

Keep an eye on AI

AI exploration phase

P1 - Observing and Documenting AI Around Us

AI and Exploration Topics. What are we exploring?

The **real presence of Artificial Intelligence in the urban environment**

The difference between **simple automation** and **Artificial Intelligence systems**

Core concepts of AI functioning: data collection, learning from examples (machine learning), decision-making and prediction

Materials Needed and to Create. What must be prepared before the activity?

Observation sheets (paper or digital) – “AI Object Observation Sheet”

Pens / tablets / smartphones for note-taking

Whiteboard or projector for collective analysis

A reference list of everyday AI examples (used only in the final discussion)

Exploration Steps and Description. What do participants actually do?

Step 1 – Guided Introduction (Classroom – 60 minutes) – Teacher’s activity:

Key question: Is Artificial Intelligence already everywhere, can we recognise it?

Non-technical explanation of what Artificial Intelligence means:

- systems that collect data
- systems that learn from examples
- systems that make decisions or predictions

Suggested facilitation approach: Before providing a non-technical explanation of Artificial Intelligence, the facilitator is encouraged to actively involve students by asking them to share their own ideas and perceptions. Students can be asked questions such as:

- What do you think Artificial Intelligence is?
- Where have you heard about AI before?
- Can you think of an example of AI in everyday life?

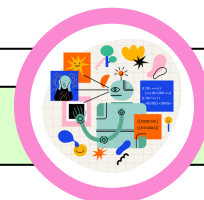
The facilitator collects and briefly discusses students’ answers, without judging them as right or wrong. This moment helps to:

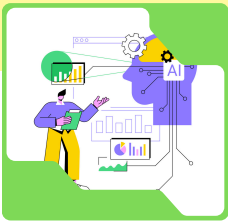
- identify preconceptions and misconceptions about AI
- value students’ prior knowledge
- create a shared starting point for the activity

After this short discussion, the facilitator introduces a **non-technical explanation of Artificial Intelligence**, focusing on:

- systems that collect data
- systems that learn from examples
- systems that make decisions or predictions

Fundamental clarification: Not everything that is automatic is Artificial Intelligence.





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Exploration Steps and Description. What do participants actually do?

Step 2 – Task for students(Classroom – 60 minutes):

Students are asked to:

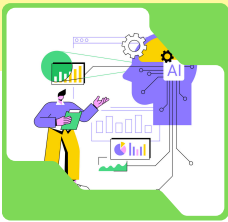
- identify objects or systems in their city
- check whether they use AI or not
- explain, in simple words, how they work
- Students work in small groups
- For each identified object or system, they complete an observation sheet

AI Object Observation Sheet

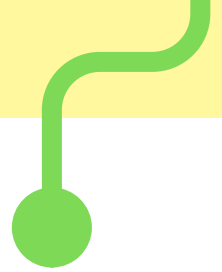
- Name of the object or system
- Location
- Problem it solves
- Does it use AI? (Yes / No / Not sure)
- What kind of data does it collect?
- How does it “decide” what to do?

Step 3 – Analysis and Discussion (Classroom – 30 minutes):

- Groups share their findings
- Guided correction and discussion led by the teacher
- Clear distinction between: fixed rules and learning algorithms
- Analysis of real-life examples of AI systems used in everyday life, such as:
 - smart traffic lights
 - facial recognition on smartphones
 - navigation apps
 - smart surveillance systems
 - recommendation systems



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Expected Output. What do participants create, produce or gain from the exploration?

- Completed observation sheets on urban objects and systems
- A shared understanding of where AI is present in the city
- Ability to:
 - recognise AI in everyday life
 - explain AI systems in simple terms
 - distinguish AI from simple automation
- Increased awareness of AI as part of daily urban life
- First steps toward **active digital citizenship**

The Hook and the Playfulness. What makes this fun/exciting for young people?

- Students act as **“AI detectives”**
- The city becomes a laboratory
- Surprise effect: discovering how much AI already surrounds them
- Group work and comparison of different interpretations
- Making the invisible visible

Success indicators. How do we know it worked? What shows participants learned?

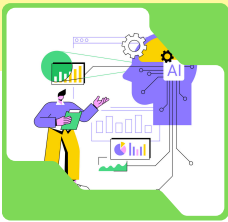
Students can:

- correctly identify examples of AI and non-AI systems
- use key concepts such as *data*, *learning*, *decision*
- justify their answers (“why this is AI / why it is not”)

Improved quality and clarity of observation sheets

Active participation during the final discussion

Ability to reformulate the key message of the workshop: **Artificial Intelligence is not something futuristic. The real challenge is not whether it exists, but whether we can recognise it, understand it and govern it.**

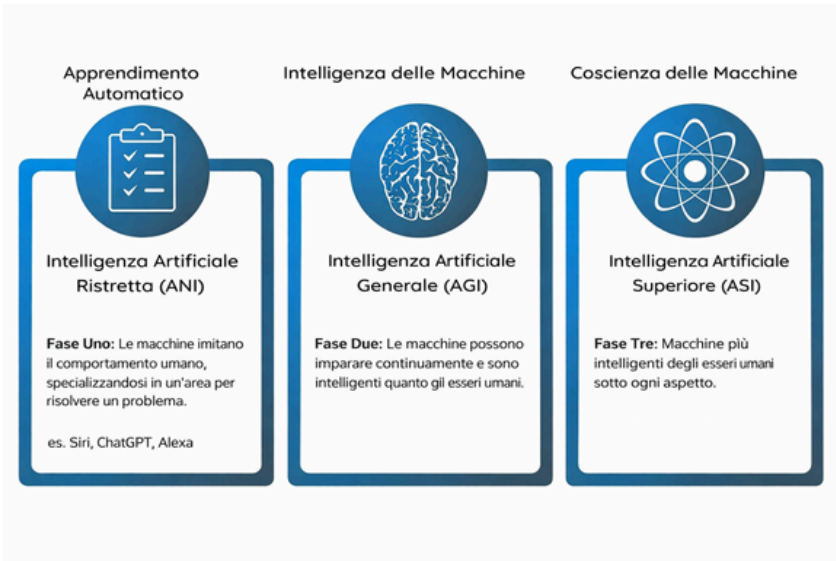
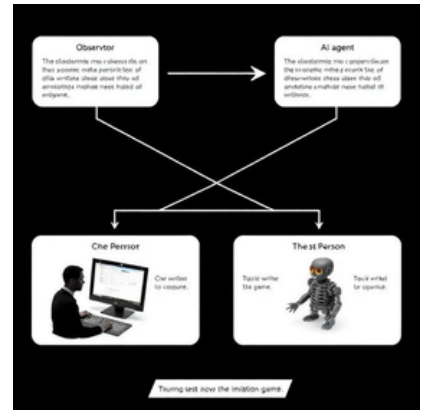


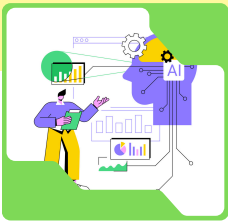
Appendix - Example of material (duplicate if needed)

Appendix 1

Step 1 - Guided Introduction

Content of the appendix





Appendix - Example of material (duplicate if needed)

Appendix 1

Step 2 - Task for students

Content of the appendix





Appendix - Example of material (duplicate if needed)

Appendix 1

Step 2 - Task for students

Content of the appendix

