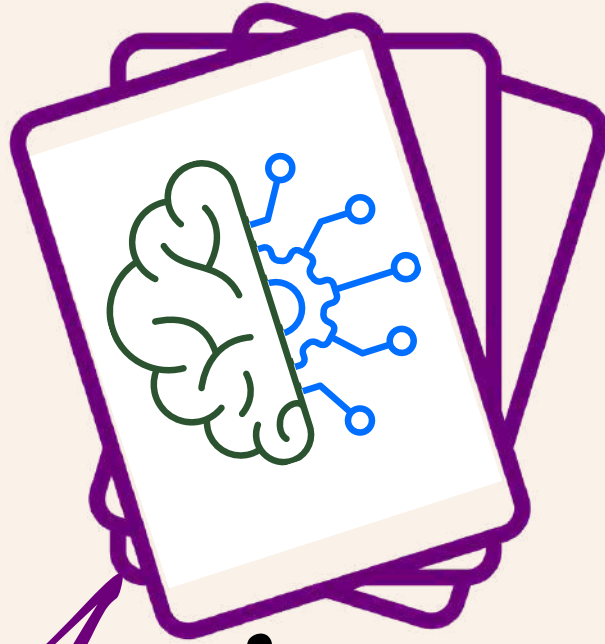




*A*ctive *I*ntellect

FACILITATOR'S GUIDE

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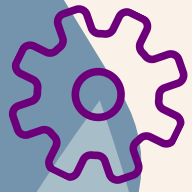
ABOUT OUR TEAM

Hello!

We are Natália, Hana, Derval, Eléonore, and Quinn, a team of 5 students from Leiden University College. We come from different places - Ireland, France, Germany, Slovakia - and have come to Den Haag, Netherlands to study Liberal Arts & Sciences.

For our first year, we have been working on developing our sense of what it means to be a global citizen. We believe global citizenship is about a shared sense of responsibility and care for each other, as well as the environment around us. Departing from different perspectives of our majors - from law and politics to health - we have decided to design a game addressing one of the biggest contemporary challenges posing a threat to our environment, ethics and personhood - artificial intelligence.





GLOBAL CHALLENGE

Our game will address one of the most current global challenges of our time, Artificial Intelligence. We want to give our players an introduction into some prevalent issues surrounding AI and deepen their awareness of both the personal and global implications of AI usage. In university and our broader lives, our team is faced with the option of using AI on a daily basis. Yet we are also exposed to the drawbacks AI can have for the development of academic or personal skill-sets and the risks it poses to the wider world. Because we are having conversations about AI in classrooms or with peers, we are actively engaging with the topic, but high school students are also challenged by the growing interest in AI tools and may not even realise all the ways in which this may manifest. For this reason, we want to build an awareness in highschoolers for the fact that AI is a system and make its feedback loops more visible and tangible to students who may feel unrelated, or distanced, from the consequences of AI.

Rather than educate about the literal mechanics of how AI works, we want to create relatable circumstances where AI may be used by students, and show how different types of usage or effective prompting may affect their personal skill-sets. However, we also make tangible the consequences of AI use which are usually obscured or geographically removed from us, such as water shortages or data leaks. Furthermore, fact-based cards explore environmental, social and personal benefits and harms of AI through real-world examples and cases; these cards uncover the hidden power structures behind AI and facilitate a consciousness that we are part of a broader and complex network when we use AI. This game aims to promote a more reflective and deliberate use of AI that recognises its potential, but even more so, its undeniable dangers. We aim not to moralise, but rather to create reflection concerning AI and why it is a global challenge.

METHODOLOGY

AI and its use are very current issues that are widely discussed in the ever-evolving technological era we live in. The significance of AI even in our own lives is what created the initial idea to focus on this Global Challenge. Additionally, interactions with other people and their differing opinions on AI motivated us to investigate it further. Our ideas were also highly influenced not only formally by the different AI policies that we ourselves have to follow during our time at university, but also by casual conversations and debates about AI with our peers and within our team. We realised that while there is no universal guide to the correct use of AI, it is in our power to foster awareness of its consequences and develop a personal stance on this issue.

We had, as part of our courses and education, some knowledge of the consequences of AI and had some idea of what the impacts were that we wanted to highlight. This made its way into the design of the prompts and mechanics of the game. In order to develop even more of our knowledge of this topic, we did research that brought us to the creation of the quiz cards. We wanted the game to include actual data that would prompt reflection and connection outside of the game environment. Consequently, we designed the quiz cards based on real-life examples to introduce an element of targeted discomfort to the game.

DESIGN CHALLENGES

Throughout the development of the game, we encountered several challenges. The first was the actual mechanics of play. We were worried about making the game simple enough to understand and play, yet complex enough to teach something real. We had to resolve questions such as "How do players know which AI is best?" or "How do we tailor consequences to the choices players made previously?". Our second challenge concerned the AI characteristics. How were we to take something so abstract and make it comprehensible for players? To resolve this, we switched from judging the players' AI chatbots based on characteristics to evaluating the quality of their prompts, making the concept more approachable for students.

However, our biggest challenge was about the learning objectives. What were we actually teaching them through our game? What if they drew the wrong conclusions? Should we even act as the AI ethics police? How do we encourage them to reflect on their actions without sounding preachy? This remains our main concern, which is why we regularly returned to our LOs alongside our mechanics to ensure we were building in the right direction. Our last, smaller challenges were about the physical creation of the game and the logistics of game night. How were we going to make 210 tokens? How were we going to build the silo? What would game night look like? Where would we pitch? These questions tied directly to the reality of the project: this was not just a creative thought process, but an actual game meant to be played by high school students.

We did struggle somewhat with the challenge of representation, as there are so many perspectives that would have been interesting to include and interweave. However, we had to stay realistic and stick to the original vision of the game. We chose not to include the perspectives of companies or AI executives, as this would have diluted the core message: that AI has an impact on you as an individual, not just on the larger structures around it. This is why we kept the focus on characters that high school students can most relate to — themselves.

LEARNING GOALS

The main goal of this game is demystifying AI. We aim to uncover the physical infrastructure that is often hidden and invisible in AI and illustrate how it changes and impacts the world in very real ways. By the end, players should realise that AI is not just a chatbot on their laptop, but a huge network and structure of different elements, trade-offs, and consequences.

COGNITIVE (KNOWLEDGE)

Consequently, the game trains some essential hard skills by transmitting knowledge. Through water shortage and data leaks event cards, players get some information about real examples of AI use, consequences, impact, and structure. This information is categorised according to the player's backstories and other mechanics of the game - environmental consequences, social responsibility, personal impact, responsible AI use - to keep the game intact and well connected for players. Incentive to get the questions in the quiz cards right motivates players to read them carefully. By the end they should be able to:

- define AI as a system with multiple environmental, structural, social, and personal facets;

- describe AI as firmly rooted in reality, using physical resources and changing behaviours;
- identify personal and societal trade-offs of AI usage, realising that every interaction with AI has a cost and is not something that exists in isolation from you - it interacts with your personhood
- recognise the finite nature of resources in real life.

The end learning goal of the cognitive learning objectives is to be able to apply systems thinking for AI on a small scale. After the game, players can articulate that AI has both personal and societal impact, knowing that the consequences are happening somewhere else, even if they never witness them personally.

AFFECTIVE (EMOTIONS)

This understanding is rooted in emotional responses which arise while playing the game. By immersing the players in a specific situation designed for a relatable high-school setting, the game stimulates caring for issues people might be facing, and the way this impacts how they interact with AI. Having a character to play creates a space for empathy towards various groups involved in AI, furthermore enhanced by the quiz cards and event cards that tap into players' emotions. The active engagement with quiz cards creates space for shock, both positive or negative, and the event cards require a response to crises.

Moreover, the mechanism of the water running out, functioning as a timer, creates a sense of urgency, stress, and care about resource-use.

The end goal is to create a sense of urgency within the game and stipulate caring towards multifaceted groups involved in AI - from a user dealing with a moral and practical tension, to a miner in South-East Asia producing resources in inhumane conditions.

BEHAVIOURAL (SKILLS)

Finally, players should start employing critical engagement with AI. Firstly, by engaging with prompts of 3 different levels with differing costs, players should gain base-level skills in responsible AI use and adapt their AI usage accordingly, e.g. by prompting more efficiently and critically. Secondly, in natural pauses within the game due to the power outage event cards, players should reflect on whether AI use is even necessary to reach their goals.

Ideally, this reflection will transcend the game and make players stop and question whether the personal, environmental, and societal trade-offs are worth it the next time they want to use AI, and whether using AI for particular tasks is really necessary, or if they can find other ways.



PLAYERS

Our game is mainly for students, starting around the age of 16 and older. AI use is prevalent among people and especially students nowadays. Young people are impressionable and their digital, more specifically AI, literacy is often insufficient for the complex situations we deal with on a daily basis. Because of that, AI literacy is an extremely valuable skill and knowledge about AI and its use is highly beneficial in academic, professional but also personal aspects of life. Our game aims to provide guidance on cautious and responsible use of AI as well as the risks that come with it. We believe that teaching about the seriousness of this global challenge at a relatively young age will spread awareness among the new generation and help minimize the negative impact AI has on society.

IN THE CLASSROOM

AI literacy is somewhat present in the secondary school curriculum of the Netherlands, primarily seen under the Digitale geletterdheid (Digital literacy) section of core objectives. Within this section AI is specifically mentioned as an element of "Core objective 22 :The student uses digital technology and digital media". The student is supposed to be trained in how to explore AI (objective 22 D), this involves: describing elements of an AI system; describing how the behaviour of AI systems resembles human behaviour; recognizing common AI systems and their applications in the local environment; interacting responsibly with an AI system. Therefore, our game serves as a complementary learning tool within the classroom to achieve these AI literacy objectives, specifically supporting the aim of building responsible relationships with AI systems.

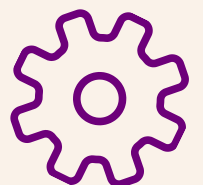
The game is designed for easy implementation in the classroom and flexible adaptation for different levels. The game duration can be made shorter by taking out water tokens. Furthermore, by taking out the event cards and quiz cards for younger students, the game can still convey the main message about how AI is not invisible and always comes with a price through trade-offs, while being. On the other hand, the quiz cards can also be used alone and serve as an easy game just for learning some facts about AI.

Overall, the game would benefit from a translation into Dutch to make it more easy and relatable to students. Some things are still difficult to convey through a game and therefore it would be best to lead a discussion afterwards to check on the player experience. For ideas, see reflection prompts.



REFLECTION PROMPTS

- Did you notice the 3 different levels of prompt cards and the difference in what those cards cost/give in turn? What makes them different and why are some better?
- How does it feel to see the water running out? Can you imagine what is happening in real-life? Can you find examples, or remember information from the quiz cards, related to the environmental impact of AI?
- Is using AI necessary in order to gain skills in the game? And in real life?
- How does AI interact with your personhood?
- Can AI use be responsible towards society and the environment?
- After this game, do you want to use AI, and if so, for what purposes?
- How should you communicate with people who have a different view on AI than you?



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PRINT & PLAY MATERIAL

Print double-sided:

- 4 character cards
- 19 prompt cards
- 8 event cards (3 water shortage, 3 power outage, 2 data leak)
- 15 quiz cards

Print on individual papers:

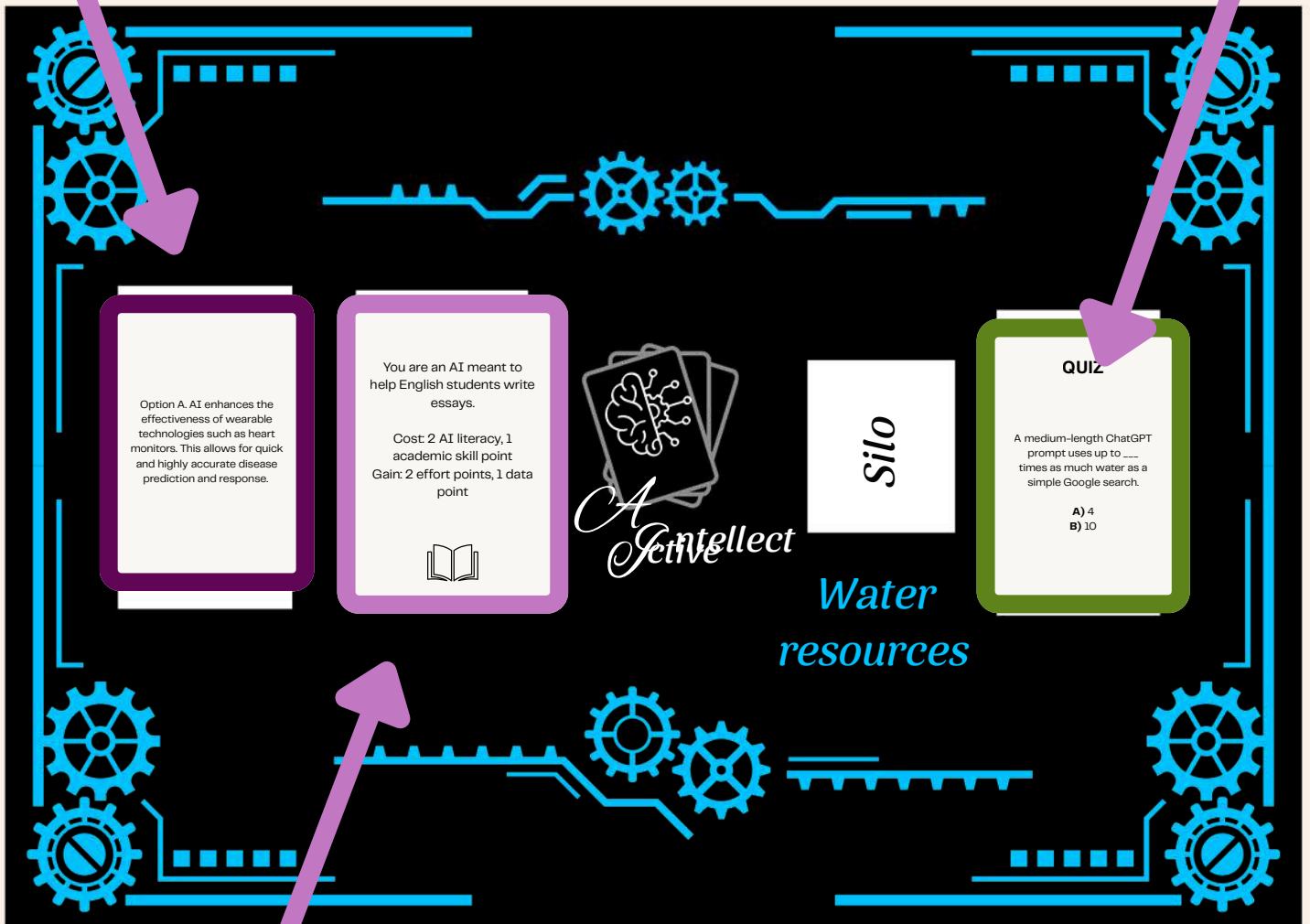
- 210 tokens (110 general purple ones, 100 green specific skills ones - 4 categories)
- board (print A3 format)

Materials not included for print:

- bank for tokens
- silo
- water tokens for silo

Place for played quiz cards and event cards

Place for unplayed quiz cards



Place for shuffled prompt and event cards

In front of each player:

Every player has their character card in front of them with number of tokens corresponding to their character. *



Alex
GOAL: improving grades and learning meaningfully – gain as many academic tokens as possible!
Personal skills bank

2	5	5	5	5	5	5

**we recommend having a bank for unused tokens to ensure a smoother flow of the game.*



ARE THE TRADE-OFFS WORTH IT?

Eléonore Bouvier d'Yvoire,
Derval Gibney-Sheridan, Hana Baťová,
Natália Gaburová, Quinn Kawasaki

Leiden University College
Anna van Buerenplein
Den Haag, Netherlands

Alex

GOAL: improving grades and learning meaningfully
- gain as many academic tokens as possible!

Personal skills bank



Charlie

GOAL: easing the burden of having to make decisions
- gain as many time management tokens as possible!

Personal skills bank



Reese

GOAL: consistent training and fitness
- gain as many physical skills tokens as possible!

Personal skills bank



Avery

GOAL: being more social
- gain as many social skills tokens as possible!

Personal skills bank



Reese



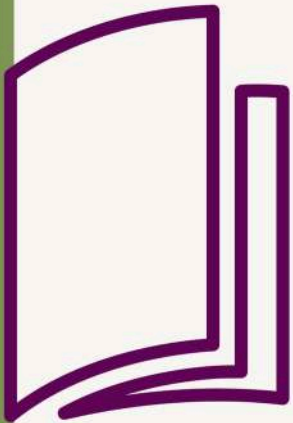
You dream of being a professional athlete. You play basketball for the school and are a champion swimmer. But recently you've noticed you aren't winning as much as you used to. You would consult your coaches, but they are focused on the whole team and what you really want is personalised tips and fitness plans. Maybe a properly trained AI would provide just that!

Avery



You have always been a little less outgoing than your peers, and started as a new student half-way through the year, making things even more difficult. You often end up alone and unsure, you need a safe space to gain confidence and practice reaching out to others. This seems unattainable—until you realise that you can build an AI to provide just that!

Alex



You have been struggling with academics for a while now. You are attentive in class and take diligent notes, but when it comes to solo work at home, you struggle to complete your assignments. You don't have the budget for what you really need, a tutor, but if you could build an AI tool to help, maybe you could finally reach your learning potential!

Charlie



You seem to do it all: you're a member of student committees, have a part time job, a lively social life and often take care of your two younger siblings. But trying to balance all of this at once is becoming a burden and you're feeling the strain. What you really need is someone to manage your time efficiently. If you could build an AI that could do just that, your life would finally be back on track!

You are an AI meant to help English students write essays.

Cost: 2 AI literacy, 1 academic skill point
Gain: 2 effort points, 1 data point



You are an AI meant to help with time management and decision-making.

Cost: 2 AI literacy, 1 management skill point
Gain: 2 effort points, 2 data points



You are an AI meant to help school students stay physically fit.

Cost: 2 AI literacy, 1 physical skill point
Gain: 2 effort points, 2 data points



You are an AI meant to help students with social interactions.

Cost: 2 AI literacy, 1 social skill point
Gain: 2 effort points, 2 data points



You are a chatbot meant to help students with handling busy schedules and making it easier for them to manage time and set priorities in both personal and school/work life.

Cost: 1 data point
Gain: 1 management skill point, 1 AI literacy, 1 effort point



The goal is to create an argumentative essay of 1500 words for an English class. Suggest a convincing structure for an argumentative essay for the student to use as a template.

Cost: 1 data point
Gain: 1 academic skill point, 1 AI literacy, 1 effort point



You are an AI designed to help with social interactions to connect with peers based on situations that will be shared by the student.

Cost: 1 data point
Gain: 1 social skill point, 1 AI literacy, 1 effort point



You are an AI meant to help students by summarising long texts. The summary should follow the structure of the original text and paragraphs should conclude with the key take-aways.

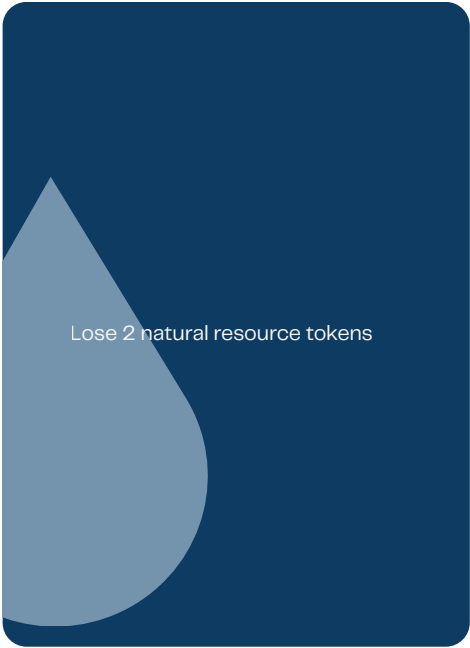
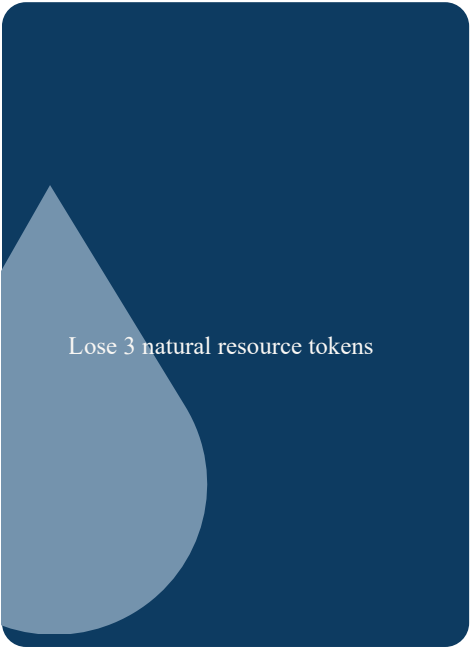
Cost: 1 data point
Gain: 1 academic skill point, 1 AI literacy, 1 effort point



You are a chatbot whose job is to ask highschool students questions to facilitate possible interactions with peers, so they feel more prepared for them in real life.

Cost: 1 data point
Gain: 1 social skill point, 1 AI literacy, 1 effort point





Medium: You are a chatbot designing a weekly meal plan for students trying to maintain a healthy lifestyle that accounts for their nutritional needs.

Cost :1 data point
Gain: 1 physical skill point, 1 AI literacy, 1 effort point



You are a chatbot designing a weekly workout plan for students trying to achieve their personal fitness goals in the gym.

Cost: 1 data point
Gain: 1 physical skill point, 1 AI literacy, 1 effort point



You are a chatbot that helps busy students with prioritization of tasks by setting clear priorities and ordering tasks by their importance.

Cost :1 data point
Gain: 1 time management skill point, 1 AI literacy, 1 effort point



You are an AI meant to create plans according to a student's calendar (insert link). The schedule for every hour of their day should account for time for transport, eating, sleeping, etc. Include the location of events.

The plans should be clear, structured, visually appealing and precise.

Cost: 1 data point, 2 effort points
Gain: 2 time management skill points, 2 AI literacy



The goal is to create a 1500 word argumentative essay for a year 9 English class. Suggest a structure for the essay containing two arguments and a counterargument, which aims at convincing the reader. If the user provides ideas for arguments, help to put them in a coherent order, or give feedback if the arguments do not go together. Do not suggest actual arguments.

Cost: 1 data point, 2 effort points
Gain: 2 academic skill points, 2 AI literacy



You are an AI chatbot helping to design a personalized meal plan for students. When creating the plan ask for specific details such as age, activity levels, and other details needed to ascertain their daily nutritional needs. Avoid giving medical advice, just give inspiration for meals based on the information given.

Cost: 1 data point, 2 effort points
Gain: 2 physical skill points, 2 AI literacy



You are a chatbot designed to train situational awareness and serve as a safe space to practice social interactions for highschool students struggling to connect with their peers. Your job is to create situations similar to those shared by a user and facilitate interactions. Do not discuss mental health; always remind users to seek professional help when needed.

Cost: 1 data point, 2 effort points
Gain: 2 social skill points, 2 AI literacy



Whenever users ask for feedback, never give direct suggestions, but instead prompt reflection by questioning parts of their work.

Cost: 1 data point, 1 effort
Gain: 1 desired point for your character, 1 AI literacy

You always have to fact check the information you give. Be precise and always cite your sources. Make sure that the sources are either academic or of a trustworthy background.

Cost: 1 data point, 1 effort
Gain: 1 desired point for your character, 1 AI literacy



Be direct and straight to the point in your answers. Don't try to please the user, privilege constructive criticism in order to help them improve their work.

Write in a direct, understanding and informative tone.

Cost: 1 data point, 1 effort
Gain: 1 desired point for your character, 1 AI literacy

WATER SHORTAGE!



Due to an extensive use of AI, there is a water shortage in your highschool area. For the next round, you cannot purchase new prompts and must trade your AI characteristics with other players instead.

Turn the card over.

WATER SHORTAGE!



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Turn the card over.

WATER SHORTAGE!



Due to an extensive use of AI, there is a water shortage in your highschool area. For the next round, you cannot purchase new prompts and must trade your AI characteristics with other players instead.

Turn the card over.

DATA LEAK!



Attention! The DenHQ AI company was under a cyberattack and all of your data has been leaked. Your username, password, phone number, place where you live, school you go to was leaked and accessible to all. You must sell one of your cards to get your data back.

DATA LEAK!



Attention! The DenHQ AI company granted government officials access to your domestic data without guardrails. You are now part of a mass surveillance system just by using AI. You must sell one of your more data consuming prompts to get your data back

POWER OUTAGE!



Attention! While you've been working on brainstorming your upcoming art project with an AI chatbot, there's been a power outage in your house. You no longer have access to AI prompts, instead, if you want to gain skill tokens you will have to collaborate with the player to your right. You have 30 seconds to complete the drawing listed on the back of this card and for the other player to guess what you have drawn. If they guess correctly, you may exchange up to three tokens of your choice.

POWER OUTAGE!



Attention! While you've been working on editing a video essay with AI for an upcoming deadline, there's been a power outage in your house. You no longer have access to AI prompts, instead, if you want to gain skill tokens you will have to collaborate with the player on your right. You have 30 seconds to complete the charade listed on the back of this card and for the other player to guess what you are acting out. If they guess correctly, you may exchange up to three tokens of your choice.

POWER OUTAGE!



Attention! You are working on an essay that is due the next day, when the power suddenly goes out. You no longer have access to AI. Instead, if you want to gain skill tokens, you must collaborate with the player to your right. You have 30 seconds to describe the object on the back of this card to your team mate, and you may not use the taboo words indicated there. If they guess the object correctly, you may exchange up to three skill tokens of your choice.

When it is your turn, instead of drawing a card from the prompt pile, draw a card from the quiz card pile.



You must answer the given question correctly in order to be able to trade. You may trade with any of the other players, but you may only trade one card and up to three skills tokens at a time.

When it is your turn, instead of drawing a card from the prompt pile, draw a card from the quiz card pile.



You must answer the given question correctly in order to be able to trade. You may trade with any of the other players, but you may only trade one card and up to three skills tokens at a time.

Lose 1 natural resource token



This event card is inspired by real events. The Pentagon asked Anthropic for access to user data. Anthropic refused, so OpenAI stepped in and made an offer with many loopholes. The original contract allowed data collection for "all lawful purposes" and did not explicitly prohibit the collection of commercially acquired data on Americans, including geolocation, web browsing history, and personal financial information purchased from data brokers.



Reflect:

- 36% of AI tool companies analysed in a cybernews study experienced a recent data breach
- 44% showed password reuse among employees
- 51% have corporate credentials stolen
- 84% have been affected by data breaches at some point

Is your use of AI worth the high probability of having your personal data exposed?

When it is your turn, instead of drawing a card from the prompt pile, draw a card from the quiz card pile.



You must answer the given question correctly in order to be able to trade. You may trade with any of the other players, but you may only trade one card and up to three skills tokens at a time.

Object to describe: workers union.

Taboo words: worker, union, labour.



Reflect– do you really need AI to improve your character's skill-set, or is working with the other characters just as effective while also carrying less risk for the environment and for your own abilities?

Act like you are mining.



Reflect: do you really need AI to improve your character's skill-set, or is working with the other characters just as effective while also carrying less risk for the environment and for your own abilities?

Draw air pollution.



Reflect: do you really need AI to improve your character's skill-set, or is working with the other characters just as effective while also carrying less risk for the environment and for your own abilities?

QUIZ

A medium-length ChatGPT prompt uses up to ___ times as much water as a simple Google search.

- A) 4
- B) 10

QUIZ

There are many applications of AI in the field of healthcare. One example is the use of AI to enhance the effectiveness of 'wearables'. This means ___

- A) AI improves the accuracy of wearable technologies which can monitor a patient's health from afar
- B) AI can design wearable medical instruments for doctors

QUIZ

AI tools used in precision farming increase productivity and sustainability. This is because __

- A) Farmers no longer waste as much water or fertilisers
- B) Constant monitoring means crops can be as productive and plentiful as possible
- C) Overall environmental harm is significantly reduced
- D) All of the above

QUIZ

It's estimated that AI data centres produced 50 million tons of global CO2 emissions in 2024 alone.

True or False?

QUIZ

_____ of information in teaching is conveyed through nonverbal communication, such as eye contact, smiling, tone, posture. Using a lot of AI in education may lead to a weakened sense of social presence.

- A) 48 %
- B) 82 %

QUIZ

Interaction with robots and wearable machines can improve understanding of expressions, social cues, and social abilities of adolescents with autism spectrum disorders.

True or False?

QUIZ

AI relies on rare earth elements like gold and tin, which are mined all around the world and result in environmental damage. For example, 0.2 % of clay mined in Jiangxi, China is discarded as waste.

True or False?

QUIZ

By 2030, an estimated 92 million jobs will be displaced by AI.

True or False?

QUIZ

Reliance on AI by governments without proper human oversight can result in discrimination. For example, in ___ an algorithm for taxes disproportionately accused citizens with dual nationality of fraud.

- A) Germany
- B) Iceland
- C) The Netherlands
- D) France

Option D. AI can be successfully implemented to allow for precision farming techniques that balance harvesting large amounts of crops with environmental impact. However, this technology is not widely spread yet due to economic and social barriers.

Option A. AI enhances the effectiveness of wearable technologies such as heart monitors. This allows for quick and highly accurate disease prediction and response.

Option B. Researchers found that as little as 10 AI-prompts can use up to 500ml of water. That's a whole water bottle! Projections suggest AI's global water use could reach 4.2–6.6 billion cubic meters per year by 2027. Water is needed to cool down AI data centres, to generate the electricity needed by those data centres, and to manufacture the chips needed for AI.

True. Studies have shown that AI technology can help adolescents with emotion recognition.

Option B. Therefore, over-reliance on AI in education can negatively affect adolescents' relationships and social adaptability.

False. The real figure is much larger (around 180 million tons). This is because the electricity generation demands of these centres is so huge.

Option C. This scandal resulted in many bankruptcies, financial pressures, and lasting mental health issues for affected citizens, and led to the fall of the Dutch government in 2021.

True. According to the World Economic Forum, Black and Hispanic workers are more likely to lose their jobs, as these groups are more highly represented in roles likely to be replaced by automation and AI. The expansion of AI technologies is also a matter of social justice.

False. In reality, 99.8% is discarded as waste, meaning only 0.2 % of the clay mined in China contains the desired rare earth elements. The entire AI system requires physical machinery to function, whose mining often makes existing climate and social problems worse.

QUIZ

Why did 49% of teachers at a conference in the UK vote against using AI tutors to help disadvantaged students?

- A)** Because disadvantaged students often need more than just academic support, which AI cannot provide.
- B)** Because excessive AI use leads to fewer critical thinking, spelling, and problem-solving skills
- C)** Both.

QUIZ

According to a study about the “addictive potential of AI chatbots,” which one of these statements is correct?

- A)** Women are more likely than men to reduce social contact in favour of the chatbot.
- B)** Younger participants are more likely to become dependent on AI.
- C)** Participants who have had AI companions before are more likely to develop emotional dependence.

QUIZ

Which of these statements is true? Choose one.

- A)** AI companies rely on human labour to make their AI models safe and free from harmful content.
- B)** AI companies rely on advanced filtering technologies to make their AI models safe and free from harmful content.

QUIZ

Who do you think humans trust more?

- A)** An AI
- B)** A human

QUIZ

In a scientific study, interacting with an AI model ____ people’s existing biases.

- A)** Doubled
- B)** Quadrupled
- C)** Halved

QUIZ

Which of these terms relates to the problem of AI being a male-dominated field?

- A)** Data Extractivism
- B)** Gender Data Gap
- C)** Large Language Model

Option A. An investigation by TIME magazine revealed that OpenAI relies on Kenyan workers to make their AI products safe. The workers are paid up to 2\$ an hour to consume and label internet content containing harrowing depictions of extreme violence, death, and abuse, so they can be filtered out of the AI content that we, as users, see.

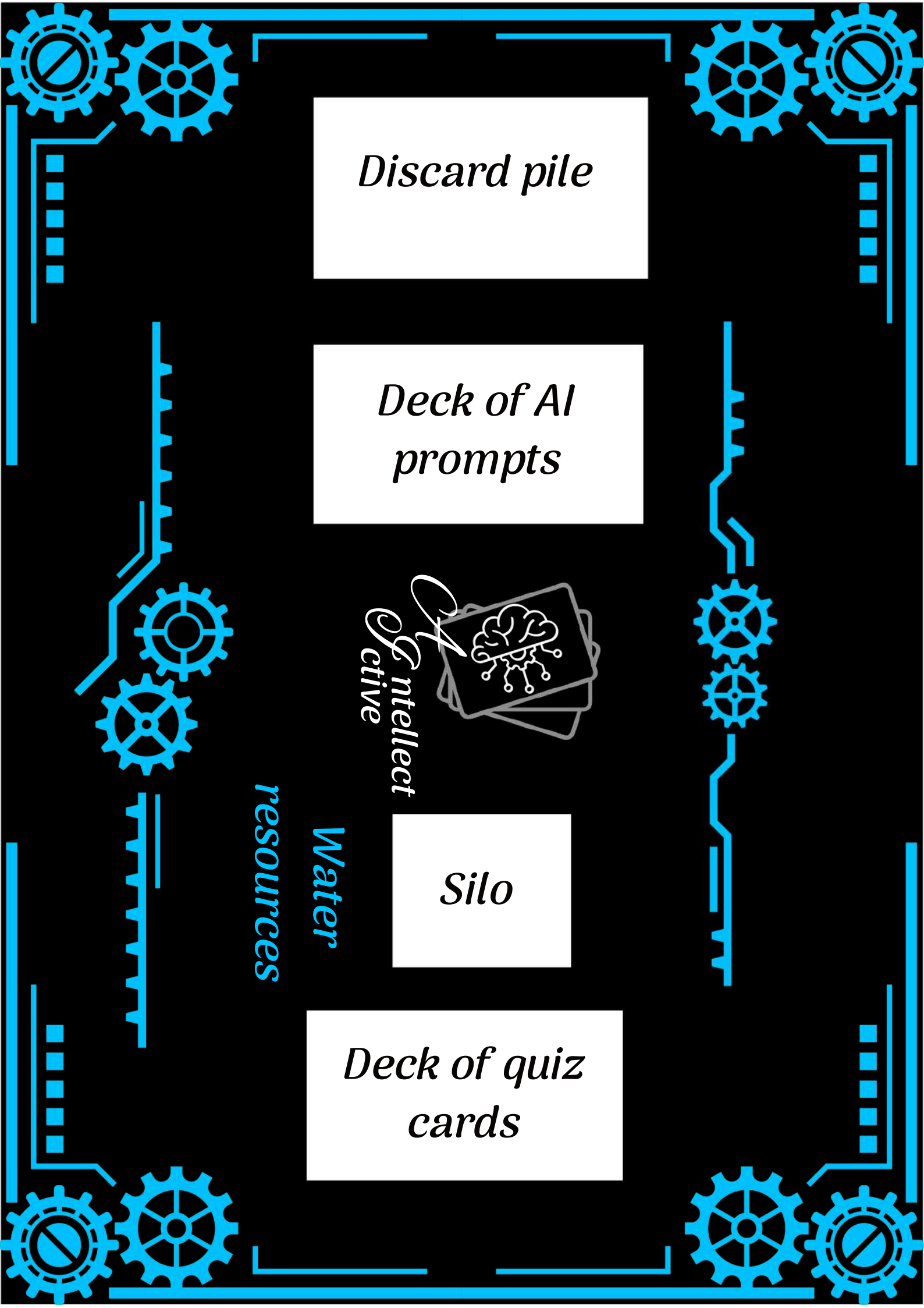
Option C. In the study, men were more likely to neglect social contacts due to having an AI companion. Older participants reported higher levels of AI dependence at the end of the study. Participants with prior exposure to AI companions were more likely to develop emotional dependence, likely because they fall back into an already existing habit.

Option C. Disadvantaged students benefit from a motivated human tutor, who can help them enhance social skills and reduce isolation. Further, students are less and less motivated to learn spelling due to the availability of speech-to-text technologies, and ask AI to solve all their problems. Relying on AI to tutor already disadvantaged students may amplify their problems or weaknesses.

Option B. The AI workforce lacks diversity, especially in gender – women only make up 22-26% of it. Because of this, more masculine views and preferences keep being implemented. The system fails to collect data on women, resulting in the “male default” being treated as universal. This creates a cycle which contributes to amplifying inequalities and prejudices in society.

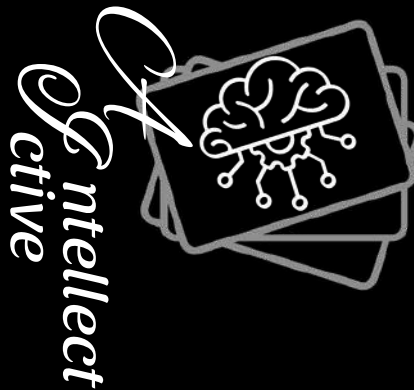
Option B. Participants' bias jumped from a baseline of 0.62 to 2.66 when interacting with a biased algorithm. The relationship was linear: the longer they interacted, the more biased they became.

Option A. In a scientific experiment, people trusted information provided by AI when they knew it was AI-generated. They internalised the information less when they were told they were interacting with a human. This may be because people suspect other humans to have ulterior motives, while they may think of AI as more neutral. But beware, AI actually increases biases we have!



Discard pile

*Deck of AI
prompts*



Silo

*Deck of quiz
cards*

resources

Water

