



AI & IMAGINATION

**A DREAMER'S TOOLKIT
FOR CHILDREN:
FACILITATOR GUIDE**



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FACILITATOR GUIDE

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WELCOME TO THE AI LITERACY FACILITATOR GUIDE

INTRODUCTION

This facilitator's guide has been designed to help you, as a facilitator/teacher/convenor lead a series of creative, hands-on workshops that enable children aged 8–14 years to engage with the world of Artificial Intelligence (AI) and find ways to articulate their understanding of AI. This three-part workshop series invites children to explore the world of AI through imagination, curiosity, and creativity. The workshops are about sparking discussion in thinking about how AI came to be, how it appears around us, and what kind of future would children wish for AI to shape for them. Each session invites children to think, draw, question, and imagine, using their own experiences and creativity to make sense of AI in their world.

THE SPIRIT OF THE WORKSHOPS

At the heart of this program is the belief that children are not passive receivers of information but rather, they are active thinkers, storytellers, and builders of ideas. These workshops encourage them to share their voices, perspectives, and dreams about technology.

Children are often considered consumers of information and the pedagogy is often top-down. Often, when it comes to STEM education, the understanding is to make children competent with a certain skill. This program flips these notions and hopes to facilitate sessions where children don't just consume but create knowledge. The pedagogy of the workshops is anchored in co-design, where the facilitator and the learner are equal contributors to the development of discussions around AI, and its use.

Through drawing, discussion, and playful exploration, participants will learn to see AI not as something distant or mysterious, but as a human-made tool shaped by the choices, values, and imagination of those who design it.

WHAT TO EXPECT AS A FACILITATOR

As a facilitator, your role is to guide and to hold space for children's ideas, questions, and creativity. Encourage them to express what they think, even if it's uncertain or surprising. There are no wrong answers here. Each activity is designed to build confidence and critical curiosity: helping children explore *what AI is*, *how it affects their lives*, and *what kind of future they want to imagine with it*.

You don't need to be an AI expert to lead these sessions. All you need is curiosity, openness, and a willingness to learn alongside the participants. The guide provides clear instructions, discussion prompts, and reflection ideas to make the sessions engaging and accessible.

THE OBJECTIVE

By the end of the series, children will be introduced to thinking critically about AI, and its past, present, and possible futures. They will come away with a sense that technology is not fixed or out of reach, but something that can be questioned, shaped, and reimaged.

WORKSHOPS OVERVIEW

Workshop 1 - The Past: How AI came to be in our Imagination

Before AI became part of our everyday lives, it began as an idea about creating machines that could think, learn, and help humans. From early stories talking about robots to the first computers that could "solve problems," our imagination played a big role in bringing AI to life. This workshop seeks to understand children's early interactions, memories, and ideas on AI, and through their lens understand what AI looks like.

Workshop 2 - The Present: AI in our Everyday Lives

Today, AI is everywhere - in our phones, classrooms, games, and homes. It is used to navigate, learn, shop, and play. In this workshop, children will uncover, think about, and articulate AI in the various shapes and forms it appears in their lives. Through various activities, the workshop aims to foreground these experiences into thinking about how we use and govern AI.

Workshop 3 - The Future: Imagining an Inclusive World we want with Just AI

What kind of future do we want to build with AI? In this final workshop, children will become designers and dreamers, imagining how to make AI inclusive and just. Through art, storytelling, and discussion, they'll explore how AI might change the way we live, learn, and connect, and what values should guide that future.

Level of difficulty: Across the three workshops, the activities are intentionally designed to build progressively—moving from simple, seamless thinking to more critical engagement with AI. In the Past section, participants begin by exploring familiar concepts, memories and everyday experiences. The Present section introduces how AI works in the real world, encouraging participants to question, analyse, and reflect on current applications and their impacts. Finally, the Future section invites imagination, ethical thinking, and systems-level understanding, asking participants to design, critique, and envision AI in more complex and open-ended ways.

TALKING ABOUT AI

Talking about AI and AI literacy to children and young students through these workshops is not meant to be about explaining complex scientific topics or high-level coding. It's about provoking curiosity, and critical thinking amongst children to interrogate the development and use of AI. This section is designed to help facilitators feel confident, and relaxed when introducing AI to children.

You **do not** need a technical background to run this workshop. The goal is not to turn students into AI experts, but to help them notice, question, and talk about the technologies already shaping their lives.

1. Getting Comfortable with AI as a Facilitator: Before working with children, it helps to reframe AI for yourself. AI is not magic, and it is not a robot with feelings. At its core, AI is a set of computer programs that learn patterns from data and use those patterns to make predictions or decisions. A simple way to think about it is - “trained”, not “born”. AI learns from examples, not experiences. AI does not “think” like humans, but it can recognize patterns very fast.

Humans learn by experiencing the world. AI “learns” by looking at massive amounts of data. If you show a computer 10,000 pictures of cats, it eventually learns that “pointed ears + whiskers + tail = cat.” It doesn’t “know” what a cat is the way we do; it just recognizes the likelihood of those features appearing together.

2. Explaining AI to Children: When explaining AI to children, the aim is to reduce mystery and increase familiarity. Children do not need formal definitions. They need ideas they can picture, stories they can relate to, and language that feels safe and playful. Use child-friendly ways to explain AI concepts: “AI is when computers learn how to do things by looking at lots of examples.” Use everyday examples children already know such as Netflix recommendations, face unlock on phones, Google Maps suggesting routes, voice assistants like Alexa or SiriAsk. Use examples from children’s own lives.

Ask questions that invite stories - children love talking about their own experiences. Use open questions: “Has an app ever guessed something wrong about you?”; “What games or apps do you think use AI?”.

3. Paying Attention to Rights and Laws: As children spend more time with apps, games, and AI tools, it becomes important for them to understand that they have rights in these spaces too.

Rights and legal literacy help reduce confusion and build confidence—children learn that they can ask questions, make choices, and speak up if something feels unfair or unsafe. They do not need complex legal language; they need simple ideas they can relate to, like “You have a right to not give information about yourself if you don’t wish to”; “You have a right to be treated fairly by technology”; “You have a right to understand how algorithms work”. As you carry out the activities in this workshop, there will be many opportunities to use everyday situations children recognize, such as apps collecting data, videos being recommended, or games tracking behaviour, to explain how rights show up in real life. Ask open questions that invite reflection: “Do you think apps should ask before using your information?”; “How is such information secured?”; “What should you do if a game or AI feels unfair or makes you uncomfortable?”; “How would you address bias or discrimination in such games?”. Encourage children to see themselves not just as users, but as individuals with rights whose voices and choices matter.

4. Admit the "Black Box": Even the people who build AI don't always know exactly why it makes a specific choice. AI is a rapidly changing field where even the world's top scientists are still learning new things every day. When you say, "I'm not sure, let's find out together," you aren't showing a lack of knowledge; you are modeling the exact kind of curiosity and critical thinking that students need to survive in an AI-driven world.

SOME HELPFUL RESOURCES

Below are a few helpful resources that introduce the topic of AI and its use, which facilitators can use as they prepare for the workshops. Facilitators may also incorporate any of the resources provided into the activities if needed.

What is AI? (For Kids): A 4-minute intro that uses simple animations.

What is Artificial Intelligence: Watch this video to know more about what AI is, how it came about, and what its purpose is.

AI: 15 Key Moments in the Story of Artificial Intelligence: Read this resource to understand the critical moments in the story of modern AI that led us to ChatGPT.

The 10 Best Examples of How AI is Already Used in our Everyday Life: You can check out this article about the 10 most common ways in which you already use AI.

Google Quick, Draw!: A game where you draw an object and an AI tries to guess what it is. It's the perfect way to demonstrate training data.

Code.org: How AI Works: A series of short videos featuring experts explaining AI in simple terms.

Civic AI: A module-based and activity-based AI education website, that takes you through the history of AI, its evolution, its use in everyday life, and its ethical, social, and environmental implications.

CHILD RIGHTS AND AI

Here are some resources that can be useful to explain the connections between child rights and AI. They include resources on responsibilities of states, digital rights, and tools that can be used in classrooms.

General Comment on Children's Rights in Relation to the Digital Environment: This document describes the responsibilities that States have to ensure that children are protected in digital environments.

An **infographic** explaining the above resource outlines key questions that can be helpful to explain to children about their rights.

Joint Statement on Children's rights and AI: A group of United Nations organizations put together a series of commitments which argue that AI should be 'designed, developed and governed in ways that respect, protect and fulfil the rights of the child'.

Learn about your Rights in the Digital Environment: A child-friendly leaflet providing an overview of the Council of Europe's guidelines on the rights of children in a digital environment.

Guidance on AI and Children: A useful policy document guidance by UNICEF on upholding children's rights when interacting with AI systems.

Guidance on Online Safety: A strategic African Union policy on ensuring children's safety in online environments.

AI, Children's Rights, & Wellbeing: Transnational Frameworks: A comprehensive report by The Alan Turing Institute on child rights frameworks in the context of AI and data usage.

Child Rights Poster: An easy-to-follow poster on children's rights and AI use in education for teachers.

Teaching Resources on Children's Rights and AI: A set of teaching materials that can be used to talk about children's rights and AI produced by a network coordinated by the Children's Parliament.



WORKSHOP 1: PAST

Duration: 2 hours



ICEBREAKER ACTIVITY: MEMORY POSTCARD

Time: 30 minutes

Objective:

To understand how children perceive and understand AI, get them thinking about their first encounters with AI-related technology, and to get them comfortable talking about what they already know.

Background for Facilitators:

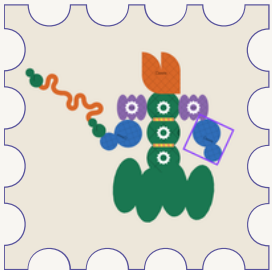
The first activity in this workshop focuses on why imagination is important and how it shapes the technologies we eventually create.

Our ideas about what technology should look like rarely appear out of nowhere - they are often inspired by stories, films, cartoons, and characters we grew up with. For example, many of us first imagined robots through Star Wars or shows like *Karishma Ka Karishma*, where machines had personalities, emotions, and human-like abilities. These early portrayals still influence how we think about real-world technologies. Even something such as Alexa - a small speaker with a friendly voice reflects a long history of imagining machines that can talk to us.

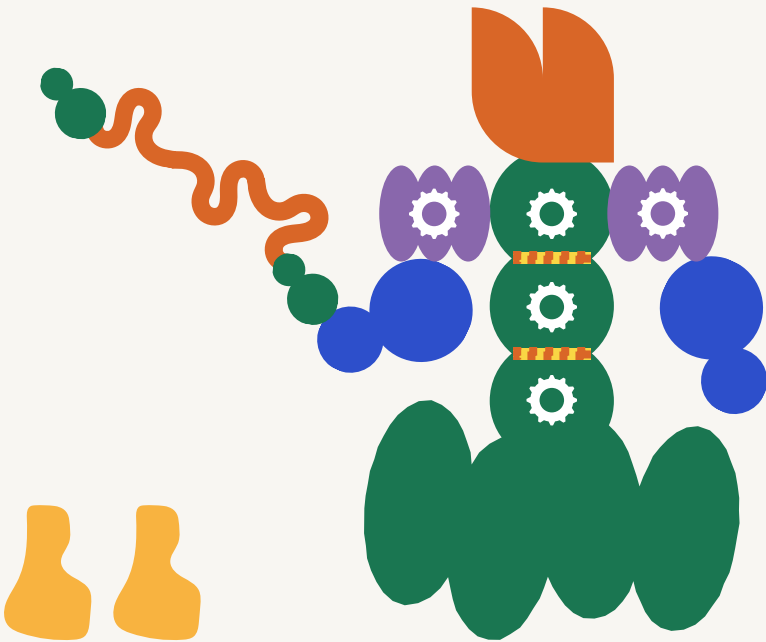
The children you work with have many different sets of influences that shape their imaginations. They may have encountered AI or AI-like technology through voice assistants like Alexa, Google Assistant, or Siri in their homes, YouTube Kids recommendations, where algorithms decide what they see next, smart toys, such as talking dolls or robot kits that respond to commands, characters or elements in movies such as Marvel movies, featuring AI characters like JARVIS or FRIDAY, Disney films, where characters like Baymax (from *Big Hero 6*) introduce soft, friendly robot designs, or movies like *Teri Baaton Mein Aisa Uljha Jiya* and *Ra One*, where humanoid AI-powered robots feature in the storyline.

Because these images and stories are so familiar to them, they inform how children imagine AI and what it should look like, how it should behave, and even what it should *sound* like. Through this activity, we hope to explore how technology has been viewed and imagined by children, and how these imaginations shape the technologies we design and trust today.

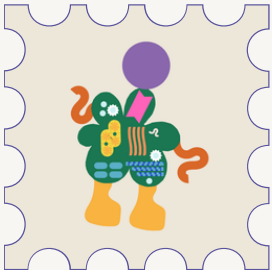
Memory Postcard



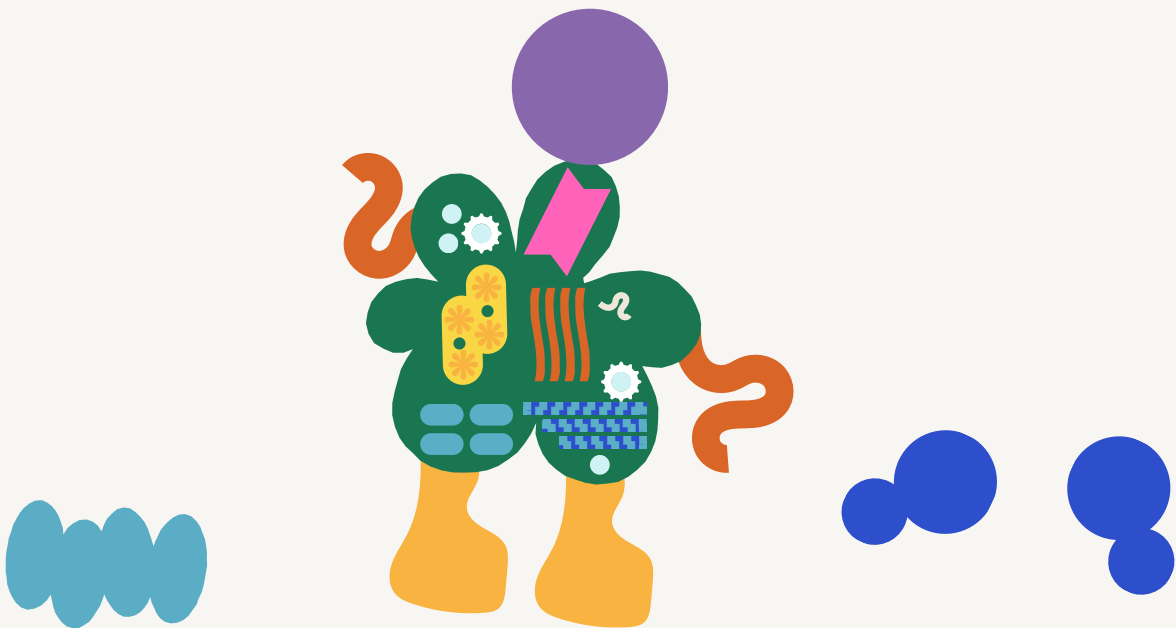
Give the character some friends and imagine your AI creatures



Memory Postcard



Give the character some friends and imagine your AI creatures



Materials Required:

- Memory Postcards Worksheet (1 for each participant)
- Markers, pens, crayons (1 set for each group of 4-5 participants)
- Whiteboard and marker

Instructions for Facilitators:

1. Set the Tone: Begin with an open, friendly question: “When you hear the word AI, what comes to your mind?”. Let children call out anything — “robots,” “ChatGPT,” “Siri,” “self-driving cars,” “games,” “Netflix.” Write a few on the board to build excitement.

2. Get them Thinking: Ask the children (i.e. participants): “Think back to the first time you encountered AI. Was it a game, a voice assistant, an AI-powered home appliance, a movie character in a popular Hollywood or Indian film, a cartoon, or something else? What do you remember about that experience?”

3. Writing/Drawing a Memory: Ask the children to write or draw their memory on the Memory Postcard, which they will later show to their friends/family.

4. Sharing Memories: Invite a few volunteers to share their memories with the group. Did the children talk of themes related to curiosity or their imagination? Were they concerned about their safety in relation to AI? Were they excited or scared? Did they consider their memories positive or negative? Did they want to know more about how AI worked?



2 HOW DOES HEARING ABOUT AI MAKE YOU FEEL?

LOOKING BACK AT WHEN AI BEAT THE CHESS CHAMPION OF THE WORLD

Time: 45 minutes

Objective:

Introduce children to a key historical milestone in AI (Deep Blue defeating Garry Kasparov) while encouraging critical thinking, storytelling, and imagination about AI’s capabilities and limits.

Background for Facilitators:

In 1997, world chess champion Garry Kasparov was defeated by IBM’s supercomputer Deep Blue in a historic six-game match that marked a turning point in the relationship between humans and machines. When Deep Blue won the match 3.5 -- 2.5, it became the first time a reigning world champion lost a chess match to a computer under standard tournament conditions.

The event became a global symbol of the rise of AI. It challenged the long-held assumption that human intuition and strategic thinking were beyond the reach of machines. Kasparov’s defeat sparked intense debate: Was this true intelligence or just overwhelming computational power? What would machines be capable of next? The match pushed AI research into public consciousness and remains a defining moment in how society imagines the power and potential of intelligent machines.

To learn more, you can watch the following video:

<https://www.youtube.com/watch?v=KF6sLCeBj0s&t=10s>



Materials Required:

- Whiteboard
- Markers/sketch pens
- Feelings Journal Worksheet (1 for each participant)

Instructions for Facilitators:

1. Set the Tone:

Tell the story like this: “In 1997, something unique happened in the world of chess. Garry Kasparov, the best chess player in the world at the time, played a match against a super-powerful computer called Deep Blue, made by IBM. Kasparov had beaten an earlier version of the computer before, so everyone thought he would win again. But this time, Deep Blue had become much stronger. It could look at millions of possible moves every second, which no human could ever do. In the six-game match, Deep Blue won — the first time a world chess champion lost to a computer in such a format.

People everywhere were shocked and excited. The match made everyone realise that computers could be more capable than humans. It also made people wonder: if a computer could beat the world’s best chess player, what else might computers be able to do in the future? This moment is still remembered as a big milestone in the story of AI.”

You can also show children the video provided above, after you have told the story about the match.

2. Discussion Prompt:

Ask the children to reflect in pairs or small groups:

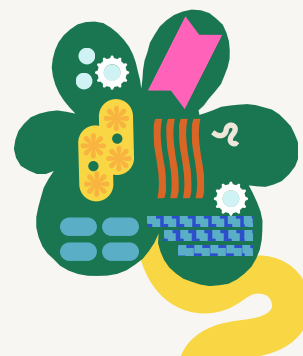
- How do you imagine the chess matches looked?
- Do you think there was suspense around who would win?
- How do you think Kasparov felt playing against a machine?
- Do you think what happened was unfair?
- Would you trust Deep Blue to play by the rules?
- Do you wish to know how Deep Blue played the game?
- What do you feel hearing about this story? Were you excited? Scared? Curious?



3. Feelings Journal:

Ask the children to write their responses to the video and story discussed on the Feelings Journal Worksheet.

Note for Facilitators: Facilitators also have the option to conduct this activity entirely through discussion if students find it challenging to work with several worksheets. The activity can be done orally, with children sharing their ideas through conversation instead.



Feelings Journal

Write or Draw your responses to the prompts given below:

How do you imagine the chess matches looked?



How do you think Kasparov felt playing a machine?

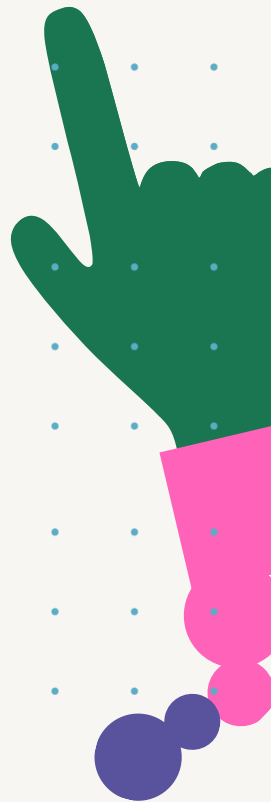
What do you feel hearing about this story?

Do you think what happened was unfair?

Would you trust Deep Blue to play by the rules?

Do you wish to know how
Deep Blue played the
game?

What do you feel hearing
about this story? Were you
excited? Scared? Curious?

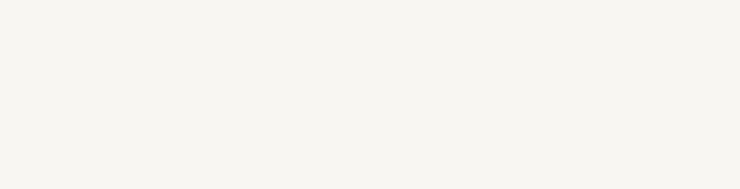
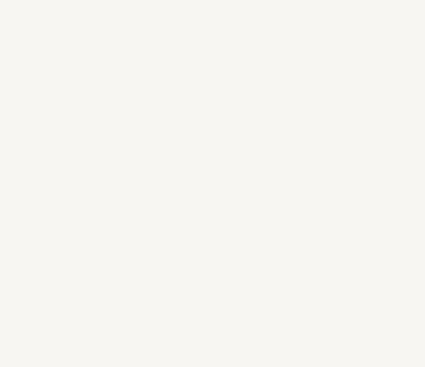
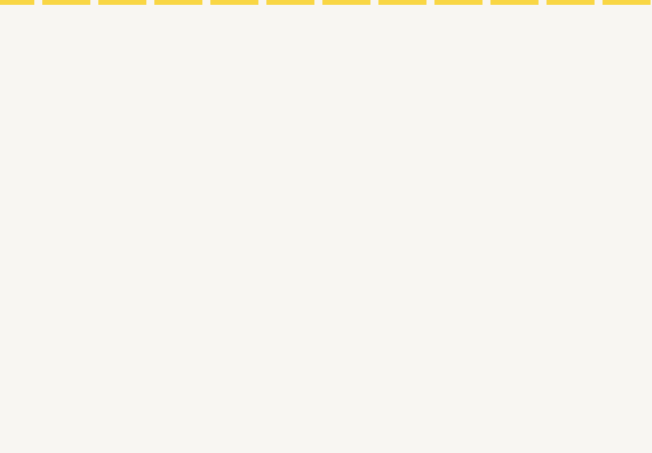
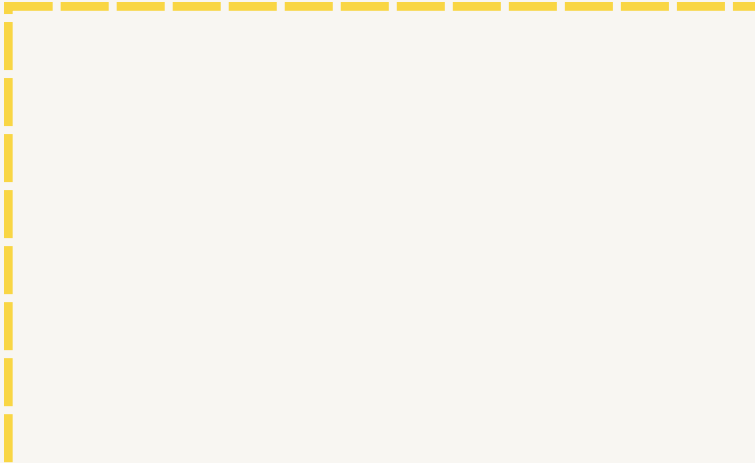
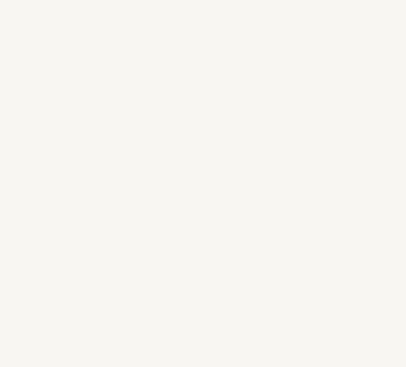


Tomorrow is the first day of exams, and you call your friend to talk about how you prepared for the exams...

Your friend is standing for the student elections in school...

Your teacher is very busy as other teachers have fallen sick with the flu.. She needs help to teach 50 more students...

You have to organise an assembly for school to celebrate independence day...

[illegible]



Objective:

Provide a space for children to use their own imagination to craft stories on how AI is shaping their lives.

Background for Facilitators:

AI is already a big part of the lives of children in India today. Even at ages 8, 10, or 12, many children use AI without even realizing it, e.g. through voice assistants like Alexa, homework apps that explain answers, YouTube recommendations, or games that learn what they like. AI shapes their daily interactions by helping them learn faster, discover new interests, play smarter games, and even talk to chatbots when they need help or information. It is slowly becoming a natural part of childhood, just like the internet and mobile phones once did.

It is important for children to talk about how they use AI and how it affects them because it helps them understand their own experiences better. It also helps children become more aware of how AI influences their choices—like what videos they watch, how they learn, or how they play.

AI also has an impact on children's rights such as their right to privacy, safety, play, development, choice, and freedom of expression. It is critical that children understand their rights in digital settings. This will help them understand how AI systems work, what kinds of data is being used, how they can safeguard their interests, and also how they can protect themselves from online harm.

Materials Required:

- Markers/crayons/colour pencils (1 set for each group of 4-5 children)
- Comic Worksheets to draw comics (1 for each child)

Instructions for Facilitators:

1. Set the Stage:

Tell the children, "Today, we're going to make our very own comics! You'll get a few fun situations to choose from, and you can pick the one you like best. The first box is filled out for you and you can complete the boxes using your own imagination - feel free to use words, or images, or a combination of both. Whichever story you choose, come up with a comic that has AI as a part of it."

2. Composing the Comic:

Ask the children to choose one of the four comics provided.

3. Sharing with the Group:

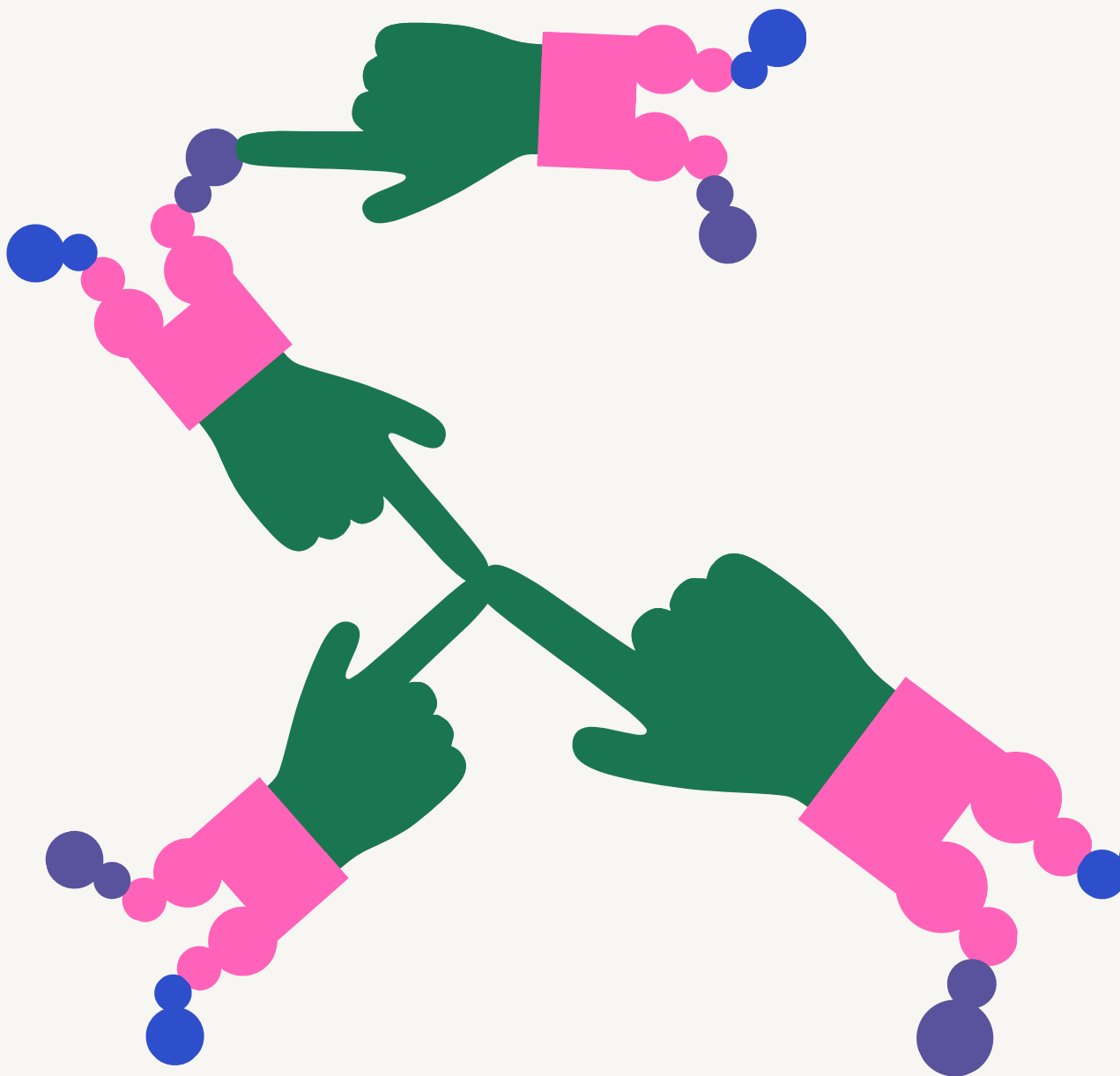
Once the children are done, ask them to tell the rest of the group which story they chose and how AI was a part of it.

4. Reflection Prompts:

You can use the following prompts to encourage children to talk about their comic:

- How did you think of your story?
- What motivated your characters?
- Were there any major obstacles that your characters had to overcome?
- Did the story affect your rights as children? What were these rights? Did you think about safety, privacy, freedom to choose, or speak? How can they be protected?
- Did you have any other stories you wanted to include? Why did you not include it in the final comic?

Note: This workshop focused on building foundational ideas, exploring AI in everyday life, and familiarity with how machines function.. In the next workshop, participants will engage with more complex, real-world uses of AI and begin to analyse its role in everyday life.



WORKSHOP 2: PRESENT

Duration: 2 - 2.30 hours



1 RECAP OF PREVIOUS WORKSHOP

Time: 5 minutes

In this session, facilitators will offer a recap from the last session, provide information and background to the project, and then an overview of this session.



2 ICEBREAKER ACTIVITY: EXPLORE AI

Time: 25 minutes

Background for Facilitators:

In this activity, children will be asked to interact with different applications that use AI, such as YouTube. The idea is to get children to start thinking of themselves as curious explorers of AI rather than merely consumers.

Children should play a central role in how AI is designed, developed and used. In research from the United Nations Office of the High Commissioner for Human Rights along with the 5Rights foundation, and Digital Futures for Children LSE, four questions are important:

1. Do children feel well when using technologies?
2. Do children have the same opportunities to use and be protected by digital technologies?
3. Are children consulted when adults make decisions about them?
4. Do adults place children's best interests first?

We would like to reflect on how children think and feel upon using AI technologies.

Materials Required:

1. Phone or Tablet or Computer with internet

Instructions for Facilitators

1. Ask a Question: Ask the students to go to YouTube and search for something that they're curious to learn more about. A few examples are given below:

- a. "Explain black holes"
- b. "How is chocolate made?"
- c. "Fun facts about lions"
- d. "Why is the sky blue?"
- e. If two people search the same thing, will they see the same videos? Why or why not?

2. Reflection: Encourage students to discuss what videos were recommended to each of them and discuss the following questions:

- a. What were the first three videos that YouTube showed you?
- b. Did the video recommendations change after you clicked or watched something?
- c. Were the recommendations similar to each other? How?
- d. Why do you think YouTube showed you those videos?
- e. Do you think it remembers what you like? How?
- f. If two people search the same thing, will they see the same videos? Why or why not?



AI BANAO: A RECIPE FOR MAKING AI

Time: 60 minutes

Objective:

In the previous activity we explored how recommendations work. This activity is designed to understand from children what they think goes on behind making AI work. It is designed to help them use their imagination to think about what ingredients and steps might go into it, and unpack the “behind-the scenes” of AI.

Background for Facilitators:

AI may look magical from the outside, but it isn’t magic at all. It doesn’t appear on its own, and it can’t think by itself the way humans do. AI is something created by people, using many ingredients such as data, computers, electricity, water, land, and people’s time and hard work. Behind every AI system, there are programmers who write instructions, designers who imagine how it should behave, data workers who organise data. And huge computers that store and process information. It also takes money, energy, and resources to build and run AI, just like it takes ingredients and a kitchen to cook a recipe.

However, the way in which Alexa answers questions, YouTube recommending videos, or a talking robot toy is marketed often feel like it’s “alive” or magical. Many imagine AI as a smart friend, a robot helper, or something that can do anything. They see it as fast and powerful, without understanding the resources that go into creating it. In this workshop, we are trying to unpack that mystery. We want children to see that AI is built step by step, with effort and choices - just like following a recipe. When they understand that humans shape AI, they can start to ask better questions: Who makes it? Why is it made this way? What should AI be allowed to do? And how can they become creators, not just users, of technology?

We want children to see that AI is built step by step, with effort and choices - just like following a recipe. We want them to know that their voice matters, and that they have the agency to participate in building fair AI systems. When they understand that humans shape AI, they can start to ask better questions: Who makes it? Why is it made this way? What should AI be allowed to do? And how can they become creators, not just users, of technology? How can AI be designed in the best interests of children?

Materials Required:

- Recipe Worksheet (1 per group)
- Coloured markers / sketch pens

Instructions for Facilitators:

1. Form Groups:

Divide the children into groups of 4–5. Each group gets a Recipe Worksheet and markers to write/draw with.

2. Set the Scene:

Tell the children: “Today we’re going to become AI chefs! Just like we use ingredients to cook food, people use different ingredients to make AI. These include data, computers, ideas, and people’s time and effort, electricity, water and money. In your groups, you’ll design your own AI recipe: what goes inside it, what kitchen it’s made in, and how you would cook it.”

3. Instructions for the Recipe Worksheet:

a. Ingredients: Ask each group to think of AI as something you mix together. They must write or draw ingredients on the worksheet. If needed, you can guide them with hints like:

- Does AI need some kind of information?
- Where will this information come from? Does this information need to be organised?
- Who will be involved in making? What would their job be?
- Do we need any kind of machines to help with the mixing? What would they need to do?
- You can also encourage them to think of non-tangible concepts like curiosity, intelligence, knowledge, etc.

b. The Kitchen: Tell the children: “Every recipe needs a kitchen! What kind of kitchen does AI get made in?”. Ask them to draw the kitchen in the assigned space. If needed, you can give hints/prompts like:

- Do you imagine people working in this kitchen? How many? Do they have different roles? Who puts in the most effort?
- Is everyone’s perspective heard in the kitchen? Who makes the decisions? How do you arrive at an agreement?
- Are there machines there?
- Is it a big room or a small room? Are they using water? Electricity? Space?
- Do they need money to run this kitchen? What would it be used for?
- Is anyone put at risk in making the recipe? How would you protect them?

4. Reflect and share:

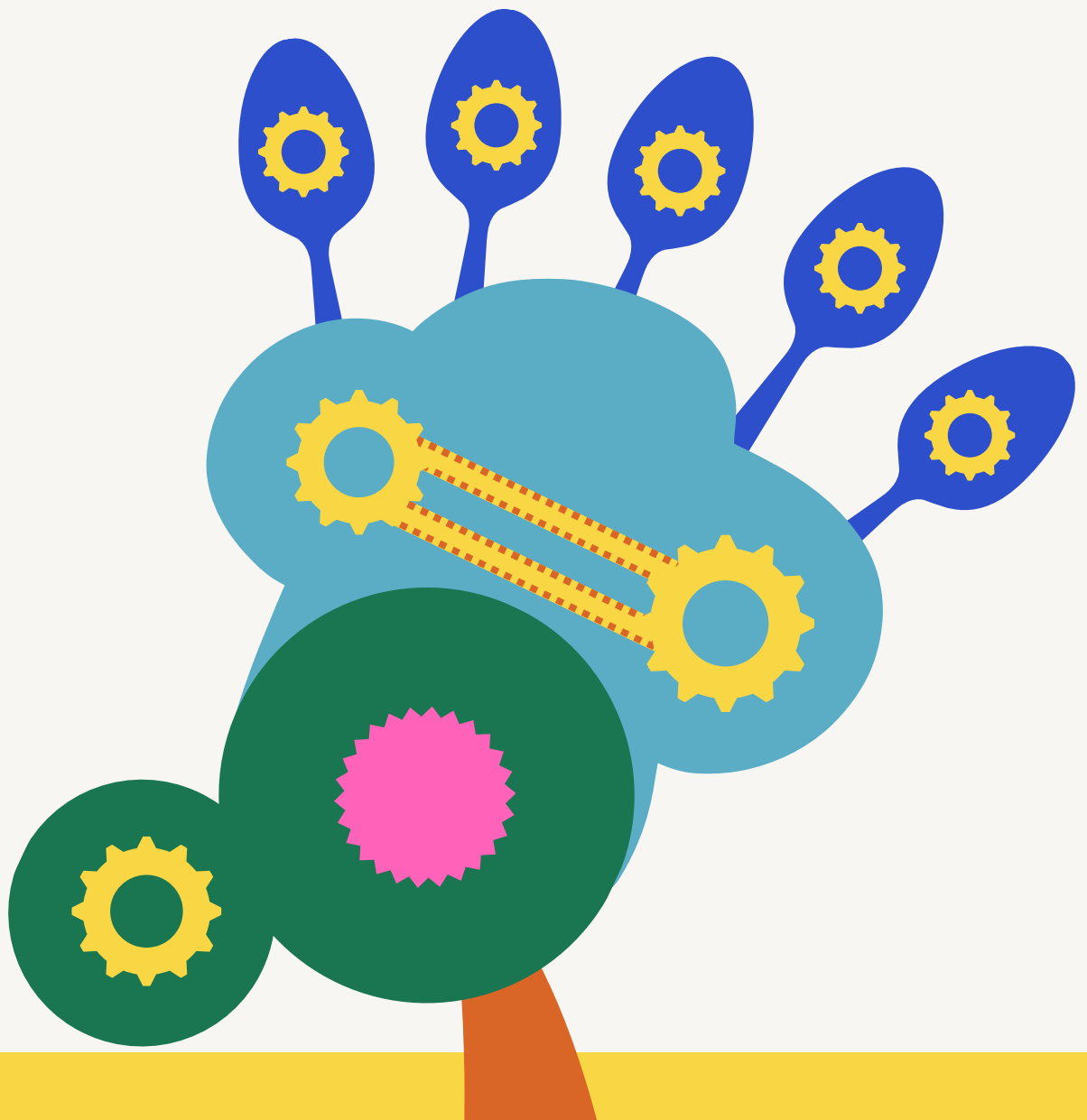
Invite groups to share their recipes and the kitchen they have drawn.

- You can use some of the questions below:
- What was the first thing they added in their recipe?
- What were the most essential ingredients which couldn't be replaced?
- What ingredients would difficult to find?
- What was their most interesting ingredient?
- How would they keep their kitchen well stocked?
- How do we make the kitchen a safe and inclusive space for all?

At the end of discussion, you can show participants a video of how the making of a Rangoli has been used to explain the concept of the internet, and the different elements that go into creating it. You can access this resource by Nayantra Ranganathan here - <https://medium.com/reboot-gender-tech-india/https-medium-com-povindia-imagine-a-rangoli-internet-cacde09a0299>

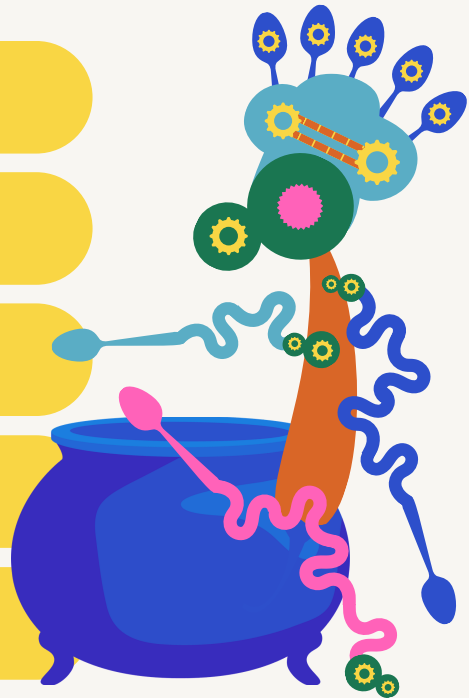
Another resource that can be used to speak about the material elements of AI is a visual of the following resource: Anatomy of an AI System <https://anatomyof.ai/> by Kate Crawford and Vladen Joler.

This resource demonstrates the different components including resources, logistics, and networks that are needed to make this system.



AI Banao: A Recipe for Making AI

Write down the ingredients to make AI



What kind of kitchen does AI get made in? Draw it.



3 THE GREAT AI CLASSROOM DEBATE – MAKE AN ADVERTISEMENT!

Time: 60 minutes

Background for Facilitators:

AI can be very helpful, but it also brings to the fore important ethical questions about how it should be used. Just like any powerful tool, AI can be used in good ways, like helping students learn, supporting children with disabilities, or making information easier to understand. But it can also be misused. For example, if someone uses AI to cheat on homework, to spread wrong information, or to copy others' work without understanding it, it can cause harm. AI can also sometimes make mistakes, give unfair answers, or show only one point of view because it learns from the data people give it.

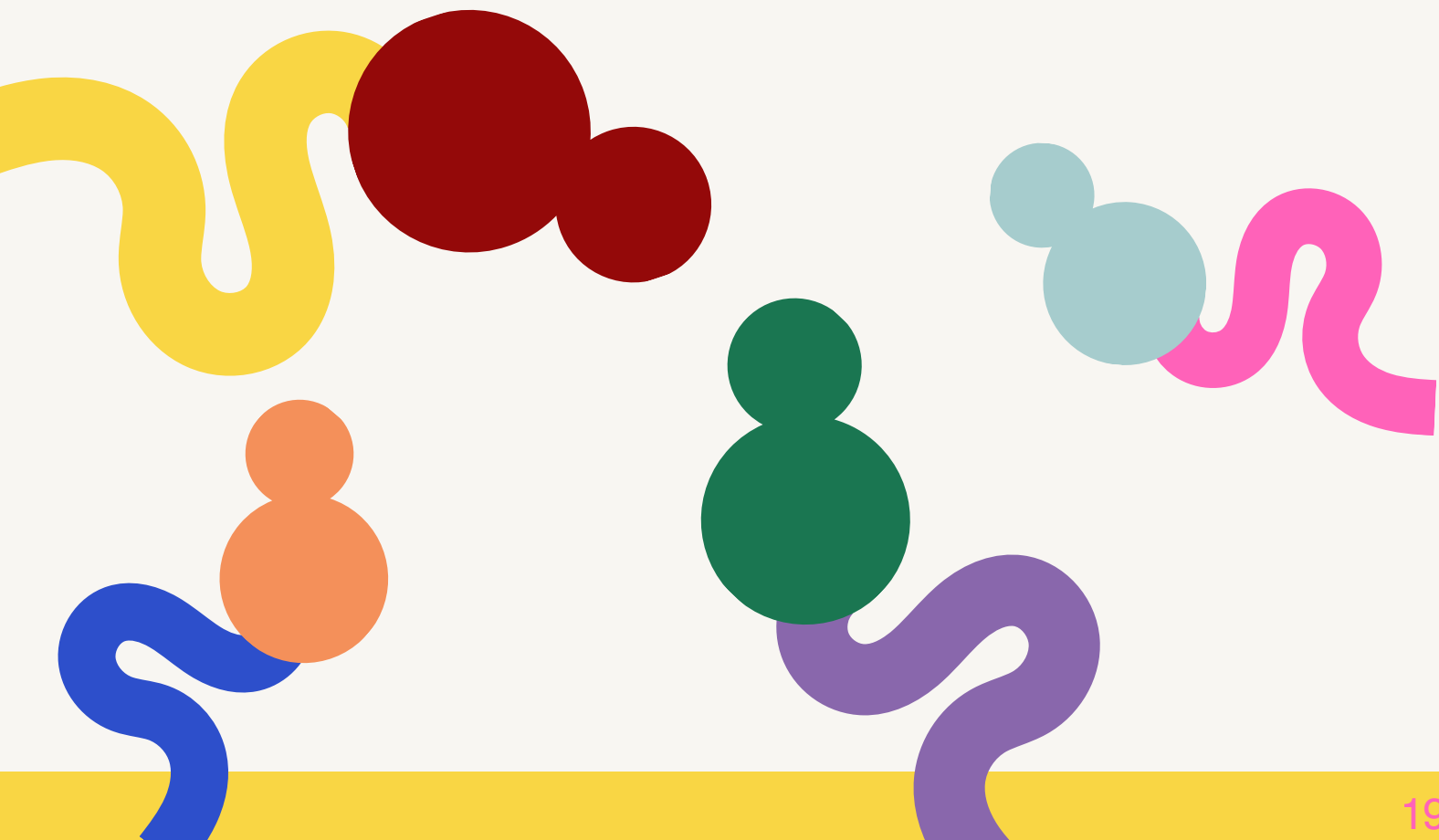
That's why it is important for children to learn early that AI is not perfect and not always right. They need to understand that humans are responsible for how AI is created and how it behaves. If AI is trained with wrong or unfair information, it may give wrong or unfair results. And if children depend on it too much, they may stop thinking for themselves. By discussing these issues, children can learn to ask questions like: "Where is this information coming from?", "Is this safe to share?", or "Should I check this with a teacher or parent?".

Objective:

To encourage children to think critically and creatively about the role of AI in education, understand its benefits and challenges, and express their ideas through performance and teamwork.

Materials Required:

- Poster Worksheet (1 for each group of 4-5)
- Markers (1 for each participant)



Instructions for Facilitators:

1. Set the Scene:

Tell the children the following scenario: “Imagine you are a student at Sunshine Public School, and one Monday morning, the principal, Mrs. Mehta, makes an exciting announcement during assembly. She says, “Students, we are bringing a new helper to our school! It’s not a teacher and not a student... it’s our very own AI Assistant!” Everyone starts whispering. Some children look thrilled. Others look confused. A few wonder if it will look like Doraemon!

Mrs. Mehta explains that the AI Assistant will help students with homework, answer questions after school hours, and make learning easier. “If you are stuck on a math problem, or don’t understand a science chapter,” she says, “you can ask the AI for help. It will give hints, explain ideas, and guide you step by step.”

The next week, the AI Assistant arrives. It’s not a robot walking around, but an interactive tablet kept in the library and a special app students can use at home. When children try it for the first time, they are amazed. It can explain how plants make food, tell them stories in different styles, and even help write poems. Some students think it’s magic. Others giggle because it makes funny mistakes sometimes.

Soon, different reactions start to appear. Riya thinks the AI is amazing because it helps her finish homework faster. Asif feels a little worried, “What if the AI replaces teachers?” he wonders.

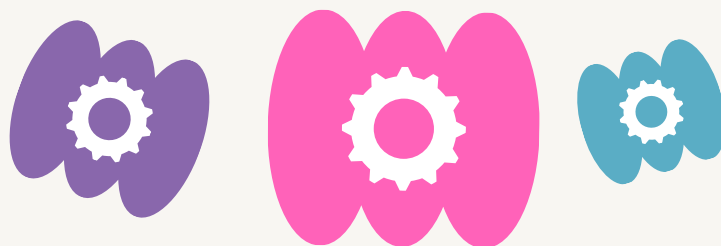
Surya tries to trick the AI by asking it silly questions. And Mary asks, “Who makes this AI? How does it know so much?”

Now, there is a lively debate happening at Sunshine Public School - about whether they should continue using the new tablet and app or not.

2. Form Groups:

Divide participants into small groups of 3–4. Then split the class into two sides:

- **Team A:** Create an advertisement poster showing why AI should be used by students of Sunshine Public School.
- **Team B:** Create an advertisement poster showing why AI should not be used by students of Sunshine Public School.



3. Brainstorm and Create:

Give groups 30 minutes to discuss and plan their ad. Encourage them to think about:

- What message do we want to give the teacher?
- What examples or stories can we use?
- How can AI help you learn better?
- What happens if we rely too much on AI instead of thinking for ourselves?
- What does the use of AI mean for our own growth and development?
- How does AI impact our ability to make choices?
- Are there times when AI should not be used in school? What kinds of harms should we be conscious about?
- How can we make it funny, creative, or catchy (like a real ad)? They can use slogans, jingles, or even short skits, to support their poster.

Ask the children to work on the Poster Worksheet provided.

***Note for Facilitators:** Facilitators also have the option to conduct this activity entirely through discussion if students find it challenging to work with several worksheets. The activity can be done orally, with children sharing their ideas through conversation instead.*

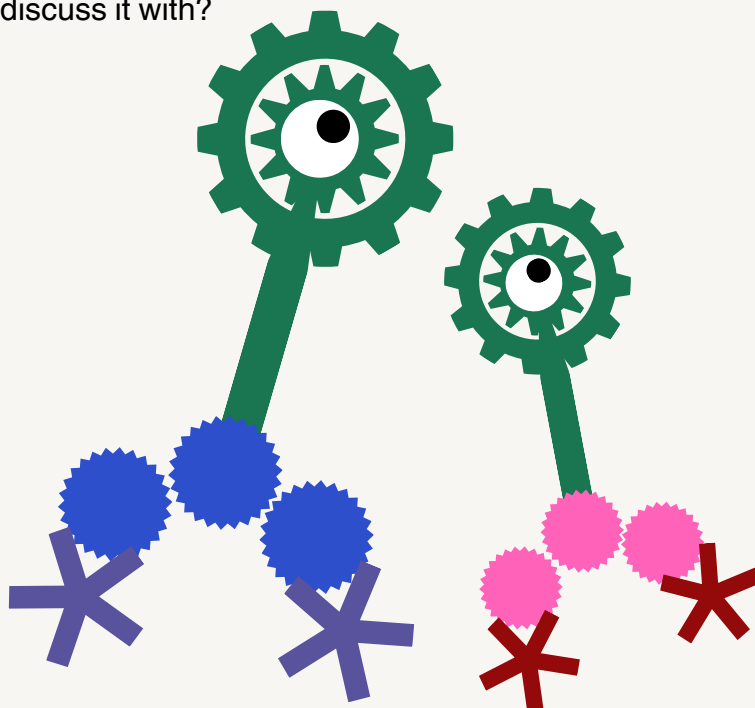
4. Presentation (5 minutes per group):

Each group presents their advertisement for everyone.

5. Reflection and Discussion:

After all performances, lead a short discussion:

- What were the best arguments for and against AI in the classroom?
- Did any group change your mind?
- What did you learn about how AI could help or harm learning?
- How do we make sure AI is used fairly and thoughtfully in schools?
- Do you think this topic should be discussed more often by you and other children of your age? Who would like to discuss it with?



The Great AI Classroom Debate – Make an Advertisement!

Create an advertisement poster showing why AI should be used by students of Sunshine Public School.

Team For AI

- How can AI help you learn better or faster?
- What good things happen if students use AI wisely?

1.What is the main message we want our poster to say?



2.What examples can we use to make our message strong?



3. How can we make the poster/ad funny, creative, or catchy? (Can include slogans, rhymes, or characters.)



4. What pictures, symbols, or colours will show our message clearly? Do you want to add a tagline?





The Great AI Classroom Debate – Make an Advertisement!

Create an advertisement poster showing why AI should be used by students of Sunshine Public School.

For Team Against AI

- What problems can occur if we rely too much on AI?
- Are there moments when AI should not be used? Why?

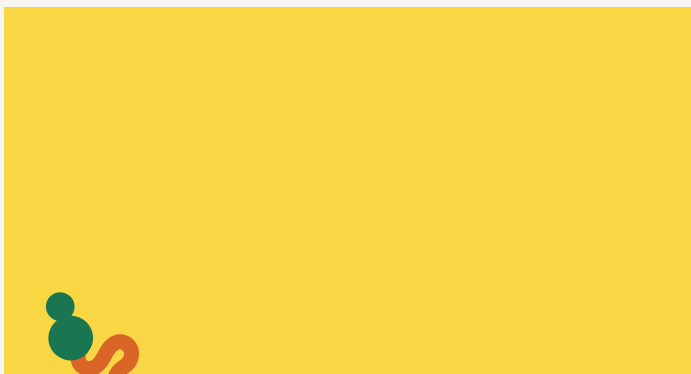
1. What is the main message we want our poster to say?



2. What examples can we use to make our message strong?



3. How can we make the poster/ad funny, creative, or catchy? (Can include slogans, rhymes, or characters.)



4. What pictures, symbols, or colours will show our message clearly? Do you want to add a tagline?



Note: This workshop explored how AI operates in and impacts today's world, encouraging reflection and critical questioning. In the next section, participants will move into more advanced thinking—imagining, designing, and evaluating future possibilities and challenges of AI.

WORKSHOP 3: FUTURE

Duration: 1.5- 2 hours



1 RECAP OF PREVIOUS WORKSHOP

Time: 5 minutes

In this session, facilitators will offer a recap from the last session, provide information and background to the project, and then an overview of this session.



2 ICEBREAKER: “WHAT’S IN THE NEWS?”

Time: 30 minutes

Objective:

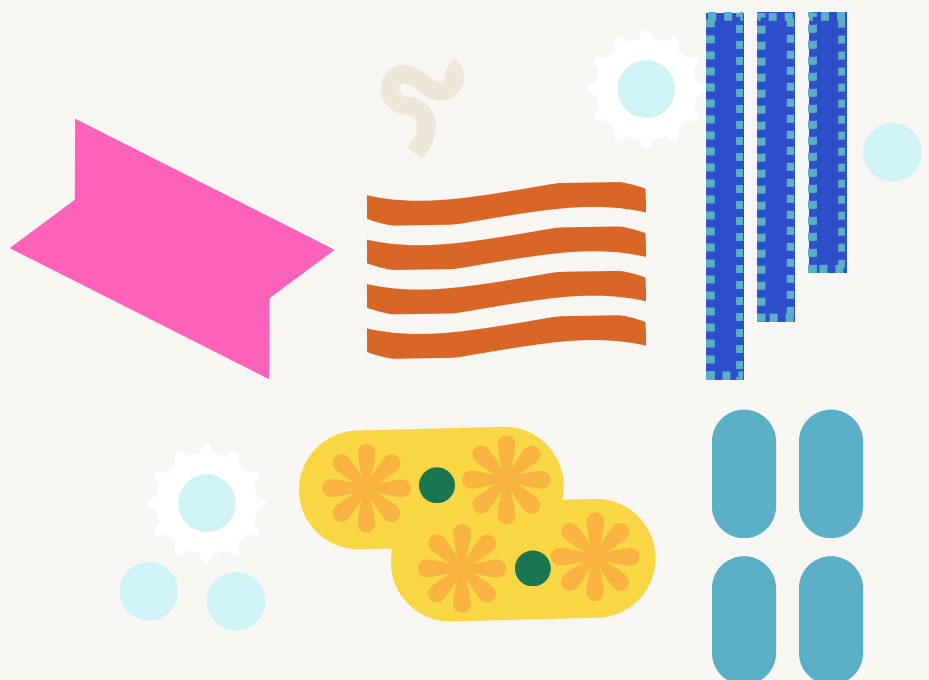
To help participants get comfortable with each other and start thinking about how they relate to information, news, and media, which will lead into the creative exercise on AI and the future.

Instructions

Start the Conversation: Go around the circle and ask each child to introduce themselves by saying:

“My name is _____ and I get to know about the world through_____.”

Encourage a mix of answers e.g. headlines, comics, photos, funny stories, sports, or the TV.





3 ACTIVITY: “NEWSPAPER OF THE FUTURE”

Time: 60 minutes

Objective:

To encourage children to imagine how the media might look, sound, and feel in the future, and how AI could shape the way we receive and understand information.

Background for Facilitators:

AI is becoming a part of everyday life, from the videos children watch, to the apps they use to learn and play. Because of this, it's important for children to start thinking about how the future might be shaped by AI. The technologies being created today will be the tools, helpers, and systems they will use as adults. If children learn to imagine different futures where AI helps people, protects the planet, or solves big problems, they can grow into creators who build technology that makes life better for everyone.

At the same time, AI will also change many jobs, schools, and even the way people make decisions. Children need to understand that AI won't just impact gadgets; it will affect how we work, learn, travel, stay healthy, and connect with each other. When they think about these possibilities early on, they can ask important questions: “What role should AI play in our lives?”, “How can we make sure AI is fair and helpful?”, and “What kind of world do we want to live in?”

Materials Required:

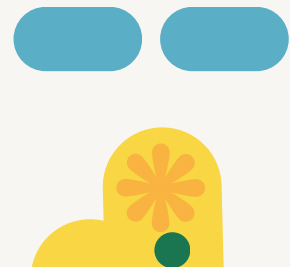
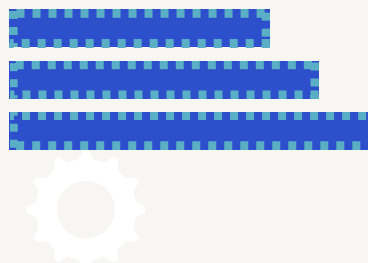
- Future Newspaper Worksheet (1 set for each group)
- Old newspaper pages or magazines (for inspiration or collage)
- Glue and scissors (1 set for each group)
- Large chart paper or white board (common for entire group)
- Markers for facilitators

Instructions for Facilitators:

1. Form Groups: Divide the children into groups of 3-5.

2. Thinking about the Future Newspaper:

Tell the group: “Now we're going to pretend we are reporters from the future! Imagine it's the year 2040, and your job is to make the front page of a newspaper that tells everyone what life with AI looks like. You will work in small groups and create 3–4 headlines, short news stories, and drawings about how AI might help people, cause funny problems, or change schools, homes, and cities. You can be as creative and imaginative as you want—think of robots, smart machines, talking gadgets, or anything you can dream up. Your newspaper should show what you think the world might look like when you grow up.”



In case children are unable to think through ideas, some prompts may be given, such as:

- “Robot Teachers Win Best Educator Award”
- “AI Helps Save a Forest in Assam”
- “Humans Take a Day Off, AI Runs the City”
- “AI Consumes a Lot of Water, and There is Nothing Left for the Town to Drink”
- “AI Agrees to Everything that Students say Regardless of Whether Right or Wrong”

Ask the children to work on the Future Newspaper Worksheet provided.

4. Presentation: Each group presents their newspaper for everyone, if time permits (2-3 minutes per group). Else, the next step of the activity can be carried out right after the newspapers are completed.

5. Mind Mapping: Bring everyone together and say: “We’ve seen some amazing ideas about AI in the future. Let’s look at what connects them. What patterns or themes do you notice across all the newspapers?”

Ask guiding questions:

- What are some of the common themes we found?
- How are these themes related?
- Why do these ideas feel important to you?
- What do they tell us about how we imagine the future with AI?
- Does the future you have thought of excite you? Does it make you worried?
- How can you ensure a fair future for everyone?

Invite children to call out or write down common ideas, for example:

- AI and the environment
- AI in education
- AI and creativity
- AI and emotions
- AI and fairness
- AI and child rights

As a group, cluster similar ideas together on a large sheet or board. Draw lines or arrows to show how ideas connect.



Future Newspaper

Imagine it's the year 2040, and your job is to make the front page of a newspaper that tells everyone what life with AI looks like.

Give your newspaper a name

Date:

Place:

Headline

Add a visual here

Small Updates on
weather, sports, events

Advertisement



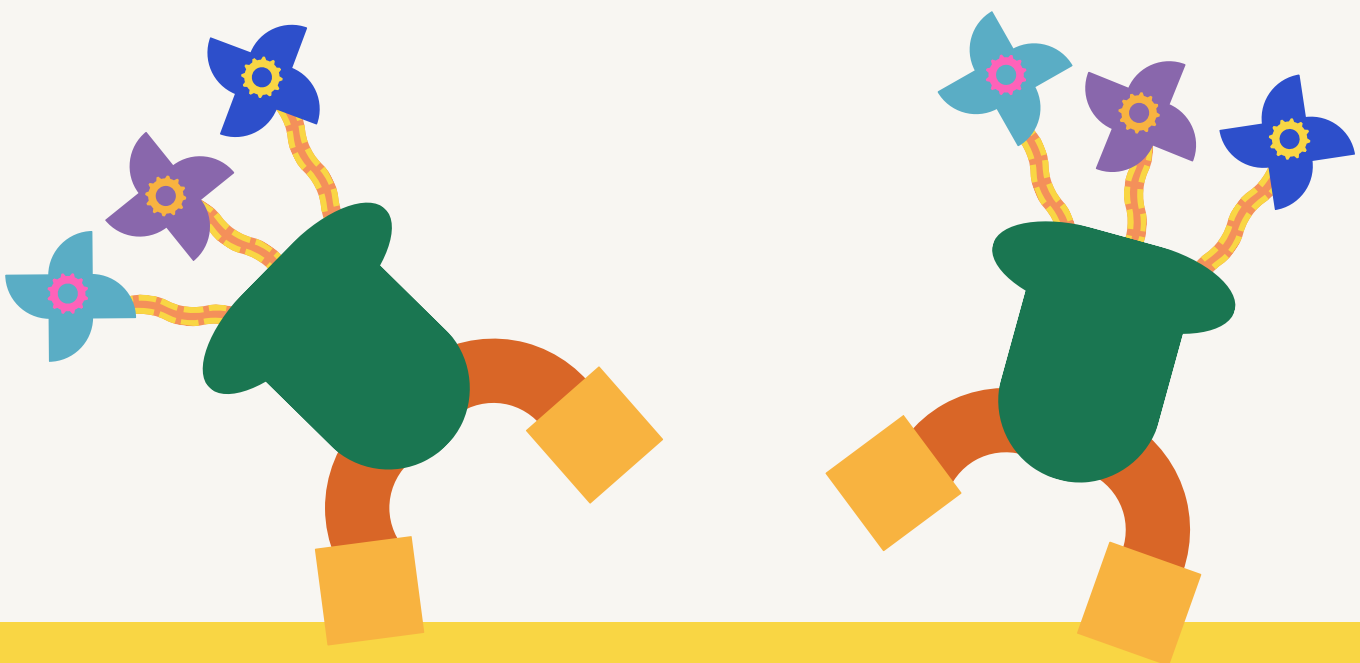
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This work has been written and designed by Saumya Varma, Siddhi Gupta, Sharada Kerkar and Siddharth Peter de Souza.

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