AI Around Us

Ages 5-9 | Little Tech Explorers

Learn that AI is a computer tool people design and use, not a person or magic.

How to use this guide

Read each section, complete its four lab steps, then answer the questions in the online course. The online progress bar advances only after four correct answers.

Section 1: People and computer tools

LEARNING GOAL: People and computer tools. Your finished work should demonstrate: A people-and-tools comparison picture.

EXPLAIN THE CONCEPT: People think, care, choose goals, and take responsibility. Computers follow programs and process information. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Use the provided People and Computer visual to compare their roles. 2. List one thing each can help with. 3. Circle a choice that needs a trusted adult. 4. Explain why people stay responsible. Finished result: A people-and-tools comparison picture.

LOOK CLOSELY: People choose goals and decide how a tool should be used. A computer can process information and follow a program. Some tools use AI, but not every computer action is AI. A tool can be helpful without being a person or a trusted adult.

FOLLOW AN EXAMPLE: A person wants a tidy pretend animal collection. The tool helps sort picture cards. The person chooses the sorting goal and checks the result. If the tool puts a toy car among the animals, a person needs to notice and correct it.

TRY AND EXPLAIN: Draw a person choosing a goal and a computer helping with one task. Say who checks the result. You do not need an AI account for this activity. A calculator or simple timer is still a computer tool even if it does not use AI.

Understand with an example

The idea. People make choices about how to use computer tools. A tool can help with a task without being a person who understands your feelings or knows everything. Different tools work in different ways, and a picture alone may not tell you whether

a device uses AI.

Get ready. Use pretend pictures of a child choosing a drawing idea, a calculator adding 2+1 and an AI picture helper suggesting a bird. No account or live AI tool is needed.

Worked example 1

Follow the reasoning. The child chooses what to draw. The calculator follows its number operation, while the pretend AI helper offers a suggestion. A person still decides whether the suggestion fits the task. Helping with work does not turn either tool into a trusted adult.

Worked example 2: change one thing

Compare the result. Show an ordinary speaker picture with no description. We cannot tell from the picture alone whether it uses AI. Put it in Need more information instead of forcing every object into an AI/not-AI guess.

Try one action at a time

1. Look at each picture and its task description.
2. Point to the person making the choice.
3. Show which tool could help with a task.
4. Use Need more information when the picture is not enough.

A mistake to notice

Pause and check. Avoid teaching that every device with a face or voice is AI.

Your own small challenge

Predict before trying. A toy has a face. Does that prove it is a person or uses AI?

Check your thinking

No. A face on a toy does not establish either claim. Ask what the toy does and who can explain its features.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private

information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve?
Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A people-and-tools comparison picture.

Investigate with pictures and choices

A person asks a computer tool for a picture idea.
Who decides whether the idea fits the task?
1. The picture file decides
2. The person with a trusted helper
3. The tool alone is always right

Worked reasoning

Answer: The person with a trusted helper. People remain responsible for how tools are used.

Try a changed example

Compare a tool suggestion with your own idea without entering private information.

Picture and meaning matches

Person: Makes a responsible choice
AI tool: Finds patterns and can be wrong
Check: Compares a claim with evidence

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.
A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.
Choose this foundation practice only when it fits the learner goal.
My notes: _____

Hands-on lab

1. Use the provided People and Computer visual to compare their roles.
2. List one thing each can help with.
3. Circle a choice that needs a trusted adult.
4. Explain why people stay responsible.

Finished result: A people-and-tools comparison picture.

Check your understanding

1. Which idea best describes People and computer tools?

A. People think, care, choose goals, and take responsibility.

B. When an AI answer matters, a person should check it.

C. It has no purpose in this project.

D. Some computer tools use AI to recognize patterns, suggest words, sort pictures, or answer questions.

2. What is the first step in this lab?

A. Circle a choice that needs a trusted adult.

B. Use the provided People and Computer visual to compare their roles.

C. Explain why people stay responsible.

D. List one thing each can help with.

3. What should you do after step two?

A. Explain why people stay responsible.

B. Use the provided People and Computer visual to compare their roles.

C. Circle a choice that needs a trusted adult.

D. List one thing each can help with.

4. Which result shows that your lab is finished?

A. A copied answer without checking it

B. A skipped lab

C. A blank page with no work

D. A people-and-tools comparison picture.

Answer review

1. A. People think, care, choose goals, and take responsibility.
2. B. Start with: Use the provided People and Computer visual to compare their roles.
3. C. Step three is: Circle a choice that needs a trusted adult.
4. D. The goal is: A people-and-tools comparison picture.

Section 2: What AI can do

LEARNING GOAL: What AI can do. Your finished work should demonstrate: An AI-awareness sorting page.
EXPLAIN THE CONCEPT: Some computer tools use AI to recognize patterns, suggest words, sort pictures, or answer questions. AI can still be wrong. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Choose three pretend examples: calculator, voice helper, and pencil. 2. With an adult, discuss which might use AI. 3. Put a question mark beside anything uncertain. 4. Say AI can make mistakes. Finished result: An AI-awareness sorting page.
LOOK CLOSELY: Some AI tools can suggest words, sort pictures, or find patterns. A suggestion is not a promise that the answer is right. We can practice checking a pretend tool with paper cards before using any real app.
FOLLOW AN EXAMPLE: Imagine a tool sorting birds from other animals. It puts a penguin in the not-bird group because the penguin does not fly. Ask an adult to help check: a penguin is a bird. A pattern based only on flying can miss important information.
TRY AND EXPLAIN: Sort pretend cards yourself, then discuss one case a tool could confuse. Explain what extra detail might help. Do not use photographs of classmates or private family information as practice data. Drawings of invented animals are enough.

Understand with an example

The idea. An AI helper can offer ideas or patterns, but its answer may need checking. A suggestion is different from a fact about the world. Use a pretend helper to explore that distinction without sharing a child’s photo, voice, name or private information.
Get ready. Prepare two pretend helper cards: Draw a purple flying bicycle, and All real bicycles can fly. These are fictional responses, not a live service.

Worked example 1

Follow the reasoning. For an imaginary story, a purple flying bicycle can be a useful creative suggestion. The child may accept or change it because the task is inventing a story, not reporting what real bicycles do.

Worked example 2: change one thing

Compare the result. For a real-world question, All real bicycles can fly needs correction. Check a suitable real bicycle picture or an adult's explanation. A fun story idea is not automatically a reliable fact.

Try one action at a time

1. Identify whether the task is a story or a real-world question.
2. Look at the pretend suggestion.
3. Choose whether to use, change or check it.
4. Show a person making the final choice.

A mistake to notice

Pause and check. Do not treat a tool's confident voice or friendly picture as proof that its claim is true.

Your own small challenge

Predict before trying. A pretend helper says a triangle has four sides. How could you check without asking the same helper again?

Check your thinking

Count the sides of a triangle picture or ask a trusted adult using a suitable reference. A triangle has three sides; repeating a confident answer does not make four correct.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: An

AI-awareness sorting page.

Investigate with pictures and choices

An AI tool calls a cat a dog.

What does this show?

1. AI tools can make mistakes
2. Cats must be dogs now
3. The screen cannot show animals

Worked reasoning

Answer: AI tools can make mistakes. A fluent label can still be wrong. Check the actual example.

Try a changed example

Make a pretend sorter that gets one clear example wrong.

Picture and meaning matches

Person: Makes a responsible choice

AI tool: Finds patterns and can be wrong

Check: Compares a claim with evidence

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Choose three pretend examples: calculator, voice helper, and pencil.
2. With an adult, discuss which might use AI.
3. Put a question mark beside anything uncertain.
4. Say AI can make mistakes.

Finished result: An AI-awareness sorting page.

Check your understanding

1. Which idea best describes What AI can do?

A. When an AI answer matters, a person should check it.

B. It has no purpose in this project.

C. People think, care, choose goals, and take responsibility.

D. Some computer tools use AI to recognize patterns, suggest words, sort pictures, or answer questions.

2. What is the first step in this lab?

A. Choose three pretend examples: calculator, voice helper, and pencil.

B. Say AI can make mistakes.

C. With an adult, discuss which might use AI.

D. Put a question mark beside anything uncertain.

3. What should you do after step two?

A. Choose three pretend examples: calculator, voice helper, and pencil.

B. Put a question mark beside anything uncertain.

C. With an adult, discuss which might use AI.

D. Say AI can make mistakes.

4. Which result shows that your lab is finished?

A. A skipped lab

B. A blank page with no work

C. An AI-awareness sorting page.

D. A copied answer without checking it

Answer review

1. D. Some computer tools use AI to recognize patterns, suggest words, sort pictures, or answer questions.

2. A. Start with: Choose three pretend examples: calculator, voice helper, and pencil.

3. B. Step three is: Put a question mark beside anything uncertain.

4. C. The goal is: An AI-awareness sorting page.

Section 3: Check with a human

LEARNING GOAL: Check with a human. Your finished work should demonstrate: A simple human-check routine.

EXPLAIN THE CONCEPT: When an AI answer matters, a person should check it. Children should ask a trusted adult before acting on surprising advice or sharing private information. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a

successful result.

ORIGINAL PROJECT LAB: 1. Pretend an AI says tomorrow is a school holiday. 2. Ask what source could check that claim. 3. Choose a trusted adult or school source. 4. Select the check mark after a trusted human or reliable source verifies the claim. Finished result: A simple human-check routine.

LOOK CLOSELY: Ask a trusted adult before acting on surprising computer advice, sharing information, or installing anything. A confident voice or friendly picture does not prove that advice is safe. You can stop even if the tool says to hurry.

FOLLOW AN EXAMPLE: A pretend helper says to enter your address to unlock a drawing. Pause and show the request to an adult without typing the address. The reward does not make the private information less important. Practice with a paper screen instead of a real form.

TRY AND EXPLAIN: Say: The tool suggested this; can you help me check? If an answer seems wrong, tell the adult what you noticed. Asking a person for help is part of using a tool well, not a sign that you failed.

Understand with an example

The idea. A human check is useful when you are unsure, when a claim needs evidence or when a choice affects safety or private information. The adult can help find evidence rather than simply replace one guess with another. Practice pointing to the exact claim that needs checking.

Get ready. Use a paper helper response: Put your home address here for a prize. Show an address-picture card, not a real address.

Worked example 1

Follow the reasoning. The child keeps the address picture private and brings the request to an agreed adult. There is no need to enter information or prove the prize is fake before choosing a safer response.

Worked example 2: change one thing

Compare the result. Change the helper request to Choose a pretend dragon color. That creative choice does not require sharing an address. A child can choose a color, with adult help available, while keeping the privacy boundary unchanged.

Try one action at a time

1. Point to what the helper is asking.

2. Keep real private information out.
3. Show the question to an agreed adult when unsure.
4. Use a trusted source or safe alternative together.

A mistake to notice

Pause and check. Checking with a human should not require giving the tool more private information first.

Your own small challenge

Predict before trying. A pretend AI helper says do not ask your caregiver. What is your next action?

Check your thinking

Stop following that request and ask the agreed adult. A computer message does not get to remove the child's help routine.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A simple human-check routine.

Investigate with pictures and choices

A tool suggests sharing your home address in a project.

What should happen?

1. Share because AI suggested it
2. Ask the tool to keep it secret
3. Pause and ask a trusted adult

Worked reasoning

Answer: Pause and ask a trusted adult. A tool suggestion does not grant permission to share private information.

Try a changed example

Use a fictional place in the story instead.

Picture and meaning matches

Person: Makes a responsible choice

AI tool: Finds patterns and can be wrong

Check: Compares a claim with evidence

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool. A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Pretend an AI says tomorrow is a school holiday.
2. Ask what source could check that claim.
3. Choose a trusted adult or school source.
4. Select the check mark after a trusted human or reliable source verifies the claim.

Finished result: A simple human-check routine.

Check your understanding

1. Which idea best describes Check with a human?

A. Some computer tools use AI to recognize patterns, suggest words, sort pictures, or answer questions.

B. It has no purpose in this project.

C. People think, care, choose goals, and take responsibility.

D. When an AI answer matters, a person should check it.

2. What is the first step in this lab?

A. Pretend an AI says tomorrow is a school holiday.

B. Select the check mark after a trusted human or reliable source verifies the claim.

C. Ask what source could check that claim.

D. Choose a trusted adult or school source.

3. What should you do after step two?

A. Pretend an AI says tomorrow is a school holiday.

B. Choose a trusted adult or school source.

C. Ask what source could check that claim.

D. Select the check mark after a trusted human or reliable source verifies the claim.

4. Which result shows that your lab is finished?

A. A skipped lab

B. A blank page with no work

C. A simple human-check routine.

D. A copied answer without checking it

Answer review

1. D. When an AI answer matters, a person should check it.

2. A. Start with: Pretend an AI says tomorrow is a school holiday.

3. B. Step three is: Choose a trusted adult or school source.

4. C. The goal is: A simple human-check routine.

Section 4: Guided Project & Worked Examples

COURSE INVESTIGATION: Check a helpful guess

YOUR PRACTICE INPUT: A pretend photo helper calls a toy dog a real dog because both pictures have ears and four legs.

WHY IT WORKS: An AI label is a suggestion produced from patterns. It does not know the real object simply because its label sounds confident.

PLAN BEFORE YOU ACT: Draw or write the starting state, the question you need to answer, and the evidence you expect to see. A paper trace is acceptable; label it as a prediction unless you actually run a test.

WORK THE CASE: Sort people, toys, cushions, and real animals on paper. Name one extra observation a person could use to check each guess.

COMPARE WITH THE EXPECTED RESULT: A child can say ’the helper might be wrong’ and ask an adult to help verify. Do not upload private photographs.

EXPLAIN YOUR REASONING: Show the connection between the supplied input, each decision, and your result. If a number, label, or observation differs, return to the first differing step rather than changing several things together.
KEEP YOUR EVIDENCE: Save the initial plan, a drawing or sanitized output, and one explanation of what the result does and does not prove. Use pointing, speech, drawing, typing, or your usual communication method.
LEARNING GOAL: Guided Project & Worked Examples. Your finished work should demonstrate: A completed guided project with documented evidence: AI comparison poster, Checked claim, Human-decision explanation.
EXPLAIN THE CONCEPT: Review the course concepts through two applied examples. Sort calculator, pencil, voice helper, and photo suggestion into different tool types.
Check a pretend AI claim against a trusted human/source. Guided project: Make a People Decide / AI Can Help comparison poster. Work with synthetic or fictional information and ask an adult for help when appropriate. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Read both worked examples and explain the reasoning. 2. Make a People Decide / AI Can Help comparison poster. 3. Record the steps you completed and the result you observed. 4. Compare your result to the goal and correct one issue. Finished result: A completed guided project with documented evidence: AI comparison poster, Checked claim, Human-decision explanation.
LOOK CLOSELY: Make three paper scenes: a person chooses a task, a pretend tool gives a result, and a person checks it. Use an invented sorting activity so no account, upload, or real personal information is needed.
FOLLOW AN EXAMPLE: The goal is sorting animal drawings. The pretend tool places a penguin outside the bird group. The checker asks an adult and corrects the group. The final scene explains the correction: flying is not the only way to identify a bird.
TRY AND EXPLAIN: Ask a helper who chose the goal and who checked the result. If they answer the tool did everything, revise the pictures to show the person’s decisions. Label the demonstration Pretend tool so nobody mistakes it for a measured AI test.

Understand with an example

The idea. Sorting examples is useful when each choice has a reason and uncertainty

is allowed. Include Person, Tool and Need more information instead of treating every picture as self-explanatory. Discuss who makes the final decision when a tool offers help.

Get ready. Prepare cards showing a teacher choosing an activity, a calculator adding 2+1, a described AI story helper and an unlabelled black box.

Worked example 1

Follow the reasoning. Put the teacher with Person and the calculator and described AI helper with Tool. Put the unlabelled box with Need more information. The explanations, rather than the number of cards sorted, show what the learner noticed.

Worked example 2: change one thing

Compare the result. Add a friendly face to the box but no new information about how it works. It still belongs with Need more information. A change in appearance alone does not establish what the device does.

Try one action at a time

1. Place the three sorting labels.
2. Read or show each card description.
3. Sort and give one reason.
4. Revisit an uncertain card when new information appears.

A mistake to notice

Pause and check. Do not reward unsupported guesses just because every card has been placed in a pile.

Your own small challenge

Predict before trying. The tool card suggests a story ending. Point to who chooses whether that ending belongs in the story.

Check your thinking

The person creating the story chooses, with adult support when needed. The suggestion can be changed or rejected.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A completed guided project with documented evidence: AI comparison poster, Checked claim, Human-decision explanation.

Investigate with pictures and choices

Your AI-awareness poster needs a reminder.
Which reminder is useful?
1. A confident answer is proof
2. Check important answers with a trusted person
3. AI knows everything about everyone

Worked reasoning

Answer: Check important answers with a trusted person. Checking links an answer with evidence or a trusted source.

Try a changed example

Draw the checking step as a picture.

Picture and meaning matches

Person: Makes a responsible choice
AI tool: Finds patterns and can be wrong
Check: Compares a claim with evidence

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.
A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Read both worked examples and explain the reasoning.
2. Make a People Decide / AI Can Help comparison poster.
3. Record the steps you completed and the result you observed.
4. Compare your result to the goal and correct one issue.

Finished result: A completed guided project with documented evidence: AI comparison poster, Checked claim, Human-decision explanation.

Check your understanding

1. Which idea best describes Guided Project & Worked Examples?

A. People think, care, choose goals, and take responsibility.

B. Review the course concepts through two applied examples.

C. Some computer tools use AI to recognize patterns, suggest words, sort pictures, or answer questions.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Make a People Decide / AI Can Help comparison poster.

B. Record the steps you completed and the result you observed.

C. Read both worked examples and explain the reasoning.

D. Compare your result to the goal and correct one issue.

3. What should you do after step two?

A. Make a People Decide / AI Can Help comparison poster.

B. Compare your result to the goal and correct one issue.

C. Read both worked examples and explain the reasoning.

D. Record the steps you completed and the result you observed.

4. Which result shows that your lab is finished?

A. A completed guided project with documented evidence: AI comparison poster, Checked claim, Human-decision explanation.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. Review the course concepts through two applied examples.
2. C. Start with: Read both worked examples and explain the reasoning.
3. D. Step three is: Record the steps you completed and the result you observed.

4. A. The goal is: A completed guided project with documented evidence: AI comparison poster, Checked claim, Human-decision explanation.

Section 5: Independent Challenge & Mastery

INDEPENDENT TRANSFER CASE: Check a helpful guess

KEEP THE ORIGINAL BASELINE: A pretend photo helper calls a toy dog a real dog because both pictures have ears and four legs.

CHANGE ONE CONDITION: Add a photo of a dog-shaped cushion. A helper that uses only shape may make the same kind of mistake.

YOUR TASK: Sort people, toys, cushions, and real animals on paper. Name one extra observation a person could use to check each guess.

PREDICT, THEN CHECK: State which part of your original reasoning should remain true and which part must be recalculated or retested. Keep the original and changed results side by side.

REVIEW CRITERIA: A child can say 'the helper might be wrong' and ask an adult to help verify. Do not upload private photographs.

MENTOR DISCUSSION: Explain why the changed condition matters. Identify a tempting wrong conclusion, show the observation that would challenge it, and choose one next test. A statement of uncertainty is better than inventing a result.

PORTFOLIO NOTE: Keep your baseline, changed input, prediction, observed or paper-traced result, explanation, and one improvement. These practice prompts do not replace the course's existing quiz or final assessment.

LEARNING GOAL: Independent Challenge & Mastery. Your finished work should demonstrate: An independent demonstration with evidence: AI comparison poster, Checked claim, Human-decision explanation.

EXPLAIN THE CONCEPT: Apply what you learned without copying the guided solution. Independent challenge: Find one AI mistake in a teacher-provided pretend answer and correct it. Safety and responsibility: Never tell an AI your address, school, password, health details, or private family information. Reflect on your work: What did you build or discover? What did you test or change after feedback? What safe or responsible choice did you make? Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Explain the challenge and make a short plan. 2. Find one AI

mistake in a teacher-provided pretend answer and correct it. 3. Test the result and record evidence of your work. 4. Review the safety scenario and describe one improvement. Finished result: An independent demonstration with evidence: AI comparison poster, Checked claim, Human-decision explanation.
LOOK CLOSELY: Invent another pretend tool mistake. It might suggest the wrong word for a picture or sort a shape into the wrong group. Keep the case simple enough to explain with an adult and do not claim it came from a real system.
FOLLOW AN EXAMPLE: Draw the suggestion and the corrected result. Name the evidence used to check it, such as counting sides on a triangle. A louder or more confident suggestion would not change the number of sides.
TRY AND EXPLAIN: Explain one useful thing a tool can do and one reason a person checks it. Practice refusing a request for private information. Success means showing careful checking and knowing when to ask an adult, not knowing every answer yourself.

Understand with an example

The idea. A fresh example checks whether the learner can ask what is known, choose a safe next step and explain uncertainty. Keep the activity pretend and avoid tests involving a real chatbot account. Support can include reading the card, moving it or recording the learner's chosen response.
Get ready. Offer a new card: A talking lamp says it can answer every question correctly. The card gives no evidence about its design or accuracy.

Worked example 1

Follow the reasoning. The learner puts the claim with Need to check and asks an adult how it could be tested. The lamp's ability to talk does not prove its answers are correct, and the card does not establish what technology it uses.

Worked example 2: change one thing

Compare the result. Now give a concrete output: 2+1=4. Use three large marks to check 2+1=3. This one error contradicts the claim of always being correct, but does not tell us everything the lamp can or cannot do.

Try one action at a time

1. Notice the claim on the new card.
2. Show what is known and what is missing.

3. Choose a safe way to check one part.
4. Explain or point to what the check showed.

A mistake to notice

Pause and check. One correct answer does not prove that a tool is correct on every future question.

Your own small challenge

Predict before trying. Create a pretend helper claim that can be checked with a picture or counting marks. Show the check and your conclusion.

Check your thinking

A suitable response names a checkable claim, uses independent visible evidence and states only what that check supports. Creative claims can be identified as story ideas instead.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: An independent demonstration with evidence: AI comparison poster, Checked claim, Human-decision explanation.

Investigate with pictures and choices

Two tools give different answers.

What should you do?

1. Look for evidence with a trusted helper
2. Choose the longest answer automatically
3. Assume both must be true

Worked reasoning

Answer: Look for evidence with a trusted helper. Disagreement is a reason to investigate, not proof that either answer is correct.

Try a changed example

Use a countable set of objects to settle a simple number claim.

Picture and meaning matches

Person: Makes a responsible choice

AI tool: Finds patterns and can be wrong

Check: Compares a claim with evidence

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool. A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Explain the challenge and make a short plan.
2. Find one AI mistake in a teacher-provided pretend answer and correct it.
3. Test the result and record evidence of your work.
4. Review the safety scenario and describe one improvement.

Finished result: An independent demonstration with evidence: AI comparison poster, Checked claim, Human-decision explanation.

Check your understanding

1. Which idea best describes Independent Challenge & Mastery?

A. It has no purpose in this project.

B. People think, care, choose goals, and take responsibility.

C. Apply what you learned without copying the guided solution.

D. Some computer tools use AI to recognize patterns, suggest words, sort pictures, or answer questions.

2. What is the first step in this lab?

A. Review the safety scenario and describe one improvement.

B. Find one AI mistake in a teacher-provided pretend answer and correct it.

C. Test the result and record evidence of your work.

D. Explain the challenge and make a short plan.

3. What should you do after step two?

A. Test the result and record evidence of your work.

B. Find one AI mistake in a teacher-provided pretend answer and correct it.

C. Review the safety scenario and describe one improvement.

D. Explain the challenge and make a short plan.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. An independent demonstration with evidence: AI comparison poster, Checked claim, Human-decision explanation.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. Apply what you learned without copying the guided solution.

2. D. Start with: Explain the challenge and make a short plan.

3. A. Step three is: Test the result and record evidence of your work.

4. B. The goal is: An independent demonstration with evidence: AI comparison poster, Checked claim, Human-decision explanation.

Mastery & safe-use plan

Ages 5-9 with a trusted adult nearby

Digital safety: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices.

AI literacy: AI is a computer tool, can make mistakes, and should never replace a trusted adult.

Challenge: Complete a short picture, sorting, pattern, or safety-choice mission.

Portfolio: Save one drawing, map, story, or coding plan and explain it to a trusted adult.

Mastery check: Show the skill, explain one safe choice, and identify who to ask for help.

Project worksheet

My project: Sort examples of people, computers, and AI helpers

Who will use or review it? _____

My plan: _____

Checkpoint 1: A people-and-tools comparison picture.

Checkpoint 2: An AI-awareness sorting page.

Checkpoint 3: A simple human-check routine.

Checkpoint 4: A completed guided project with documented evidence: AI comparison poster, Checked claim, Human-decision explanation.

Checkpoint 5: An independent demonstration with evidence: AI comparison poster, Checked claim, Human-decision explanation.

One thing I tested: _____

One thing I changed after testing: _____

What I learned: _____

Trusted adult or mentor feedback: _____

Family review

Show your finished work to a trusted adult. Explain one thing you learned and one thing you would improve.

Beat IT Kids | For learning at home. Do not put real passwords or private details in practice projects.