

Looks Right... Is It Right?

AI exploration phase

P1 & P2 - Observation and Hypothesis

AI and Exploration Topics. What are we exploring?

- Define generative AI in their own words using examples and limits.
- Explain that generative AI predicts and produces text/images/etc. based on patterns, not “knowing truth.”
- Apply ethical checks: accuracy, bias/fairness, privacy, transparency, and academic integrity.
- Identify at least 3 inclusive uses (accessibility, language support, learning support) and at least 3 risks.

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

- 3 brief texts about a known topic for students (Part 1).



Exploration Steps and Description. What do participants actually do?

Part 1: Right, Wrong, or Risky?

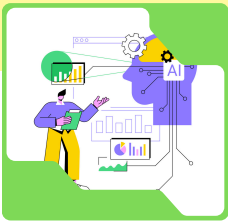
Purpose: Prime students to notice that AI-generated academic content can look convincing while being incorrect, incomplete, or unfair.

Students receive three short outputs about a topic they should already know: (1) Correct summary/explanation (preferably teacher-made or teacher-verified); (2) Plausible but slightly wrong explanation (subtle factual error, missing condition, wrong causal link, etc.); (3) A correct, but biased or exclusionary response (subtle but detectable; e.g., stereotyped gender roles, cultural assumptions, exclusionary examples or language). Students sort each output as Right / Wrong / Risky and justify decisions with evidence (what exact phrase or claim makes it right/wrong/risky), so they can agree that good-looking writing is not the same as correctness or fairness.

Part 2: Investigating a known-answer task

Purpose: Help students discover that generative AI predicts and produces content based on patterns, rather than “knowing truth.” Students also learn that AI may provide vague or unreliable citations.

Choose an “easy” task students already completed without AI (e.g., math problem, short science explanation, history paragraph, grammar correction) with clear success criteria. Students prompt the AI to produce a high-quality, well-justified answer, using constraints such as: Explain in steps appropriate to age (or in three levels: simple / medium / advanced); Provide examples and a common misconception; State uncertainty and what information might be missing; Adapt for inclusion (e.g., gender-inclusive language, accessible format); Provide verifiable references (or a plan for how to verify key claims).



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Exploration Steps and Description. What do participants actually do?

Students compare the AI output with their correct work: What matches? What's missing? What's misleading? Are "references" traceable and relevant? Compare the outputs between tasks of different nature (exercises, explanations, ...) using this same criteria. Students then revise prompts to improve quality and repeat the cycle 2–3 times.

Final products of Part 2: Two group "Top 10" lists (Decalogues):

- Prompting checklist: How to ask for better, clearer, more inclusive outputs.
- Evaluation checklist: Questions to assess accuracy, trustworthiness, bias/fairness, transparency, and responsible use.

Part 3: The "Unknown-answer task"

Purpose: Test and refine students' criteria in a more authentic situation—how they actually use AI in everyday learning—so they shift from "AI as expert" to "AI as thinking partner."

Students choose an age-appropriate question they don't already know. At first, they use AI as they typically would. They then assess the output using their evaluation decalogue (identify claims, possible weaknesses, bias risks, missing context). Discuss the role students often assign to AI (an "expert with the right answer") and why that leads to guesswork or over-trust.

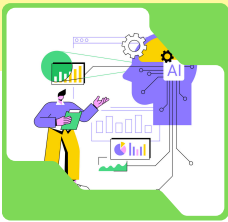
As a second step, students improve their prompt so the AI acts as a thinking partner (e.g. asks clarifying questions, provides a reasoning pathway...). To support verification, the teacher provides a small set of approved sources (e.g., 1–3 links or a textbook section). Students check at least one key claim and revise their decalogues accordingly.

Part 4: Summing up

Purpose: Consolidate learning, build shared norms, and co-construct a definition of generative AI linked to ethics and inclusion.

Groups compare and merge their decalogues to reach a class agreement (shared "rules for prompting" + "rules for evaluating"). Students also discuss: Limits/risks: hallucinations, bias, privacy, overreliance, unclear sourcing; Good/inclusive uses: accessibility supports, language scaffolding, brainstorming, structured tutoring support; Ethical academic use: what can be supported by AI vs. what students must do themselves (understanding, citing, reflecting, producing original reasoning).

Final output: general agreements on rules for prompting + rules for evaluating.



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

- Prompting checklist: How to ask for better, clearer, more inclusive outputs
- Evaluation checklist: Questions to assess accuracy, trustworthiness, bias/fairness, transparency, and responsible use

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

This activity is fun because can be set up as a detective game and includes an experiment with AI. Moreover students are challenged to level-up the use of a tool they already care about and ends with a real product they helped create (and they can use in their everyday lives).

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

1. Students can define generative AI more accurately, especially regarding the limits and the human role.
2. Students' use AI as a knowledge authority. Students might integrate some routines: "It sounds correct but we need to check...", "This claim needs a source.", "This is missing a condition/example."
3. Students learn how prompting changes quality, analyzing prompt evolution and quality outputs.
4. Students can identify specific ethical risks relevant to school use (e.g. accuracy, bias/fairness, privacy, transparency, academic integrity...).
5. Students can better manage ethical risks relevant to school use (e.g. remove personal details, check claims in reliable sources, use AI for barnstorming or feedback not replacing thinking...)