Explain the basic steps in the AI training process; Describe how data shapes AI's capabilities.
- **Key Terms for This Lesson:** Training, Data, Neural Network
- **Materials Checklist:** Ability to play video with sound; Student Guide.

INTRODUCTION (5 MIN)

- **Welcome & Recap:** Briefly recap Lesson 1. "Last time, we discovered that AI is all around us. Today, we're going to uncover how these smart machines actually learn.""
- **Opening Question:** Use the **"Let's talk about it"** prompt:

  "How do you get better at something new, like riding a bike or playing a video game? Do you learn it all at once, or do you get better with practice and by learning from your mistakes?"

- **Facilitator Tip:** Connect their answers to the idea of AI. "That's exactly how AI learns too! It needs practice and it learns from its mistakes."

VIDEO (5 MIN)

- **Introduce the Video:** "Let's watch this video to see how programmers build an AI's 'mind' like a Lego castle and teach it new tricks using tons of examples."
- **Play Lesson 2 Video**
- **Facilitate Discussion:**
  - "The video said that making mistakes is a good thing for an AI that's learning. Why do you think that is? How do our own mistakes help us learn?"

- "They used the analogy of a 'Lego castle' for the AI's brain. What do you think they meant by that?"

KNOWLEDGE CHECK - GROUP DISCUSSION (10 MIN)

- **Introduce the Activity:** "Ready for your next mission, Detectives? Let's see if we've cracked the code on how AI learns."
- **Facilitate Each Question:**
  - **Question 1 (Hockey Puck vs. Baseball):** Present the scenario. Use **Think-Pair-Share**. Ask a pair to explain their reasoning.
  - **Deepen the Discussion:** After confirming the correct answer (d), ask: "Why isn't one picture of each enough? Why are lots and lots of different examples so important for learning?"
  - **Question 2 (Poodle vs. Cat):** Present the scenario. Ask students to give a thumbs-up for the answer they think is correct.
  - **Deepen the Discussion:** After confirming the correct answer (a), ask: "Think about a time you made a mistake while learning something new. How did that mistake help you get better in the end?"

ACTIVITY - BRAINSTORM & SHARE (10 MIN)

- **Introduce the Activity:** "Now that we know how AI learns, let's get creative! Let's open our Student Guides to the 'Be an AI Trainer!' page and imagine we're teaching a robot to do a job for us."
- **Guide the Activity:** Give students 5 minutes to brainstorm the "data" and "labels" for their laundry-sorting robot. Remind them they can write or draw their ideas in their Student Guides.
- **Facilitate Sharing:** Use the **"Let's Share"** prompt: "Let's hear your training plans! Did we all think of the same kinds of pictures? What labels did you use for your piles? What would you do if the robot put a sock in the shirt pile?"

WRAP-UP & LOOK AHEAD (2 MIN)

- **Summarize:** "Awesome job, trainers! Today we discovered that AI learns by looking at tons of examples, called data, and it gets smarter by learning from its mistakes, just like we do."

- **Look Ahead:** "So now we know how an AI gets its brain... but what happens when we try to have a conversation with one? We'll find out next time!"

Lesson 3: The Curious Case of Chatterbot

LESSON AT A GLANCE (30-40 MIN)

- **Learning Objectives:** Differentiate between the capabilities and limitations of AI chatbots; Compare AI interaction with human friendship.
- **Key Terms for This Lesson:** Chatbot, Empathy
- **Materials Checklist:** Ability to play video with sound; Student Guide.

INTRODUCTION (5 MIN)

- **Welcome & Recap:** "Last time, we learned how AI 'thinks.' Today, we're going to see how it 'talks'!"
- **Opening Question:** Use the **"Let's talk about it"** prompt:

  "Have you ever talked to a smart speaker like Alexa or Siri? What did you ask it? What was it like?"

- **Facilitator Tip:** Encourage students to share funny or interesting interactions. This activates their prior knowledge and makes the topic of chatbots immediately relevant.

VIDEO (5 MIN)

- **Introduce the Video:** "AI that we can talk to is called a chatbot. Let's watch a story about three friends who meet an AI named Chatterbot and start to wonder about the difference between a super-smart machine and a real-life friend."
- **Play Lesson 3 Video**
- **Facilitate Discussion:**

- "In the story, the friends were amazed that Chatterbot could understand and respond like a human. What are some helpful things a chatbot could do for you at school or at home?"

- "The friends asked a big question: 'Can a chatbot ever be a true friend?' What do you think? Why or why not?"

KNOWLEDGE CHECK - GROUP DISCUSSION (10 MIN)

- **Introduce the Activity:** "Time to put on our thinking caps! These questions will get us thinking about what makes chatbots interesting, and what makes YOU even more amazing."

- **Facilitate Each Question:**

  - **Question 1 (Weather Chatbot):** Present the scenario and have the group discuss.

  - **Deepen the Discussion:** After confirming the correct answer (b), ask: "What are some other helpful facts a chatbot could find for you? Think about homework or a project."

  - **Question 2 (Sad Friend):** Present the scenario. Use **Think-Pair-Share**.

  - **Deepen the Discussion:** After confirming the correct answer (a), use the **"Let's discuss"** prompt: "What are some other things a human friend can do that a chatbot can't?"

4. REFLECTION ACTIVITY - BRAINSTORM & SHARE (10 MIN)

- **Introduce the Activity:** "Ready to meet a chatbot? For this mission, we'll get to have a real conversation with an AI. Let's open our Student Guides to the 'Chatterbot Challenge' page."

- **Guide the Activity:** This activity requires a safe, pre-selected chatbot. If live access isn't possible, you can role-play as the chatbot, giving typical AI-like answers. Give students time to write down their questions and predicted answers.

- **Facilitate Sharing:** Bring the group back together and use the **"Let's Discuss"** prompt: "What did we notice? Did it feel like we were talking to a real person? What was the funniest or weirdest answer you got?"

WRAP-UP & LOOK AHEAD (2 MIN)

- **Summarize:** "Today we learned that chatbots are amazing tools for finding information, but they can't replace the empathy and true connection of a real friendship."

- **Look Ahead:** "Chatbots are usually designed to be helpful, but what happens if an AI learns something that isn't fair? We'll investigate that mystery in our next lesson."

Lesson 4: Understanding AI Bias: The Challenge of Fairness in Artificial Intelligence

LESSON AT A GLANCE (30-40 MIN)

- **Learning Objectives:** Investigate the complexities of AI bias; Assess the real-world consequences of AI bias.
- **Key Terms for This Lesson:** Bias
- **Materials Checklist:** Ability to play video with sound; Student Guide.

INTRODUCTION (5 MIN)

- **Welcome & Recap:** "Last time, we talked about AI chatbots. Today, we're going to tackle a really important question: Can a robot be unfair?"
- **Opening Question:** Use the **"Let's talk about it"** prompt:

  "Think about the rules of your favorite game. What would happen if the rules were only fair for some players but not for others? Would the game still be fun?"
- **Facilitator Tip:** Listen for words like "unfair," "cheating," or "not fun anymore." Use this to introduce the word "bias."

VIDEO (5 MIN)

- **Introduce the Video:** "Just like game rules can be unfair, sometimes the rules a computer learns can be unfair too. This is called 'bias.' Let's watch a video to see how this can happen."
- **Play Lesson 4 Video**
- **Facilitate Discussion:**

- "The video used a funny example about favouring ice cream over veggies. How is that similar to the more serious examples of bias they talked about?"

- "The video said that the solution begins with awareness. What does that mean? Why is just knowing about bias the first step to fixing it?"

KNOWLEDGE CHECK - GROUP DISCUSSION (10 MIN)

- **Introduce the Activity:** "Detectives, our next mission is very important. Let's see if we can spot the bias and help make sure the AI is fair."

- **Facilitate Each Question:**

  - **Question 1 (Hiring AI):** Present the scenario. Use **Think-Pair-Share**.

  - **Deepen the Discussion:** After confirming the correct answer (c), ask: "Why is this a big problem? What could happen to the person who didn't get the job? What could happen to the company?"

  - **Question 2 (Animal AI):** Present the scenario and have the group discuss.

  - **Deepen the Discussion:** After confirming the correct answer (d), ask: "Why isn't it enough to only show the AI pictures of Canadian animals? What would that AI be missing?"

ACTIVITY - BRAINSTORM & SHARE (10 MIN)

- **Introduce the Activity:** "Now that we're experts on fairness, let's have a big discussion. Let's open our Student Guides to the 'AI Fairness Forum' page. Your ideas can help make the AI of the future better for everyone!"

- **Guide the Activity:** Give students 5 minutes to brainstorm and record their ideas in their guides. Emphasize that there are no "wrong" answers, only good ideas.

- **Facilitate Sharing:** Go around the room and ask each group or student to share their #1 rule for all AI to follow. Consider writing them on the board to create a "Classroom AI Rulebook."

WRAP-UP & LOOK AHEAD (2 MIN)

- **Summarize:** "Wow, we came up with some amazing rules for AI! The big takeaway today is that AI is only as fair as the information we teach it. It's our job to be the 'fairness trainers'."

- **Look Ahead:** "Next time, we're going to look at the AI that decides what you see online and how we can make sure we're in charge."

Lesson 5: Understanding AI Algorithms

LESSON AT A GLANCE (30-40 MIN)

- **Learning Objectives:** Describe the role of AI algorithms in shaping online content; Analyze how AI molds the information we encounter online.
- **Key Terms for This Lesson:** Algorithm, Echo Chamber
- **Materials Checklist:** Ability to play video with sound; Student Guide.

INTRODUCTION (5 MIN)

- **Welcome & Recap:** "Last time, we learned about making AI fair. Today, we're going to investigate the secret helpers that decide what you see online!"
- **Opening Question:** Use the **"Let's talk about it"** prompt:

  "When you watch videos on an app like or TikTok, how does it decide what video to show you next? Does it feel like it knows what you like?"

- **Facilitator Tip:** This is a highly relatable topic. Let a few students share their experiences with uncanny recommendations.

VIDEO (5 MIN)

- **Introduce the Video:** "Those secret helpers are called algorithms! Let's watch a video that explains how AI algorithms are like 'spotlight operators' at a giant online talent show, and how YOU can be the director of your own show."
- **Play Lesson 5 Video**
- **Facilitate Discussion:**
  - "The video talked about an 'echo chamber.' What does that mean? Can you describe it in your own words? Is it a good or bad thing?"

- "The video said, 'You're the Director!' What does that mean? What power do you have over the algorithms?"

KNOWLEDGE CHECK - GROUP DISCUSSION (10 MIN)

- **Introduce the Activity:** "Let's see what we've learned about how algorithms work and how we can be smart, safe explorers in the amazing online world."
- **Facilitate Each Question:**
  - **Question 1 (Lego Videos):** Present the scenario. Ask for a show of hands for each answer.
  - **Deepen the Discussion:** After confirming the correct answer (b), ask: "Can you think of a time an app recommended something to you that you really liked? How did it know?"
  - **Question 2 (Echo Chamber):** Present the scenario. Use **Think-Pair-Share**.
  - **Deepen the Discussion:** After confirming the correct answer (c), ask: "What is something new and different you are curious about that you could search for online?"

ACTIVITY - BRAINSTORM & SHARE (10 MIN)

- **Introduce the Activity:** "We are the directors of our online world! For this activity, let's open our Student Guides to the 'Be an Online Explorer!' page and create a plan to discover something totally new."
- **Guide the Activity:** Give students 5 minutes to work on the 'Online Explorer' graphic organizer in their Student Guides. Guide them through each step: choosing a new topic, planning their first search, and thinking like a director.
- **Facilitate Sharing:** Ask a few students to share their new topic and what their first search would be. This can inspire other students with new ideas.

WRAP-UP & LOOK AHEAD (2 MIN)

- **Summarize:** "Great work, detectives! Today we learned that algorithms help us find things we like, but it's our job to be curious directors and look for new ideas and different points of view."

- **Look Ahead:** "We've talked a lot about the AI of today. Next time, we're going to time-travel and imagine the exciting and ethical journey of the AI of the future!"

Lesson 6: Shaping the Future: The Exciting and Ethical Journey of AI

LESSON AT A GLANCE (30-40 MIN)

- **Learning Objectives:** Compare the pros and cons of Artificial Intelligence (AI); Discuss AI's multifaceted nature and its societal implications.
- **Key Terms for This Lesson:** Ethics, Automation
- **Materials Checklist:** Ability to play video with sound; Student Guide.

INTRODUCTION (5 MIN)

- **Welcome & Recap:** "So far, we've explored how AI works right now. Today, we're going to talk about the future! What will the world look like with even smarter AI?"
- **Hook Question:** Use the **"Let's talk about it"** prompt:

  "If you could invent anything to solve a problem at school or at home, what would you create?"

- **Facilitator Tip:** Connect their inventions to AI. "That's a great idea! Do you think a smart AI could help your invention work?"

VIDEO (5 MIN)

- **Introduce the Video:** "Let's watch a video to see how AI is learning to be more like a helpful partner and why teaching it to be good and fair is a lot like training a friendly puppy."
- **Play Lesson 6 Video**
- **Facilitate Discussion:**
  - "The video talked about teaching AI right from wrong like a puppy. What is one important rule you would teach a new AI helper?"

- "They mentioned that some jobs might disappear, but new jobs will be created. What kind of new, futuristic job sounds exciting to you?"

KNOWLEDGE CHECK - GROUP DISCUSSION (10 MIN)

- **Introduce the Activity:** "The future is in our hands! Let's see if we can make some smart and responsible choices about the amazing AI of tomorrow."
- **Facilitate Each Question:**
  - **Question 1 (Helper Robot):** Present the scenario. Use **Think-Pair-Share**.
  - **Deepen the Discussion:** After confirming the correct answer (a), ask: "Why is protecting privacy so important? What could go wrong if a robot shared a family's secrets?"
  - **Question 2 (Future Job):** Present the scenario and have the group discuss.
  - **Deepen the Discussion:** After confirming the correct answer (c), ask: "What kind of 'human skills' do you think will always be important, no matter how smart robots get?"

ACTIVITY - BRAINSTORM & SHARE (10 MIN)

- **Introduce the Activity:** "We are inventors! Let's open our Student Guides to the 'Future AI Inventor' page. Our mission is to design a brand-new AI that could help make the world a better place."
- **Guide the Activity:** Give students 5-7 minutes to draw and write about their invention. Encourage them to be as creative as possible.
- **Facilitate Sharing:** Use the **"Let's Present"** prompt. Have 2-3 students come to the front and present their invention to the class as if they were real inventors. "Share your inventions! What amazing ideas did we come up with?"

WRAP-UP & LOOK AHEAD (2 MIN)

- **Summarize:** "Amazing inventions, everyone! Today we learned that we are the ones who will shape the future of AI by making sure it is helpful, fair, and responsible."

- **Look Ahead:** "For our final lesson, we're going to take a look back at our entire journey and see how much we've discovered."

Lesson 7: A Journey of Questions and Discoveries

LESSON AT A GLANCE (30-40 MIN)

- **Learning Objectives:** Synthesize understanding of AI's essence, training, bias, and algorithms; Assess the risks and benefits of AI.
- **Key Terms for This Lesson:** Review all previous terms.
- **Materials Checklist:** Ability to play video with sound; Student Guide.

INTRODUCTION (5 MIN)

- **Welcome & Recap:** "Welcome to our final lesson! We've been on an amazing adventure and learned so much. Today, we'll look back at all the incredible things we've discovered."
- **Opening Question:** Use the **"Let's talk about it"** prompt:

  "What is the most surprising or interesting thing you've learned about AI so far in our adventures?"

- **Facilitator Tip:** This is a great way to gauge what concepts really resonated with the students and clarify any remaining misconceptions.

VIDEO (5 MIN)

- **Introduce the Video:** "Let's watch one last video to review all the big ideas we've learned about, from what AI is to how we can all help shape its awesome future."
- **Play Lesson 7 Video**
- **Facilitate Discussion:**
  - "The video recapped our whole journey. Which of the big ideas we learned about do you think is the most important for people to understand?"

- "At the end, it says, 'Let's stay curious.' Why is being curious so important when it comes to technology like AI?"

KNOWLEDGE CHECK - GROUP DISCUSSION (10 MIN)

- **Introduce the Activity:** "This is it, Detectives! The final mission of our training. Let's see how much we remember from our epic journey together."
- **Facilitate Each Question:**
  - **Question 1 (True Statement about AI):** Present the question. Ask students to stand up if they think the answer is (a), raise a hand for (b), etc.
  - **Deepen the Discussion:** After confirming the correct answer (d), ask: "Let's look at the other answers. Why is it not true that AI never makes mistakes?"
  - **Question 2 (Most Important Job for Humans):** Present the question. Use **Think-Pair-Share**.
  - **Deepen the Discussion:** After confirming the correct answer (a), ask: "Why is teaching AI to be fair more important than teaching it to play games or do our homework?"

ACTIVITY - BRAINSTORM & SHARE (10 MIN)

- **Introduce the Activity:** "For our final creative mission, we get to imagine a story where an AI is the star of the show! Let's open our Student Guides to the 'AI Story Creators' page."
- **Guide the Activity:** Give students 5-7 minutes to write or draw their short story or comic strip. Encourage them to use the ideas we've discussed, like fairness or algorithms.
- **Facilitate Sharing:** Use the **"Story Time"** prompt. Invite a few volunteers to share their amazing stories with the class. "Let's share our amazing stories with the class!"

WRAP-UP & COURSE CONCLUSION (2 MIN)

- **Summarize:** "What incredible stories! You have all officially become AI Detectives. You've learned what AI is, how it learns, and how we can guide it to build a better future."

- **Course Conclusion:** "The world of AI is just getting started, and now you have the foundation to be a part of it. Keep asking questions, stay curious, and think about how you can use this technology to do amazing things. Thank you for being such great adventurers!"

Glossary of Key Terms

Artificial Intelligence (AI): A technology that gives computers and robots a 'brain' to think, learn and solve problems in a way similar to, but different from, the human brain.

Algorithm: A set of step-by-step instructions, like a recipe, that a computer follows to do a task, like picking the next video for you to watch.

Automation: When a computer or robot can do tasks on its own without being told every time, like a robot vacuum cleaning the floor.

Bias (in AI): An unfair leaning towards one thing over another. When an AI is biased, it makes unfair decisions because it learned from unfair data that wasn't complete or didn't include everyone.

Chatbot: An AI-powered tool that can talk with people, answer questions, tell jokes, and help with everyday tasks.

Data: All the information (like pictures, words, and numbers) that we give to an AI to help it learn.

Echo Chamber: An online space that happens when an AI algorithm keeps showing you the same kinds of things you already like or look at, instead of showing you new or different ideas.

Empathy: The ability to understand and share the feelings of another person. It's a human superpower that robots don't have!

Ethics: The rules or ideas that help us decide what is right and wrong. For AI, it means making sure it is used in a way that is fair, safe, and helpful to people.

Neural Network: A special computer system designed to work a bit like the human brain's connections that helps AI learn and make decisions.

Training: The process of teaching an AI by giving it lots and lots of data. For example, showing a computer 1,000 pictures of cats so it learns what a cat looks like.