Global Nomads

Overview

This free online course explores artificial intelligence from a youth perspective, unpacking how AI works, what it gets wrong, and how young people can shape this technology for good. Designed by youth from across the Middle East, North Africa (MENA), and the United States, the course is divided into three modules with content presented in video format using youth storytelling to build essential skills for understanding and interacting with AI.

This lesson plan provides interactive and reflective activities aligned with the content of each course video, helping students deepen their understanding and apply what they learn about AI in meaningful ways. In addition to the activities, discussion questions tailored to your students' level of AI experience (see definitions below) are provided, allowing you to adapt your lessons to best fit your context.

- **AI Beginners:** Students with little to no prior experience using artificial intelligence.
- **AI Intermediates:** Students with some experience using artificial intelligence.
- **AI Advanced:** Students with a lot of experience using artificial intelligence.

These activities are starting points for exploration, discussion, and reflection in your classroom. You are welcome to implement this lesson plan as is, but we encourage you to adapt it in any way that best supports your students and learning environment. Please feel free to pick and choose the activities related to the content that you would like to highlight. Every classroom will approach these ideas differently — and that's exactly the point.

About Global Nomads

For over 25 years Global Nomads has served global youth by uniting them across boundaries and borders. Through our programs, young people come together to collaborate, share stories, foster understanding, and break down barriers. More than ever we are betting big on youth – not as a nod to their potential but as recognition of their inherent capacity. We believe in the power of youth to shape the future, and we're here to support their journey. By providing connection, skill building, and support, we help them turn their ideas into action and inspire them to promote our shared humanity in their personal, civic, and professional lives.

Module 1 – The Basics of AI

Module Objectives

By the end of this module, students will:

1. Explain what artificial intelligence (AI) is and how it works.

2. Identify different types of AI, including generative and predictive AI.

3. Recognize examples of errors AI can make and their real-life consequences.

4. Reflect on their own experiences in relation to AI-generated content.

Introduction

Activity: Quick Brainstorm & Personal Connection. Pose one of the prompt questions below to your students and discuss in either small groups or as an entire class.

AI Beginners:

- **Prompt:** Have you ever noticed that social media apps like YouTube, Spotify, or TikTok suggest content for you? How did you feel about these content suggestions?
- **Follow-up:** Pick a specific app. What do you think this app has been learning about you?

Sample responses: Time of use, favorite songs/videos, friends they follow.

AI Intermediates:

- **Prompt:** Think about a recent time you used an AI tool like a chatbot, translation tool, or photo filter. What was the most surprising or useful thing it did?
- **Follow-up:** What kind of information do you think the app collected from you to improve its function for future users?

Sample responses: Typing style, word choices, photo styles.

AI Advanced:

- **Prompt:** When you used an AI tool (like ChatGPT, MidJourney, or TikTok recommendations), what do you think it learned about you? What assumptions might it have made that were incorrect?
- **Follow-up:** What kinds of personal data do AI systems rely on, and what risks could come with that?

Sample responses: Political preferences or attitude, consumer habits, cultural assumptions.

Core Content & Activities

Clip 1

Key Points Recap (for teacher emphasize after video):

- AI is trained to mimic human intelligence.
- AI learns patterns from human input (data, examples, corrections).
- AI can generate text, images, and even make decisions.

Activity: Think-Pair-Share.

1. After watching the video, ask students to jot down one sentence on what they think "learning from human input" means.
2. Pair up with the person next to them and explain their answer in their own words.
3. Ask 2-3 volunteers to share their responses with the class.
4. Then, still in pairs or in small groups, ask students to respond to the prompt below.

AI Beginners:

- Prompt: AI tools learn from examples that people give them. Where do you observe this in your everyday life?

Pair or small group sharing: Encourage students to give simple examples like how autocorrect learns their spelling or writing styles, or how a streaming service shows similar movies to those you've already enjoyed.

Whole class: Make a list of these examples on the board. Emphasize how apps "copy" what people do.

Optional Discussion Questions (for open class discussion):

- What was one example of AI learning from people that we heard today?
- Why do you think AI copies what people do?

AI Intermediates:

- **Prompt:** AI learns from human input when it uses what we do or type to improve future results. Where do you observe this in your everyday life?
- **Pair or small group sharing:** Ask students to give an example from their daily apps (Spotify playlists, TikTok feeds, Facebook or Instagram content suggestions).
- **Whole class:** Compare the different apps and highlight their common patterns.

Optional Discussion Questions (for open class discussion):

- How do you think AI uses our input to improve what it shows us?
- What did you notice about the examples different groups shared?

AI Advanced:

Prompt: AI systems learn from human input by analyzing patterns in data—our actions, corrections, and examples—to make predictions or create content. How can this human input shape the assumptions AI has about you or other people?

Pair or group sharing: Ask students to discuss how human input can also shape assumptions in AI.

Whole class: Share examples (e.g., unjust assumptions based on where someone is from or their background, stereotypes, incorrect responses).

Optional Discussion Questions (for open class discussion):

- How can human input introduce assumptions into AI systems?
- What might happen if most of the data comes from one group of people?

Clip 2

Key Points Recap:

- **Two types of AI:** generative AI (creates new things) vs. predictive AI (forecasts based on patterns).
- AI is trained to imitate human thought. Example: AI identifying cats in images.

Activity: AI Show & Tell

1. Pair up students.
2. Each pair names one example of generative AI (e.g., ChatGPT writing a poem, an app that makes art, image generator like MidJourney) and one of predictive AI (e.g., weather apps, predictive text, autocorrect, social media suggestions).
3. Ask for 3–4 pairs to share their examples on the board to create a class list.

Discussion Questions (for open class discussion):

AI Beginners:

- Of the generative and predictive AI that exists, which type do you think you use more in your daily life?

AI Intermediates:

- How do these different apps learn?
- How are generative and predictive AI similar? How are they different?
- Did anyone share an example you hadn't thought of?

AI Advanced:

- What risks might come with generative AI? What risks with predictive AI?
- How could knowing the difference between these types help us use AI responsibly?
- What are the limits of AI's pattern recognition when making predictions?

Clip 3

Key Points Recap:

- AI-generated images often reflect narrow patterns or patterns that have been distorted or misrepresented.
- This can misrepresent diversity (e.g., stereotypical portrayals of people).

Activity: Image Detective

Note: Educators will need to prepare additional examples prior to carrying out this activity.

1. Divide class into small groups (3–4 students).
2. Provide each group with images that have been generated by an AI (cats, American boys, Arab teenage girls).
3. Ask them to reflect on the discussion questions below based on the images:

Discussion Questions:

AI Beginners:

- What assumptions is AI making in these images?
- How does this compare to reality?
- What was one thing you noticed in the AI pictures that looked strange or not real?
- Why do you think AI made them look that way?

Note for Educator: Focus on simple observations (e.g., "All the cats are the same color," "The people all look the same"). Emphasize that AI "copies" patterns and can miss or misinterpret diversity.

AI Intermediates:

- What stereotypes or repeated patterns did you see in the AI images?
- How do the AI images compare to reality? What could be added to the data to make the images more realistic?
- What new data (more images, more diversity) could help AI improve?

Note for Educator: Encourage students to notice missing details or repeated stereotypes.

AI Advanced:

- How do the AI images compare to reality?
- What cultural or social assumptions do you think the AI is making in these images?
- How does this connect to the idea of bias in AI?
- How would you diversify the AI training data in an ethical way?

Note for Educator: Encourage students to point out cultural stereotypes, gender roles, or the exclusion of people or communities.

Clip 4

Key Points Recap:

- AI can make mistakes in healthcare, education, law, and daily life.
- Human input errors can lead to AI mistakes.
- AI can impact mental health when errors cause stress, misinformation, or pressure.

Activity: Case Study Scenarios

Note: Educators will need to prepare additional examples prior to carrying out this

activity.

1. Write 3–4 short scenarios on the board (e.g., AI grades a test wrong, a chatbot gives wrong medical advice, a translation tool misinterprets a phrase).
2. In small groups, students discuss the prompts below based on their AI experience.
3. Share back as a class and list "ways to reduce AI errors" on the board (e.g., double-check with humans, use diverse data, update systems regularly).

Discussion Questions:

AI Beginners:

- What problems could happen if AI makes a mistake in school, like grading a test wrong?
- How can people help fix those mistakes?

AI Intermediates:

- In the scenarios, who was affected most by the AI mistakes?
- What simple steps could humans take to reduce these mistakes?

AI Advanced:

- What larger consequences could AI mistakes have in healthcare, law, or jobs?
- What ethical rules or safeguards do you think should be in place to prevent these?

Reflection Activities

Individual Reflection:

Prompt: "Think of a time you used AI (music, filters, voice assistant, homework help, translation, gaming). Did it give you what you expected? How was it similar or different from reality?"

- Encourage students to write a few sentences or a quick sketch/doodle if they prefer.

Group Sharing:

- In small groups, students share their reflections.
- Each group identifies one risk (e.g., wrong information, stereotypes, over-reliance) and one benefit (e.g., faster answers, personalization, creativity) of AI in daily life.
- Groups present their ideas to the class. The educator records risks/benefits in two columns on the board to create a class AI pros/cons chart.

Conclusion & Summary

- Recap: AI learns from human input, can generate new content, has types (generative vs. predictive), and can make errors.
- Optional written reflection: "One thing I learned about AI today and one question I still have."

Explore

- Show students the map in the Explore section of the platform and guide them through the stories, articles, and videos shared by their global peers. Invite each student to choose their top three stories and then share their selections with classmates.

Share

The Share activity below comes from our course platform. Students can prepare their responses in class but should share their responses on the platform so that future participants can explore them.

- **Activity:** Students conduct their own AI experiment using one of the following options:

  - ★ Image Generator: Ask an AI image generator to create an image of a "person eating [your favorite food]."
  - ★ Chatbot: Ask an AI chatbot to "describe a scene of a person eating [your favorite food]."
  - ★ Comparison Activity: If unable to use AI, compare two images of food—one AI-generated and one real photograph (example: Isbah's chicken pulao).

Reflection Prompts:

- How does the AI-generated scene compare to your real-life experience of eating this food?
- What similarities and differences do you notice?
- What might the AI have assumed about people or the scene, and how does that influence what it generated?

Sharing:

- Students post their experiment results on the platform. Encourage them to discuss the insights they discovered about AI's limitations, patterns, and assumptions. At the end of their posted stories, students should mention 2–4 stories and resources they have explored and would recommend to their global peers.

Module 2 – What's Cooking? The recipes and ingredients of AI

Module Objectives

By the end of this module, students will:

1. Explain how AI models are trained using data and algorithms.
2. Identify main sources of AI errors.
3. Analyze real-life examples of AI errors and their impact on people.
4. Reflect on how human decisions influence AI outcomes.

Introduction

Activity: Think-Pair-Share

- **Prompt students:** "Think about a time when a computer program or AI gave you an unexpected or incorrect result. What happened?"
- Pair students to share stories.
- **Connect:** "In this module, we'll explore why AI can sometimes make mistakes."

AI Beginners: Encourage students to think of tools that they use frequently like Google Translate, autocorrect, YouTube recommendations, etc.

AI Intermediates: Ask students why they think the AI tool provided an unexpected or

incorrect response.

AI Advanced: Ask students to connect their example to concepts that showed up in Module 1 such as data, algorithms, and training.

Core Content & Activities

Clip 1

Key Points Recap (for teacher to emphasize after video):

- Traditional computer programs follow strict rules.
- AI models are trained on large datasets and use algorithms to make decisions.
- Algorithms act like flexible guidelines, similar to a chef creating new dishes from
- multiple recipes.

Activity: Create Your Own Analogy

1. After watching the video, ask students: "How does the AI chef differ from a traditional chef?"

2. In pairs, students come up with a real-life analogy for AI training data and algorithms (examples: a sports coach training a player, a band learning a song, a gamer learning strategies).

    Note for Educator: Adapt your lesson using the parameters and discussion question detailed below.

3. Invite 3–4 pairs to share their analogy with the class.

AI Beginners:

Provide a list of analogy starters (sports coach, art teacher, recipe book vs. chef

improvising). Encourage simple connections.

Discussion Question: How is an AI chef like a regular chef? How is it different?

AI Intermediates:

Ask students to develop an analogy with at least two layers (e.g., "like a sports coach

who uses past games as data to train a player").

Discussion Question: What role do training data and algorithms play in making AI more

flexible than traditional programs?

AI Advanced:

Challenge students to extend their analogy to show both strengths and limitations of AI

(e.g., "a coach who only trains based on one type of game might miss other

strategies").

Discussion Question: In your analogy, where could mistakes happen if the data or "ingredients" were limited or biased?

Clip 2

Key Points Recap:

● AI programs can make errors when making assumptions about people's identities (e.g., treating non-native English differently).
● These errors can lead to unfair outcomes, especially for underrepresented groups.

Activity: School Impact Scenarios

1. After watching the video, give students a short list of school-related situations where AI might be used. Examples:
   - AI grading essays
   - AI language tools checking grammar
   - AI recommending study resources
   - AI providing incorrect quotes or sources
2. In small groups, students pick one situation and reflect on the discussion questions below based on their AI experience.
3. Each group shares their reflections with the class.

AI Beginners: Focus on simple examples like autocorrect or grammar checkers.

- Provide sentence starters ("AI might think... but really...").
- How could AI make an incorrect assumption here?
- What would be the impact on a student?
- How could the situation be made more fair?

AI Intermediates: Ask students to think about fairness.

- Who might be more affected by the AI mistake? Why?
- How could AI assumptions affect fairness in your own school?

AI Advanced: Push them to consider systemic impacts.

- How could repeated AI mistakes affect school opportunities, grades, or self-confidence?
- What responsibilities do schools have when they use AI tools that may contain bias?

Clip 3

Key Points Recap:

- Training data errors: lack of diverse information leads to poor predictions.
- Algorithm bias: built-in assumptions can cause mistakes.
- User bias: human use and feedback can reinforce errors.
- Errors can compound over time.

Activity: Error Detective

1. In groups of 3–4, students revisit Yana's story.
2. Task: identify which of the three error types appear (training data, algorithm bias, user bias).
3. Each group explains their reasoning to the class. The educator records answers on the board under the three error categories.
4. Students respond to the discussion question below as an entire class.

Discussion Question:

AI Beginners:

● Can you think of a time when user bias might influence AI results?

AI Intermediates:

● Can you think of other everyday examples of all three of these errors?

AI Advanced:

● How might user bias interact with algorithm bias to make AI systems worse over time?

Clip 4

Key Points Recap:

● All AI errors originate from humans: in data, programming, and usage.
● Human flaws and strengths are reflected in AI.

Activity: Responsibility Circle

1. Form a circle with the class (or groups if the class is large).
2. Each student contributes one way humans could either cause or fix AI errors.
3. The educator summarizes main ideas on the board under "Responsibilities."
4. Students respond to the discussion question below as an entire class.

Discussion Question:

AI Beginners:

● If humans cause errors, what simple actions can we take to fix them?

AI Intermediates:

● What responsibilities do schools, companies, or governments have in reducing AI errors?

AI Advanced:

- How can diverse perspectives and international collaboration make AI systems more fair?

Reflection Activities

Individual Reflection:

Prompt: "Think about a time you interacted with AI (search engines, translation tools, recommendations, chatbots). Which type of error—training, algorithm, or user—might have influenced the outcome?"

- Students write a short reflection in their notebooks.

AI Beginners: Students write 3–4 sentences about their experience.

AI Intermediates: Students write about their experience and Include what the error's impact was and how it could have been prevented.

AI Advanced: Students write about their experience and connect their example to systemic issues (e.g., limited data, biased assumptions).

Group Reflection:

- In small groups, students brainstorm strategies for reducing AI errors in everyday life (e.g., double-checking AI answers, contributing diverse data, questioning results).
- Groups share their best strategy with the class.

Conclusion & Summary

Educator Recap (whole class):

- AI errors come from three main sources: training data, algorithms, and users.
- All of these are human-created, which means humans also have the responsibility to reduce and correct errors.

Explore

- Show students the map in the Explore section of the platform and guide them through the stories, articles, and videos shared by their global peers. Invite each student to choose their top three stories and then share their selections with classmates.

Share

The Share activity below comes from our course platform. Students can prepare their responses in class but should share their responses on the platform so that future participants can explore them.

Activity: Students contribute their "recipe" to a collaborative international cookbook while reflecting on AI:

- Think again about your favorite food, like you did in Module 1. If you don't know how to make it, please search for the recipe online, or just ask someone who knows how to make it!
- Now, think back to our Chef in this module. Imagine that the Chef wants to make the dish in the way that you really like it, but has never encountered it before. The Chef has to use AI to generate the dish without any prior knowledge. If you want to help the Chef make your dish the way you like it, what data would you want to use to train the AI, and what would you want included in the algorithm?

Reflection Prompts:

- What data and instructions are most important for the AI to succeed?
- How does this activity help you understand how human input affects AI output?
- What challenges might arise if the AI only has partial information or biased data?

Module 3 – How can we help? Reducing errors in AI

Module Objectives

By the end of this module, students will:

1. Identify practical ways to reduce errors in AI outputs.
2. Apply strategies to interact thoughtfully with AI tools.
3. Understand the role of developers, programmers, and users in minimizing AI errors.
4. Reflect on their own role and responsibility when using AI.

Introduction

- **Prompt/Activity:** Ask students: "Think about a time when you got the wrong information from a friend, a teacher, or even Google. How did it affect your decisions?"
- **Connect to AI:** Explain that AI, like people, can make mistakes, but there are strategies to reduce these errors.

Core Content & Activities

Introduction to Error Reduction

Key Points Recap (for teacher to emphasize after video):

- AI is everywhere.
- Mistakes in AI often reflect human limitations.
- There are five main strategies to reduce errors.

Discussion (whole class):

- Why do you think it's important to recognize human responsibility in AI mistakes?
- Where in your daily life do you think these errors might show up?

Error Reduction Strategy #1

Key Concept:

- Always question AI outputs and verify with reliable sources.

Activity – Spot the Mistake

1. Ask students to think of a time they saw an AI tool (spell check, translation, chatbot, search engine, recommendation system) give an output that wasn't quite right.
2. Individually, students write a short example on paper.
3. In pairs, they share their examples and discuss how they noticed the mistake. Students should reflect on the discussion questions below as they discuss.
4. The educator collects 3–4 examples to discuss as a class and records them under a board heading: "How to Recognize AI Mistakes."

Discussion Questions:

AI Beginners:

- What clues tell you that an AI tool is giving you incorrect information?
- Can you share a simple mistake you've seen, like autocorrect or an odd recommendation?
- How would you know if AI gave you the wrong answer for homework?

AI Intermediates:

- Why is double-checking AI information particularly important for students?
- What risks come from trusting AI answers without thinking critically?
- How do you decide whether an answer from AI is trustworthy?

AI Advanced:

- What could happen if society relies on AI without questioning its outputs?
- How do small AI mistakes add up to bigger problems over time?
- Should users of AI be trained to detect AI mistakes, or is it the developer's job? Why?

Error Reduction Strategy #2

Key Concept:

- Writing effective prompts reduces AI errors.

Activity – Prompt Challenge

1. As a class, review Neel's four tips:
    - Start with your own ideas
    - Be specific
    - Provide context
    - Treat AI as a conversation
2. In small groups, students write two prompts for a chatbot or image generator:
    - One vague/unclear prompt
    - One improved prompt using Neel's tips
3. Groups compare the two prompts and explain why the second one is more likely to work.
4. The educator highlights strong examples to reinforce the learning.
5. Students reflect on the discussion questions below.

Discussion Questions:

AI Beginners:

- How does asking a clear question change the answer you get?
- Which prompt gave the better answer in your group's example?
- Why do you think AI gets confused when the question is too short or vague?

AI Intermediates:

- Which of Neel's four tips do you think is most useful, and why?
- How can students use these tips for school assignments?
- Have you ever had to re-ask a question to get a better AI answer? What happened?

AI Advanced:

- How might unclear or biased prompts create problems in AI decision-making?
- Could prompt engineering become a critical skill in future jobs? Why or why not?
- What ethical issues arise when users deliberately write biased prompts?

Error Reduction Strategy #3

Key Concept:

- Human decisions in AI development affect accuracy and fairness.

Activity – If I Were a Developer

1. Divide students into groups of 3–4.
2. Each group imagines they are designing an AI tool for schools (e.g., a grading system, study app, or tutoring chatbot).
3. Groups brainstorm and list steps they would take to reduce mistakes or unfair assumptions in their AI tool.
4. Each group shares one key step with the class. The educator writes them on the board to create a class "AI Developer Checklist."
5. Students respond to the discussion questions below.

Discussion Questions:

AI Beginners:

● What's one simple thing developers should do to make AI fair for students?
● If you were building an AI tutor, what mistake would you want to avoid?
● How would you want your AI tool to treat every student equally?

AI Intermediates:

● Why do developers need to include different perspectives when designing AI?
● What might happen if developers don't test their AI on diverse groups of students?
● What responsibility do developers have when their AI makes mistakes?

AI Advanced:

● If developers ignore diversity, what long-term harms could AI cause in society?
● Should governments regulate how AI is built to prevent bias? Why or why not?
● How could public input shape the way AI is designed in the future?

Error Reduction Strategy #4

Key Concept:

● Using AI systems that explain their methods and data makes them safer and more trustworthy.

Activity – Compare and Choose

1. Present students with two short, teacher-prepared examples of AI tools used in schools (e.g., a homework help chatbot, a language translation app).
   ● **Example A:** The app clearly explains where it gets information, lets users see sources, and offers settings for privacy.

- **Example B:** The app gives quick answers but doesn't explain where information comes from or how it makes decisions.
2. In pairs or small groups, students answer the discussion questions below.
3. Groups share their reasoning with the class. The educator writes down the most common features students look for in a "trustworthy and/or transparent AI tool."

Discussion Questions:

AI Beginners:

- Which app would you trust more for schoolwork? Why?
- Why is it helpful when an app shows where information comes from?
- How could knowing the source help you with homework?

AI Intermediates:

- What problems might happen if AI doesn't explain how it works?
- How can transparency help students use AI responsibly?

AI Advanced:

- How could lack of transparency in AI harm our communities or society?
- Should users demand transparency as a right? Why or why not?
- How might hidden algorithms shape social media, politics, or culture?

Error Reduction Strategy #5

Key Concept:

- Sharing knowledge about AI errors and safe use promotes responsible AI use.

Activity – AI Awareness Campaign

1. In small groups, discuss the questions below.
2. Still in small groups, students brainstorm one way to share AI safety tips with peers, family, or their community. Examples:
    - Creating a poster for school
    - Writing a short social media post
    - Recording a 30-second announcement
    - Making a tip sheet for classmates
3. Groups outline their ideas and share with the class.

Discussion Questions:

AI Beginners:

- Who would you share AI safety tips with (friends, family, teachers)?
- What's one simple tip you think everyone should know?
- How could you explain AI mistakes to someone younger than you?

AI Intermediates:

- Why is it important to talk openly about AI mistakes?
- How can students help their peers use AI more safely?
- What could schools do to spread awareness about AI errors?

AI Advanced:

- How can community awareness improve AI on a global level?
- Should spreading AI awareness be a shared responsibility between users, developers, and governments?
- How might misinformation about AI be just as dangerous as AI errors themselves?

Now It's On Us!

Key Points Recap:

- Five strategies to reduce AI errors:
    1. Recognize errors
    2. Interact thoughtfully
    3. Learn from developers
    4. Choose transparent AI
    5. Spread awareness

Activity – Strategy Match-Up

1. The educator writes the five strategies on the board.
2. Students form small groups. Each group comes up with a short real-life example (from school, home, or online life) where one of the strategies would be useful.
3. Groups present their examples, reinforcing the five strategies in action.

Reflection Activities

Individual Reflection:

Prompts (students choose one to answer):

AI Beginners:

- What is one strategy you could try the next time you use AI? Why?
- How would that strategy help you avoid a mistake?

AI Intermediates:

- Have you ever used AI without double-checking the result? What happened, and what would you do differently now?
- Which of the five strategies do you think would help you most in your schoolwork?

AI Advanced:

- Do you think users have a responsibility to challenge AI mistakes? Why or why not?
- How might adopting these five strategies change how future generations interact with AI?

Group Reflection:

- In small groups, students share their reflections and discuss differences in opinion.
- Groups identify one strategy they believe their class should practice most often and explain why.

Conclusion & Summary

Teacher Recap (whole class):

- AI is shaped by humans, so mistakes are possible.

  We have tools to reduce these mistakes: recognize errors, interact thoughtfully, learn from developers, choose transparent AI, and spread awareness.

- Responsible use means being critical, careful, and collaborative.

Explore

- Show students the map in the Explore section of the platform and guide them through the stories, articles, and videos shared by their global peers. Invite each student to choose their top three stories and then share their selections with classmates.

Share

The Share activity below comes from our course platform. Students can prepare their

responses in class but should share their responses on the platform so that future

participants can explore them.

1. **Activity:** Students experiment with AI and reflect on results
   - **Option 1:** Use an image generator. Apply one tip from this module to reduce errors, observe the results, and write a review. Optionally, predict outcomes if other tips were used.
   - **Option 2:** Use a chatbot. Apply one tip from this module to reduce errors, observe results, and write a review. Optionally, predict outcomes if other tips were used.
   - **Option 3:** If no AI access, review the Mona Lisa example and analyze how Tip #2 (specific and contextual prompts) changed the story. Predict results if other tips were applied.

2. **Reflection Questions:**
   - How did using the tip affect the AI's output?
   - What would change if you applied the other tips?
   - How did this activity change your understanding of using AI thoughtfully?