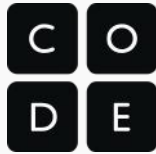


Amazon
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Hour
of AI

lfe LEADERSHIP
FOR EQUITY

Hour of AI

Activity Booklet

A collection of plugged and unplugged CS activities for students



Uniting classrooms, companies, and communities in
the world's largest AI learning movement.

The #HourOfAI is a global campaign from CSforALL, in collaboration with Code.org.



Welcome to Hour of AI



WHAT IS HOUR OF AI?

AI is already transforming every job, every industry, and every community. While students are using AI every day, it's often without any guidance, context, or understanding of how it actually works.

The *Hour of AI* is a free introduction to AI literacy, designed to bridge this gap and empower students to become creators of technology — not just consumers of it.

Why We Are Doing This: The Case for Early AI Literacy

Early exposure to AI concepts prepares students to:

- Develop critical thinking about the technology they use
- Make informed choices about digital tools and data privacy
- Understand that AI is created by humans with specific purposes and limitations
- See technology not as "magic," but as something they can eventually learn to create themselves
- AI is created by people, for people, and is all around us
- Technology can be understood and demystified at any age



How to Use This Resource

This handbook offers an innovative, age-appropriate introduction to Artificial Intelligence, designed specifically for young learners. **Through 10 engaging, hands-on activities, students progress through three stages — awareness, understanding, and application of AI — exploring concepts that connect directly to their everyday lives.**

The activities in this handbook have been adapted and contextualised from various activities available on the Hour of AI initiative on the Code.org platform, keeping Indian classrooms in mind.

Each activity in this book is designed as a complete, stand-alone lesson that takes approx 1 hour and 10 minutes. However, you can also:

- **Teach activities in sequence** to build progressively on AI concepts
- **Adapt timing** to fit your school schedule
- **Customize activities** based on your students' interests and your classroom context
- **Integrate across subjects** by connecting AI learning to science, math, language arts, and social studies

Some activities are plugged and unplugged which means some require computers, laptops, internet connection and some won't.


We believe that AI literacy is no longer optional—it's essential. And we're grateful you're part of making this possible for your students.

Ready to begin? Turn to the first activity and let your students' curiosity about AI take flight!

After completing any activity with the children, please locate the QR code displayed at the end of the book. Scan it and fill out the short form to share your experience with the AI activities. Your feedback helps us improve future sessions!

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WHAT IS AI: EARLY CHILDHOOD EDITION



INTRODUCTION

This lesson plan introduces young children (ages 5–7) to Artificial Intelligence (AI) through engaging activities and simple explanations. It focuses on helping students understand the difference between artificial and natural items. It introduces the idea that machines can act smart using sensors like cameras and microphones, much as humans use their senses. The lesson includes interactive activities, such as sorting objects into "artificial" or "natural" categories and comparing human senses with machine sensors.



Objective:



By the end of these activities, students will be able to:

- Recognize the difference between things made by people (artificial) and things found in nature.
- Understand that artificial intelligence (AI) is when -people make machines that act smartly.
- Identify the five senses and see how they help us learn about the world.
- Connect the idea of our senses to the sensors that help machines "see" and "hear."
- Engage in an interactive game to sort items as artificial or natural.

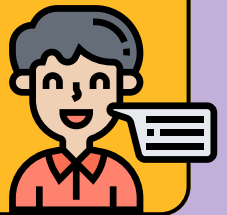
Grade	3-5
Activity Type	Unplugged for Students Teachers need to use a smart board or either a laptop
Duration	60 minutes
Activity material / TLM	<ul style="list-style-type: none">• Crayons/markers for drawing.• Interactive Whiteboard/ Blackboard• Materials for students to draw, paint, or construct their robot creation.• A collection of natural and artificial items for students to manipulate during the lesson.• Chart paper and markers for a sorting activity (two columns labeled "Artificial" and "Natural")

KEY VOCABULARY IN THIS ACTIVITY

Teacher Note / Disclaimer:

Before sharing these definitions, ask students: "Who knows what [word] means?" Let a few children share their ideas or guesses first. Then give the simple definition one by one, and ask them to repeat the word and say one example together. This helps them remember better.

- Natural: Something that is not made by people and grows or exists in nature, like trees, animals, or rocks.
- Artificial: Something that people make themselves, which you can't find growing or happening on its own in nature, like toys, phones, or buildings
- Artificial Intelligence (AI): A program created by people that lets computers and machines do smart things, just like humans can.
- Machine: A thing made by people that does a job, like a computer, robot, or vacuum cleaner.
- Sensor: A special part in a machine that lets it feel or notice things around it ,like a camera for seeing or a microphone for hearing.



STEPS TO CONDUCT THE ACTIVITY:

Step 1: Warm-up and introduction (5mins)

- Gather students in a circle and tell them that today they will learn about "artificial intelligence" or "AI" and play some games.
- Show the first 1–2 slides and ask a few quick questions: "What are some things that people make?" and "What are some things that grow in nature?" to activate prior knowledge.



Step 2: Artificial vs. natural exploration (10mins)

- Using the "Artificial vs. Natural" slides, show pictures one by one and ask: "What do you see? Who made this? Is it artificial or natural?" letting children respond orally and justify their answers.
- Reinforce the idea: things made by humans and not found in nature are "artificial"; things that grow or occur on their own in nature are "natural." Use multiple examples from the slides until most children are comfortable with this distinction.



Step 3: Artificial vs. natural game (5mins)

- Announce that they will now play an "Artificial vs. Natural" game using the game slides.
- For each picture:
- Ask students to stand up if they think it is "artificial" and sit down if they think it is "natural" (or use two sides of the room / two hand gestures).
- Ask one or two students to explain their choice in simple language, then reveal and restate the correct answer to the whole class.



Step 4: Intelligence and our 5 senses (5mins)

- Transition by asking: "What does it mean to be intelligent or smart?" and show the "All About Intelligence" slides. Summarise in child-friendly language that being intelligent means using your brain to learn, solve puzzles, and understand the world.
- Use the "Our Knowledge Grows" and "5 Senses" slides to ask children to name their five senses and give examples of how they use each sense to learn (e.g., "What do you use to see?" "What do you use to hear music?"). Emphasise that our senses send information to our brain.



Step 5: Can machines be smart? AI examples (5mins)

- Ask: "Are machines found in nature? Can machines be smart like us?" and show slides that talk about computers and robots needing instructions from humans.
- Introduce AI using the definition slide and then the everyday examples (Alexa, TV recommendations, filters on phones). After each example, ask: "What is the machine doing that seems smart?" to help students connect AI to their own life.



Step 6: Senses and sensors + AI robot activity (20mins)

- Show the "Sensors" and "5 Senses & AI Sensors Exploration" slides, matching each human sense with a sensor (camera for sight, microphone for hearing, gas sensor for smell, touch screen/pressure sensor for touch). Ask students to suggest more devices that might use that sensor.
- Conclude with a short creative activity: using the "AI Robot" slide as a prompt, ask students (individually or in small groups) to draw a robot that has at least two sensors (eyes, ears, touch, etc.) and decide one job it will do using those sensors. Invite a few students to share their robot and explain which "senses" it uses and what intelligent job it can do.



CONCLUSION

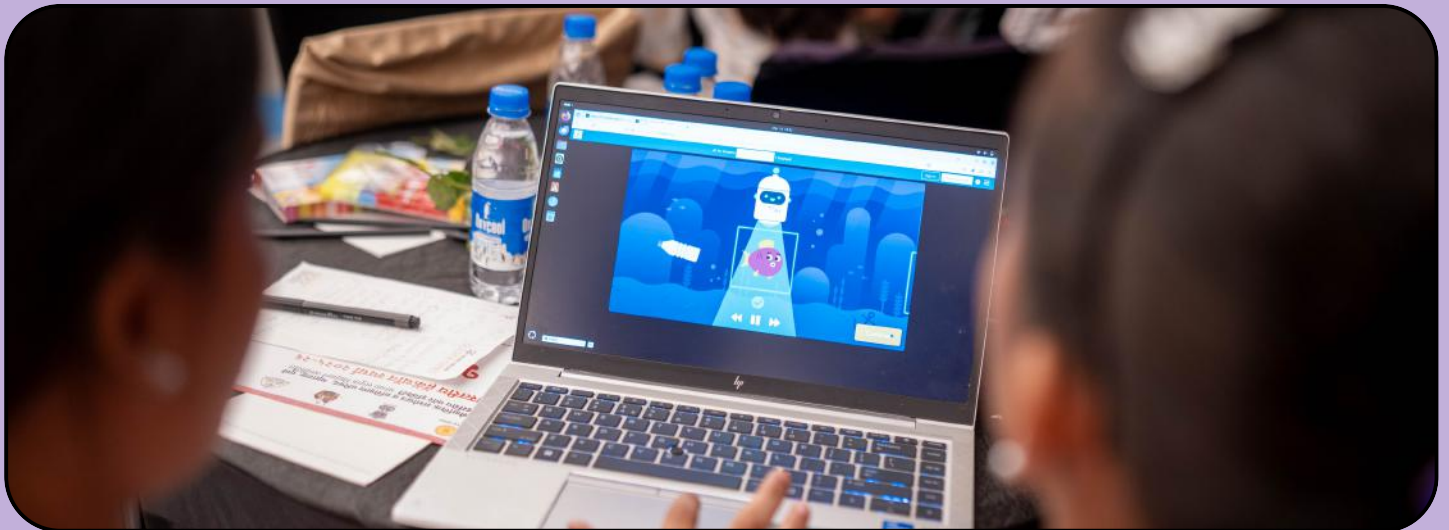
Today we learned the difference between things that are natural and things that are artificial, and we saw that some machines can act smart using AI.

We also learned that we use our five senses and our brain to understand the world, and machines use sensors and programs to do something similar.

Invite 2–3 children to share: “One new thing I learned about AI is…” or “My robot can do ___ because it has ___ sensors.

Connect to real life: Ask students to look around the classroom/home later and notice one natural thing, one artificial thing, and one “smart” machine that might be using AI.

Skills developed include Observation, Classification, Critical Thinking, Communication, and Scientific Inquiry.



REFERENCES



Teacher Resources

Please scan this QR code to access resources.

<https://www.dayofai.org/privacy-and-terms-of-use>

This activity has been developed and contextualised by [Leadership for Equity] for the Hour of AI initiative, adapted from Day of AI™ materials by MIT. The Massachusetts Institute of Technology bases this material on Day of AI™. This and all materials derived from it are subject to the Creative Commons License International 4.0 (CC BY-NC-SA 4.0) and the terms and conditions stipulated by MIT.

REFLECTION QUESTIONS

1. Can you name one thing that is natural and one that is artificial?”
2. How do our five senses help us learn new things?
3. Can machines be smart by themselves, or do they need people to give them instructions?
4. What is one example of AI you might see at home or on a phone/TV?
5. If you could build your own AI robot, what job would you want it to do?



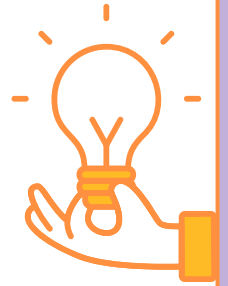
IMAGINE THE FUTURE



INTRODUCTION

In this hands-on activity, students will explore how Artificial Intelligence (AI) can learn from examples and be used to solve real-life problems. They will first pretend to be an AI system by sorting different types of waste and noticing how rules help in making decisions. Then, students will brainstorm how AI can support our environment, learning, and health. Finally, they will design a simple AI solution that could help improve their school or community.

This activity encourages creative thinking, problem-solving, and an understanding that technology can be used for good and positive impact.



Objective:

By the end of these activities, students will be able to:

- Understand how AI learns from examples
- Identify how AI can support Environment, Learning, and Health
- Design a simple AI idea to solve a community problem
- Build skills in critical thinking, creativity, and collaboration



Grade	3-6
Activity Type	Unplugged (Hands-on + Discussion)
Duration	60 minutes
Activity material / TLM	<ul style="list-style-type: none">• Printed item cards (wet waste, dry waste, trash items)• Chart paper / A4 sheets• Pencils, colours• Blackboard or chart for brainstorming

KEY VOCABULARY IN THIS ACTIVITY

Teacher Note / Disclaimer:

Before giving the meaning, ask students: “What do you think this word means?”
Let them guess → then share the simple definition → ask for an example.

Artificial Intelligence (AI): When computers can think, learn, and make smart decisions like humans. For eg. “Face unlock, maps giving directions — that’s AI helping us.”

Data: Information that the computer uses to learn and make decisions. For eg. “Pictures of waste help AI learn how to sort it.”

Pattern: Something that repeats or follows a rule and helps in recognizing things. For eg. “If a material is shiny and smooth → it might be plastic.”

Sensor: A tool that helps a machine sense the world (like eyes, ears for computers).
“A robot uses a camera sensor to see objects.”



STEPS TO CONDUCT THE ACTIVITY:

Step 1: Warm-up and introduction (5mins)

Ask students: “How can technology help us in our daily life?”
Show simple local examples:

- A smart dustbin that separates wet and dry waste
- A bottle that reminds you to drink water
- A school helper that helps you stay focused



Step 2: Simulation Game – ‘You Are the AI!’ (10 minutes)

- Students act like an AI.
- Teacher shows item cards from daily life: Banana peel, plastic bottle, glass bottle, dirty paper, oily vada pav wrapper, etc.
- Students must sort them into: Wet Waste / Dry Waste / Trash
- Explain: “You are learning from examples—this is how AI learns too!”



Step 3: Discuss the Learning (5 minutes)

Ask the class:

- What pattern did you learn?
- Where did you make a mistake?
- Which examples were missing?
- How can AI be made smarter and more fair?

Students will realise AI becomes better with more practice and better data.



Step 4: Brainstorm by Theme (10 minutes)

Put three themes on the board: Environment | Learning | Health

Give ONE clear example of AI can be used for each theme (to start their thinking):

- **Environment:** “Imagine an AI that tells you if waste is wet or dry so you put it in the right dustbin.”
- **Learning:** “Imagine an AI that reads difficult English or Marathi words aloud to you.”
- **Health:** “Imagine an AI that reminds you to drink water during hot summer days.

Now ask students to think in pairs/small groups and come up with more ideas. Write their ideas under the correct theme.

Examples you can expect from students:

- **Environment:** AI that checks river/lake cleanliness, AI that warns about too much smoke or pollution, AI that protects animals in farms or forests
- **Learning:** AI that tells the meaning of difficult words, AI that helps teachers take attendance. AI that helps students focus while studying
- **Health:** AI that checks your steps during PT, AI that reminds you to drink water/eat fruits. AI that tells you if you look tired or sad

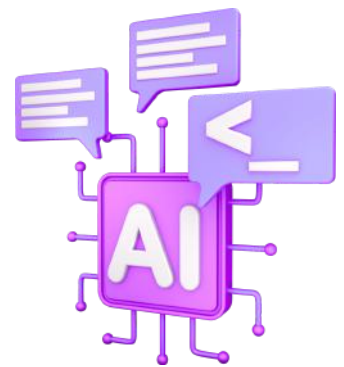


Step 5: Design Your Own AI Innovation (20 minutes)

Students create an AI idea using this template:

- Name of your AI
- What problem does it solve?
- What examples/data does it need?
- How will it sense the world (camera, sound, etc.)?
- What could go wrong?
- How will you fix or improve it?

Students can draw their AI or write a short description.



Step 6: Share & Present (10 minutes)

Students present using:

- Drawing
- Model
- Quick explanation

Conduct a simple gallery walk so students can appreciate each other's ideas.



Big Ideas:

AI learns from the data we provide | AI can be used to support communities and Earth

Essential Questions

- How does AI learn from examples?
- In what ways can AI be designed to help communities and Earth?

Enduring Understandings

- AI systems recognize patterns based on the examples humans give them
- The data used to train AI determines its strengths, weaknesses and bias
- When guided with intention, AI can be used as a tool to solve problems and benefit people and Earth

CONCLUSION

At the end of the activity students will be able to understand how AI learns from examples and how it can support our daily life.

They will develop skills like, Problem solving, Collaboration and Critical Thinking.

REFERENCES



Teacher Resource



Student Resource

Please scan this QR code to access resources.

This activity has been developed and contextualised by [Leadership for Equity] for the Hour of AI initiative, adapted from Indigitze.

REFLECTION QUESTIONS

What's one thing AI should always be taught to do or never do?



MY PAPER LANGUAGE MODEL



INTRODUCTION

Invite your students to build their own simple AI "sentence predictor" from paper! Students get hands-on experience seeing how words become data and how this data teaches a paper AI model to guess the next word in a sentence. Through ripping sentences, making word piles, and randomly picking words, students learn how real AI systems use patterns in data to make smart predictions - just like phone autocorrect or story generators! This unplugged activity shows kids that AI isn't magic - it's patterns from lots of examples, taught by people. They create their own mini AI and discover why sometimes it makes funny mistakes!



Objective:

By the end of these activities, students will be able to:

- Understand that AI learns patterns from lots of examples (data)
- See how words become data when we break sentences into pieces
- Recognize that AI makes predictions based on what it's seen before
- Explain why AI sometimes makes silly sentences (limited data, random chance)
- Connect paper AI to real technology like autocorrect and chatbots



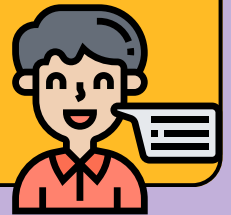
Grade	3-8
Activity Type	Unplugged (Hands-on + Discussion)
Duration	60 minutes
Activity material / TLM	<ul style="list-style-type: none">• Blank paper or sentence strips (one per student)• Scissors (child-safe) or pre-cut paper strips• Chart paper/markers for class word piles display• Crayons/markers for drawing• Optional templates (recommended for easier setup):• Sentence writing template (print 1 per 12 students)• Word pile analysis worksheet• You can do this with just blank paper if needed!

KEY VOCABULARY IN THIS ACTIVITY

Teacher Note / Disclaimer:

Before sharing these definitions, ask students: "Who knows what [word] means?" Let a few children share their ideas or guesses first. Then give the simple definition one by one, and ask them to repeat the word and say one example together. This helps them remember better.

1. **AI (Artificial Intelligence)** - Programs people make to help computers do smart things like predict words
2. **Data** - Information computers use to learn, like words/pictures
3. **Pattern** - Something that repeats, like "I love..." sentences
4. **Predict** - Guess what comes next based on what you've seen
5. **Probability** - How likely something is (more examples = more likely)



STEPS TO CONDUCT THE ACTIVITY:

Instruction for teachers:

Keep it simple and fun! Ages 5-7 don't need to understand "language models" - focus on "AI learns from examples to guess words." Use lots of enthusiasm: "Look what our paper AI just said!"

Group size: 4-6 students per group works best.

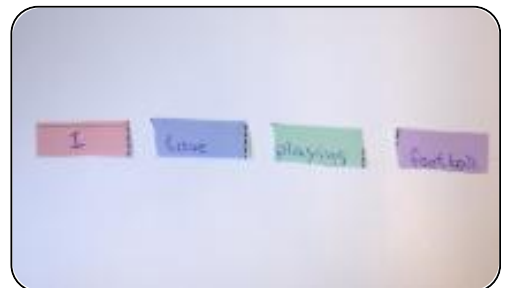
Step 1: Write a sentence

Each child writes one simple 4-word sentence about themselves. Example: "I like dogs."



Step 2: Rip into words

Rip the sentence into 4 pieces - one word on each piece. Keep them in order.



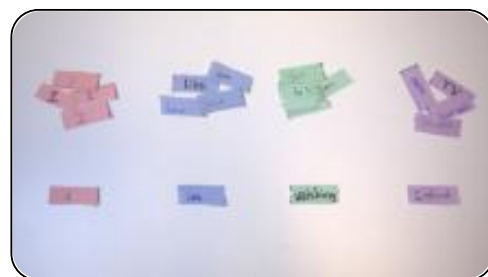
Step 3: Make word piles

In groups, put all first words in one pile, all second words in another pile, and so on.



Step 4: Pick one from each pile

Pick one word from each pile to make a new sentence.
It might be silly!



Step 5: Make more sentences

Make 3-4 more sentences. Draw the funniest one.

Step 6: Share and talk

Show your best and silliest sentences. Talk about what your paper AI learned.

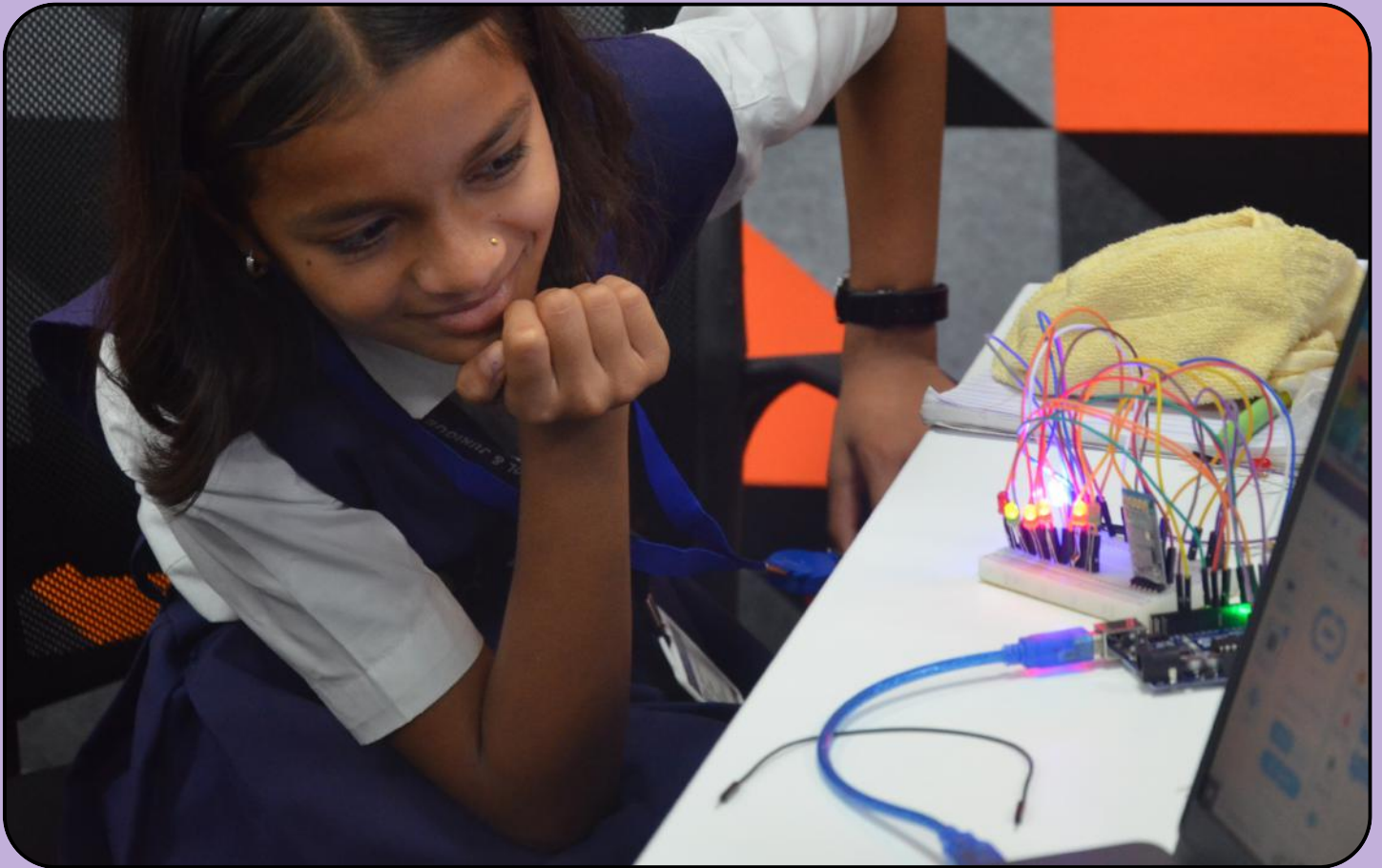


CONCLUSION

Student wrap-up (5 min):

"Today you built a real AI from paper! It learned patterns from your sentences to predict new ones. Sometimes it was smart, sometimes silly - just like phone autocorrect!"

Share time: 2-3 groups show their funniest sentences + drawing.



REFERENCES



Please scan this QR code to access resources.

Teacher Resources

This activity has been developed and contextualised by [Leadership for Equity] for the Hour of AI initiative, adapted from the Center for Computational Thinking and Design at Aarhus University.

REFLECTION QUESTIONS

1. What patterns did your AI learn from your group's sentences?
2. Why did some sentences make sense and others sound silly?
3. How is this like your phone guessing the next word?
4. What would make your paper AI even smarter?



AI IS A HOOT - POSE DETECTION GAME



INTRODUCTION

In this activity, students will learn how Artificial Intelligence (AI) can recognize human body movements using the Pose Detection tool in CodeMonkey. They will train the AI by showing different poses through the webcam and then use those poses to control a character in a game. This makes the idea of “how computers learn” easy to understand and fun to explore.

The activity is designed to be simple and guided, making it suitable even for students who are new to using computers. By working together, observing carefully, and trying out different movements, students will build confidence with technology while discovering how AI responds to real-world actions.



Objective:



By the end of these activities, students will be able to:

- Students will understand how AI can recognise patterns from examples.
- Students will learn how to train a pose detection AI model.
- Students will connect AI predictions to actions in a game.
- Students will experience the link between coding + AI in a real, hands-on way.

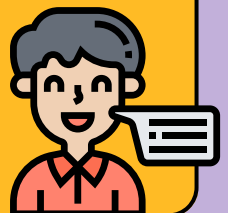
Grade	3-8
Activity Type	Plugged
Duration	60 minutes
Activity material / TLM	<ul style="list-style-type: none">• Laptop or desktop (or tablet) with internet access• Webcam (built-in or external)• Browser to access CodeMonkey• Projector / Smart-TV (optional, for teacher-led demo)• (Optional) Chart-paper / notebook for notes or drawing pose ideas

KEY VOCABULARY IN THIS ACTIVITY

Teacher Note / Disclaimer:

(Teacher Tip: Before giving these definitions, ask students what they think the word means. Let them guess first! Then read the simple meaning aloud.)

- **Artificial Intelligence (AI):** When computers can learn and make smart decisions like humans. “Face unlock on your phone uses AI!”
- **Pose Detection:** A tool that allows the computer to understand how a person is standing or moving. “When you raise your hands, the computer can see it.”
- **Samples / Training Data:** The pictures we give AI to help it learn correctly. “More clear samples = better learning!”
- **Model Training:** When the computer studies the samples to learn and get smarter. “We click ‘Train Model’ so AI understands our poses.”
- **Prediction:** The computer’s guess about what pose we are doing. “AI says: ‘I think you are standing!’”
- **Confidence Score:** How sure the AI is about its guess (shown in a number). 95% means AI is very sure!”
- **Block-Based Coding:** Coding by dragging blocks instead of typing — easy and fun. “We use blocks to tell the owl what to do!”



STEPS TO CONDUCT THE ACTIVITY:

Setup (before class)

Ensure one laptop/desktop per pair or small group of students.

Check webcam works.

Open CodeMonkey — Go to “AI is a Hoot – Pose Detection” mini-course. ([CodeMonkey](#))

Be ready to give camera access permission when prompted.

Step 1: Warm-up and introduction (5mins)

Explain: “Our body moves in many ways — raise hands, squat, stand, stretch.

What if we teach a computer to understand our movements like that?”

Ask students for a few pose ideas (e.g. “hands up”, “jump”, “sit down”).



Step 2: Add AI Model (3 min)

- On the screen, click “Add AI Model”.
- Name each pose clearly (for ex. “Hands Up”, “Squat”, “Stand”).



Step 3: Collect Samples / Training Data (≈ 10 min)

- For each pose: click “Record / Capture”
- Maintain good lighting, clear background, and ensure full body is visible.
- Capture 10–15 samples per pose so AI gets enough examples. (More is better.)
- Remind students: “Stay steady. Try not to move while the camera clicks.”



Step 4: Train the Model (2–3 min)

- Once samples are done, click “Train Model”. Wait until training completes.
- Explain: “Now the computer has seen enough examples — it’s learned to recognize our poses.”



Step 5: Test Prediction (2–3 min)

- Click “Predict”.
- Do a pose (e.g. raise hands) and watch the “confidence score” on screen.
- Show students that high confidence = correct pose identified; low = maybe move again.



Step 6: Connect Prediction to Game Actions (5–10 min)

- Use block-based coding in CodeMonkey to link each pose → an action for the game’s owl character (jump, shrink, stand).
- E.g.: “If pose = Hands Up → owl jumps; if pose = Squat → owl shrinks.”



Step 7: Run and Play the Game (5–10 min)

- Click “Run” in CodeMonkey and try controlling the owl with body poses.
- Encourage students to test all poses, and see how reliably the AI responds.

CONCLUSION

Through this activity, students learned how AI can recognize human poses by training a model with their own examples and using those predictions to control a game. They experienced how AI learns from clear, repeated data and saw the connection between coding and real-time AI actions. By the end, students developed confidence with digital tools and built skills in problem-solving, critical thinking, and creativity while understanding that AI is something they can explore, create with, and control.



REFERENCES



Please scan this QR code to access resources.

[Teacher Resources](#)

This activity has been developed and contextualised by [Leadership for Equity] for the Hour of AI initiative, adapted from the [Code Monkey](#).

REFLECTION QUESTIONS

1. Which pose did your AI model recognize most accurately, and why do you think it worked well?
2. What challenges did you face while collecting pose samples or training your AI model?
3. If your AI made a wrong prediction, what do you think caused it?
4. How did connecting poses to game actions change your understanding of coding and AI?
5. What would you change or improve if you created another AI-controlled game?



DANCE PARTY



INTRODUCTION

In this activity, students will explore how creativity, coding, and Artificial Intelligence (AI) can work together to make something fun and expressive. Using an easy drag-and-drop interface, they will design their own interactive dance party, choosing characters, choreographing dance moves, and setting the music and rhythm. Students will also work with an AI Bot that suggests special effects and visual elements to match the mood of their dance. This helps them understand how AI can support creative ideas rather than replace them. Through play and experimentation, students will learn basic programming concepts, think like designers, and gain confidence in using technology to bring imagination to life.



Objective:



By the end of these activities, students will be able to:

- Understand how code creates instructions for computers
- Use core coding concepts like events and sequences
- Explore how AI assists in creative decision-making
- Program interactive elements that respond to user input
- Reflect on computers' role in creative processes

Grade	5-8
Activity Type	Plugged (requires sound)
Duration	60 minutes
Activity material / TLM	<ul style="list-style-type: none">• Computer or tablet with internet access• Headphones (optional but recommended)• Dance Party tutorial on Code.org

KEY VOCABULARY IN THIS ACTIVITY

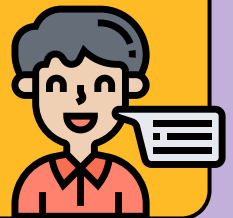
Teacher Note / Disclaimer:

Before giving the definition, first ask students:

“Who knows what this word means?”

Allow guesses → then share the simple meaning below → ask them to repeat the word and give one example.

- Artificial Intelligence (AI): When a computer can think, learn, or make decisions like humans. “AI helps us create smart features like choosing effects for our dance.”
- Code: A set of instructions that tells the computer what to do. “We write code to make our dance party happen.”
- Program: A complete set of code that makes something work. “Our whole dance routine is a program.”
- Block: A draggable coding piece that gives one instruction. “This block tells the dancer to spin!”
- Event: Something that triggers an action. “When we press spacebar → dancers start dancing!”
- Interactive: When something responds to what we do. “The dance changes when we click or press keys.”



STEPS TO CONDUCT THE ACTIVITY:

Step 1: Warm-up and introduction (5mins)

Ask students about ways they like to be creative (art, dance, music, writing). Explain that coding can also be a creative activity. Introduce AI as a helpful tool that works like a human brain to make quick decisions.



Step 2: Introduction to Dance Party Platform (5 minutes)

Show the intro video explaining the coding workspace: Instruction Panel, Toolbox, Workspace, and Playspace. Demonstrate how drag-and-drop blocks work.



Step 3: Let's Dance – First Coding Steps (10 minutes)

Students create their first dancer using code blocks and make it perform dance moves. Encourage exploration of different dancers, moves, and songs through dropdown menus.



Step 4: Use AI to Generate Special Effects (15 minutes)

Students are introduced to the AI block. They choose three emojis that describe their dance party mood, and the AI Bot generates colorful effects to match. Remind students they can rewatch tutorial videos if stuck.



Step 5: Code Events for Interaction (10 minutes)

Students learn about events – special code blocks that listen and respond to triggers:

- Key press events: New actions happen when arrow keys are pressed
- Timed events: Actions trigger after a certain number of music measures

Explain that events are like "listening ears" waiting for their cue.



Step 6: Get Creative! Free Exploration (10 minutes)

Students use all learned skills to design their own unique dance party. Encourage experimentation with different combinations of dancers, moves, effects, and music.



CONCLUSION

At the end of the activity students will be able to understand basic coding concepts, how events create interactivity, and how AI can assist in creative processes.

They will develop skills like, Problem solving, Collaboration and Critical Thinking.

REFERENCES



Please scan this QR code to access resources.

[Teacher Resources](#)

This activity has been developed and contextualised by [Leadership for Equity] for the Hour of AI initiative, adapted from Code.org

REFLECTION QUESTIONS

1. What is something you enjoyed about today's activity?
2. How did you use creativity and computer science together?
3. Do you think it's better to create things by yourself, or is it more fun to work with AI? Why?
4. What are some cool ways AI could help students be more creative in school?



MUSIC LAB



INTRODUCTION

In this activity, students will discover how coding can be used to make music. Using simple drag-and-drop programming, they will compose their own songs by arranging sounds in sequences and using loops and functions to create rhythm and patterns. Students will also experiment with an AI Beat Block that can suggest or generate beats to match the style of their music.

Through this fun and creative process, students learn that technology isn't just for apps and games; it can also help them express ideas, emotions, and culture through sound. The activity introduces basic programming skills while encouraging imagination, design thinking, and curiosity about new careers where music and technology come together.



Objective:



By the end of these activities, students will be able to:

- Understand how coding and music share similar patterns and processes
- Use coding concepts like sequencing and functions to create music
- Explore how AI can assist in music creation
- Discover careers in music and technology
- Build confidence in creative and technical abilities

Grade	5-8
Activity Type	Plugged
Duration	60 minutes
Activity material / TLM	<ul style="list-style-type: none">• Computer or tablet with internet access• Headphones (recommended)• Music Lab tutorial on Code.org

KEY VOCABULARY IN THIS ACTIVITY

Teacher Note / Disclaimer:

Before giving each meaning, ask:

“Who knows what this word means?”

Let students guess → then share the simple meaning below → ask them to repeat the word and give one example.

1. **Artificial Intelligence (AI):** When computers can learn and help us make creative choices. “AI can suggest new beats or sounds for our music.”
2. **Sequence / Sequencing:** The order in which sounds or actions happen. “We place beats in a sequence to make a song.”
3. **Function:** A group of code blocks that performs a specific action when called. “One function can play a drum pattern again and again.”
4. **Music Producer:** Someone who creates and arranges music using technology. “Prod. by...” you see in songs, that’s the producer!”
5. **Software Engineer:** A person who builds computer programs and apps. “They help create the tools we use to make music.”
6. **UX Designer:** Someone who designs how apps feel and how easy they are to use. “They make sure music apps are fun and simple.”
7. **Product Manager:** Someone who decides what features should be built in a product. “They help make a music app better by planning new tools.”



STEPS TO CONDUCT THE ACTIVITY:

Step 1: Warm-up and introduction (5mins)

Explain that music and coding both rely on patterns and sequences. Musicians use patterns of sounds to create melodies; coders use sequences of instructions to make computers work. Introduce professionals who combine music and technology in their careers.



Step 2: Introduction to Music Lab (5 minutes)

Show the intro video featuring how coding creates music and highlighting real-world roles at Amazon Music (software engineers, UX designers, music producers). Explain the drag-and-drop interface students will use.



Step 3: Choosing Sounds – First Steps (5 minutes)

Students begin coding by selecting and sequencing sounds to create beats. They add code blocks that trigger different sounds. Encourage experimentation with different sounds and sequences from the library.



Step 4: Playing Multiple Sounds at Once (8 minutes)

Students learn to layer sounds to create harmonies and complex musical arrangements. They explore how sequences change when sounds play together simultaneously. Encourage trying different sound combinations.



Step 5: Can Machines Be Smart? AI Examples (5 minutes)

Students are introduced to the AI Beat Block. The AI listens to their starting beat and predicts what should come next:

- Low temperature: AI keeps predictions similar to the original
- High temperature: AI creates more variation and surprises



Step 6: Use Functions to Build a Song (5 minutes)

Students learn that functions in coding are like sections of a song (intro, chorus, verse). They organize music into functions—reusable blocks of code that control different parts of their song.

Step 7: Time to Jam! Free Creation (10 minutes)

Students choose a song to remix and use all learned coding blocks and functions to create their music masterpiece. Encourage creativity and application of all coding concepts learned.



CONCLUSION

At the end of the activity students will be able to understand that coding is a creative tool for artistic expression, not just problem-solving. They've learned sequencing, functions, and how AI assists in creative processes.

They will develop skills like, Problem solving, Collaboration, and Critical Thinking.



REFERENCES



Please scan this QR code to access resources.

Teacher Resources

This activity has been developed and contextualised by [Leadership for Equity] for the Hour of AI initiative, adapted from Code.org

REFLECTION QUESTIONS

1. How are patterns in music similar to patterns in coding?
2. What surprised you most about using code to make music?
3. Can you think of a career that combines music and technology that interests you?



TWO TRUTHS & AI



INTRODUCTION

In this unplugged activity, students will explore how to tell the difference between real and AI-generated images using familiar Indian scenes like villages, schools, markets, and festivals. Each group will receive three related pictures — two real photographs and one made by AI. By looking closely, noticing details, and discussing together, students will identify which image is not real.

This activity helps students become smart observers who don't believe everything they see online. They learn that images can sometimes be changed or created by computers, and it's important to question and check before trusting or sharing something. Through this fun challenge, students build confidence in spotting clues, thinking critically, and making decisions based on evidence.



Objective:



By the end of these activities, students will be able to:

- Learn to identify real vs. AI-generated images using observation.
- Develop media-literacy skills by analysing details and questioning authenticity.
- Recognise that images online can be altered, edited, or artificially created.
- Practice collaboration and evidence-based reasoning as they justify their choices.

Grade	4-9
Activity Type	Unplugged for Students Teachers need to use a smart board or either a laptop
Duration	30 minutes
Activity material / TLM	<ul style="list-style-type: none">• Printed Images• Chalk board

KEY VOCABULARY IN THIS ACTIVITY

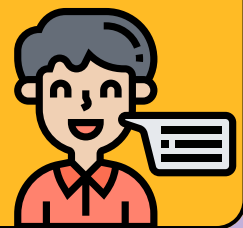
Teacher Note / Disclaimer:

Before sharing definitions, first ask students:

“What do you think this word means?” Let them guess → Then explain with these simple meanings.

1. **Real Image:** A photo taken in real life by a camera. “This picture shows something that actually happened.”
2. **AI-Generated Image:** A picture made by a computer, not by a camera. “A computer imagined and created this picture.”
3. **Edited / Altered Image:** A real picture that has been changed using digital tools. “Someone changed something in the picture — like colours or shapes.”
4. **Clue:** A small detail that helps us decide if the image is real or not. “Look carefully — hands, text, shadows... something might look funny!”
5. **Media Literacy:** Understanding what is real, fake, or edited in the media we see.

“It helps us stay smart online and not get fooled by pictures.”



STEPS TO CONDUCT THE ACTIVITY:

Step 1: Warm-up and introduction (5 minutes)

Ask students:

“Have you ever seen a picture online that looked unreal or strange?”

Let them share.



Step 2: Explain the Game (2 minutes)

Tell them:

“You will get three images from a familiar Indian setting. Two are real photos. One is made by AI. Your job is to find the AI image by observing carefully.”



Step 3: Grouping (2 minutes)

Divide students into small groups and give each group one set of three printed images.



Step 4: Observe the Images (5–7 minutes)

Students look for clues such as:

- Odd fingers, hands, or faces
- Strange or unreadable text
- Mismatched lighting or shadows
- Objects that look melted, repeated, or unnatural
- Background that doesn't match the scene

They can circle clues or mark with sticky notes.



Step 5: Group Discussion (5 minutes)

Each group:

- Chooses the AI-generated image
- Explains what clues helped them decide

Encourage clear reasoning.



Step 6: Reveal the Answer (2 minutes)

Teacher reveals the AI image and highlights the correct clues.



CONCLUSION

By the end of this unplugged activity, students learned how to identify AI-generated images by carefully examining familiar Indian-context photographs. They practiced noticing small but important clues, like unusual text, odd hands, strange backgrounds, or mismatched shadows, that help them understand when an image is artificial. This strengthens their media-literacy skills and teaches them to question, observe, and verify images before believing or sharing them online.

REFERENCES



[Teacher Resource](#)



[Pictures](#)

Please scan this QR code to access resources.

This activity has been developed and contextualised by [Leadership for Equity] for the Hour of AI initiative, adapted from Common Sense.org

<https://www.commonsense.org/two-truths-and-ai>

REFLECTION QUESTIONS

1. What clue helped you identify the AI-generated image?
2. Did any real image seem fake at first? Why?
3. Why is it important to check images carefully before trusting them?
4. How can AI-generated images confuse people online?
5. What steps can you take to verify if an image is real in the future?



SCRATCH + AI: SPOT THE SNOW LEOPARDS

INTRODUCTION

This activity teaches students how AI can identify snow leopards by recognizing patterns in images. Using a Scratch project with a ready-made AI model, students test pictures, compare their answers with the AI, and learn that AI works only because humans train it with many examples. It builds basic coding skills while helping students understand AI in a simple, hands-on way.



Objective:

By the end of these activities, students will be able to:

- Explain what AI stands for and what it is in general terms.
- Explain what a classifier is and how classifiers can be trained and used to make the world a better place
- Build a Scratch project that uses an image classifier to identify snow leopards



Grade	6-8
Activity Type	Plugged
Duration	60 minutes
Activity material / TLM	<ul style="list-style-type: none">• A computer with internet access for each student• Projector or Smart TV for teacher demonstration• Access to the Machine Learning in Scratch• Starter File

KEY VOCABULARY IN THIS ACTIVITY

Teacher Note / Disclaimer:

Before sharing these definitions, ask students: "Who knows what [word] means?" Let a few children share their ideas or guesses first. Then give the simple definition one by one, and ask them to repeat the word and say one example together. This helps them remember better.

1. **Artificial Intelligence (AI):** Artificial Intelligence means making computers and machines smart enough to learn, think, and solve problems like people do.
2. **Classifier:** It is a type of AI that can put data into various categories.
3. **Machine learning:** When a computer learns from data given to it, this is called machine learning.



STEPS TO CONDUCT THE ACTIVITY:

Step 0: Quick preparation

- Open the starter file on your computer and make sure it runs. Confirm each student device can open the same starter file (or you have a copy for each student).
- Check the internet and the "Machine Learning in Scratch" resource is accessible from each machine (or the extension you plan to use). If your school blocks sites, preload images and classifier outputs into the starter file.
- Projector demo ready: open the Scratch project on the big screen so students can see your actions.
- Print or display vocabulary cards (AI, classifier, machine learning) so students can refer to them.



Step 1: Welcome the students and explain the activity to them.

Step 2:

Show two pictures quickly: one of a snow leopard, one of a different animal (e.g., a leopard / dog). Ask: "Which one is the snow leopard? How do you know?"

Based on students' responses, tell them that the real image of a snow leopard could be the one clicked by using a camera. But who has created an image in which the animal is looking similar to the real snow leopard?

Students might share that it is created by a machine or a computer. Tell the students that just like you used your eyes to look at the patterns like the fur, the spots, the snowy background, machines can also learn to look at pictures and make guesses. When computers learn to do this, we call it Artificial Intelligence or AI.



But you were able to recognize the snow leopard because you have seen animals before.

A computer cannot recognize anything on its own. We have to teach it by showing it many, many pictures of snow leopards. When a computer learns from these pictures, it is called Machine Learning.

After the computer learns from all the training pictures, it becomes good at sorting new pictures. It can now say:

'This is a snow leopard,' or 'This is not a snow leopard.'

A computer tool that sorts things into groups like this is called a classifier.



Step 3:

As an additional information about snow leopard, tell students that snow leopards can be found in Himalayan mountain ranges. Once, scientists set up cameras to take pictures of animals. They were looking for snow leopards so they could learn more about them and help them. The cameras took so many pictures. The scientists used an AI image classifier to look for photos with snow leopards. The image classifier trained AI by providing thousands of images so that AI could know what a snow leopard looks like.

Step 4

Ask students that here are three images of snow leopards - what are some things that they all have in common?



Step 5:

Now build a Scratch program to classify images of snow leopards. Use the model that someone else already trained. Guide students through the following steps to build the project as you demonstrate on a screen or projector.



Step 6:

First, download the starter file - it has some things that will help you build the project:

- Open this link: [Starter File](#)
- Then click this button in the top right corner:

Step 7:

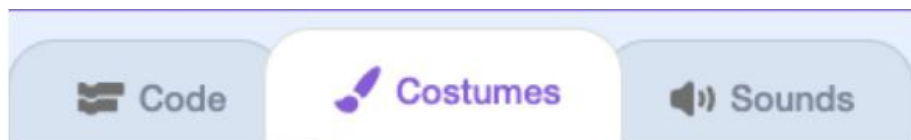
Now, go to this website: <https://machinelearningforkids.co.uk/scratch/>
This is a special version of Scratch where we can use AIs that have already been trained. At the top of the screen, click File and then Load from your computer. Choose the Starter File - it will be called: Spot the Snow Leopards - Starter File (Hour of AI).sb3

Important Note: Do not delete any code or sprites they find in the starter file as it will need to code the project!



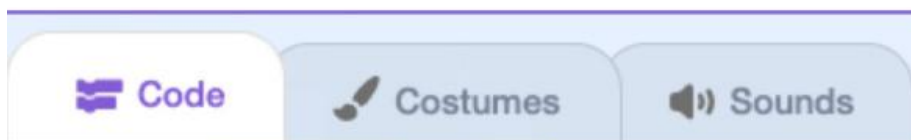
Step 8:

Once you open the Starter file, you will find one sprite called Images. Start by clicking on the Costumes tab to see the different images stored in this sprite. They are all different types of big cats. Some of them are snow leopards. But which ones? AI classifiers will help us to do that.



Step 9:

Now click on the Code tab again to start building.



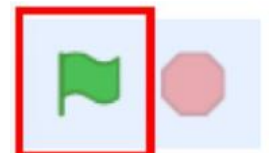
Step 10:

Drag show block and switch costume to 1 block from Looks block to the code area.



Step 11:

Press the Green Flag to test it out!
Ask students:
Do you see a picture like this on the stage?



Step 12:

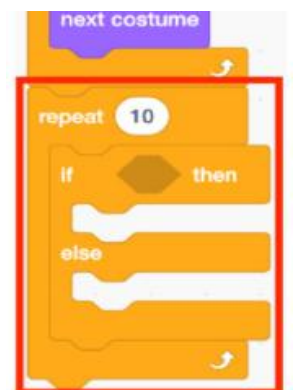
Now, let's play a game where the user will recognise whether the image is of snow leopard or not and then AI will do the same thing. To record all the responses, go to Variables block and click on Make a list. Create two lists "My Answers" and "AI Answers" separately.

We want the program to show us all 10 images and ask us if we think the picture is a snow leopard. When a program performs the same action again and again, it is called a loop. Drag repeat block from Control block to repeat the steps 10 times to the code area. To ask if it is a snow leopard, get ask what's your name? and wait block from Sensing block and put it inside repeat block. Replace what's your name? By Snow leopard?. Now get add thing to the list block from the Variables block and put it below the ask block inside the repeat block. Replace thing by Answer and list by My Answers to record the answers given by the user in My Answers list. Then get the next costume block from the Looks block and place it below the previous block inside the repeat block. Attach this repeat block below switch costume to 1 block.



Step 13:

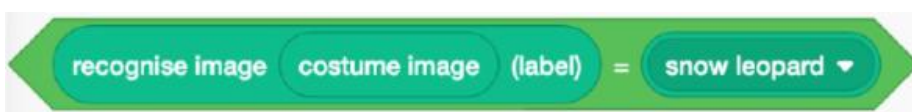
Now we want to give the AI a turn. Add another repeat 10 loop and this time, place an if-then-else block inside it. The if/then/else block is called a conditional statement which will help AI to recognise the images and make decisions accordingly. First it checks to see if something is true or false (image is of leopard or not). If it's true, then any code in the first section (if-then section) will run. If it's false, then any code in the second section (else section) will run.



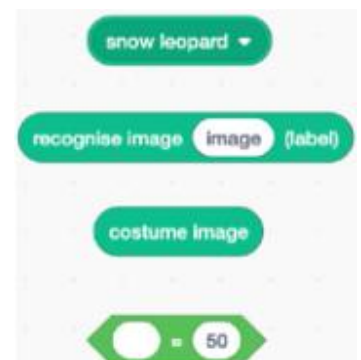
Step 14:

We want to use the AI to check if the image is a snow leopard. Find these four blocks that are already in your starter file:

Then, put them together like this:



This code tells the AI to recognize or "classify" the costume that we see on the screen, then it checks to see if the AI's answer was "snow leopard".



Step 15:

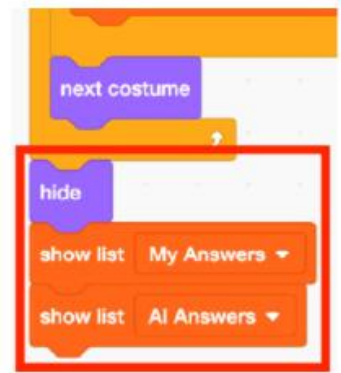
Now, we can put that together with our if-then-else block to make this code:

If the AI thinks the image is a snow leopard, our program will add the word "yes" to the AI Answers list. If the AI thinks the image is not a snow leopard, our program will add the word "no". Then it will move on to the next costume. Attach this repeat block to the previous repeat block.



Step 16:

Finally, we want to make sure we can see both our list and the AI list at the end. and make the images hide. So add the hide block from the Looks block and place it below the previous block. Add the blocks in red colour highlighted after the hide block to make them appear on the screen.



Step 17:

Now it's time to play! Press the Green Flag and answer the question for all 10 pictures. Then, the AI will answer all 10.

Answer Key -

1	No	6	No
2	Yes	7	No
3	No	8	Yes
4	Yes	9	No
5	No	10	No



CONCLUSION

Through this activity, students will learn how AI works by comparing their own thinking with an AI model. They will understand that AI learns from examples, makes predictions, and sometimes makes mistakes. While doing this, students will build important skills such as observation, critical thinking, problem-solving, and basic coding. They will also learn to question technology, work carefully with data, and understand how AI tools can be used responsibly to help solve real-world problems.



REFERENCES

[AI4K12 Teaching Guidelines](#)



Please scan this QR code to access resources.

[AI & ML basics for young learners](#)

REFLECTION QUESTIONS

1. How did this activity help students to make correct connections between what they did and what AI does?
2. What would you change or add if you conducted this activity again?
3. How could you extend this lesson to science, math, or language classes?
4. What follow-up activity would help students deepen their understanding of AI?



PROMPT POWER



INTRODUCTION

In this activity, students will learn the basics of prompt engineering by experimenting with AI. They will compare simple and detailed prompts, refine their inputs through iteration, and reflect on how prompt design affects AI outputs. This activity will help students to learn how to write clear and effective prompts using detailed instructions.



Objective:



By the end of these activities, students will be able to:

- Explain what a “prompt” is.
- Compare simple prompts and effective prompts.
- Write clear and effective instructions for AI and observe how prompt quality changes the AI’s response.
- Practice improving prompts through revision (iteration).

Grade	7-8
Activity Type	Unplugged + Plugged Activity
Duration	60 minutes
Activity material / TLM	<ul style="list-style-type: none">• Chart paper or A4 sheets• Markers or pens• Sticky notes• Printed examples of simple and detailed prompts (optional)• One device with internet and an AI tool (teacher-operated only)• Blackboard/whiteboard

KEY VOCABULARY IN THIS ACTIVITY

Teacher Note / Disclaimer:

Before sharing these definitions, ask students: "Who knows what [word] means?" Let a few children share their ideas or guesses first. Then give the simple definition one by one, and ask them to repeat the word and say one example together. This helps them remember better.

1. **Prompt:** A question or instruction we give to an AI tool.
2. **Iteration:** Improving something step-by-step by making changes.
3. **Output:** The answer or result given by the AI.
4. **Effective Prompt:** A prompt that has clear instructions and more information.
5. **Simple Prompt:** A short prompt with very little information.



STEPS TO CONDUCT THE ACTIVITY:

Step 0: Quick Preparation

Select 2–3 simple prompts and prepare their detailed versions.

Example:

- Simple: "Tell me about plants."
- Detailed: "Explain how plants make food using photosynthesis in 3–4 lines for a 12-year-old. Student."

Test these prompts on an AI tool and keep the outputs ready (printed or on screen).

Arrange students in pairs or small groups. Keep chart papers ready for group work.



Step 1:

Welcome the students and explain the activity to them.

Step 2:

Ask students: What kinds of instructions do we give computers or machines in daily life? How do we give those instructions?

Students may respond like by typing commands, clicking buttons, giving search keywords, using voice assistants, etc.

When we click or type something, we are telling the computer what we want it to do. These are instructions. AI also works in the same way. The instruction that we give to AI tool to do something, is called as prompt. Today we will learn how to give good instructions to AI so that it gives us good answers.



Step 3:

“Just like computers follow your instructions exactly, AI also follows your prompts exactly. If the prompt is basic or simple, the response given by AI will also be basic. If the prompt is detailed or effective, the response becomes better.”

Write two prompts on the board:

- Simple Prompt: “Tell me about plants.”
- Detailed Prompt: “Explain how plants make food using photosynthesis in 3–4 lines for a 12-year-old.”

Show the AI outputs for both (either printed on paper or show them on screen using AI tool like ChatGPT or Gemini).

- Read them aloud or let students compare.

Based on the observation, ask students the following questions to build connection to Step 4:

- Which answer is more helpful? Why?
- What did we add to the prompt that made AI to respond better than earlier?
- If we want good outputs, what kind of prompts should we write?

Conclude this by saying: “Good prompts give us clearer and more useful answers. But what makes the prompt effective? How will you ensure that the prompt is effective? Let’s understand this through one example.”



Step 4:

Show a simple prompt and its output. Example:

- Prompt: “Write about rain.”
- Give this prompt to AI tool and discuss that output shown by AI tool is as per the prompt given. But it is very basic or unclear.

Ask students:

What is missing in this prompt?

Encourage them to suggest improvements like:

- Add age level
- Add format (story, paragraph, list)
- Add length
- Add specific details (explain, describe, compare)

Rewrite the effective or improved prompt together. Example:

Write a short paragraph (4–5 sentences) explaining why the rainy season is important for farmers in India. Use simple language for a 12-year-old.

Test the improved prompt on AI tool.

Discuss how the output shown by AI for effective prompt is better than the previous prompt. After getting responses from students, conclude that: Good prompts are made through iteration by improving them step-by-step. Now, it's your turn to write the prompts and see the responses.



Step 5:

1. Divide students into groups of 3–4.
2. Give each group a topic card (e.g., “volcanoes,” “healthy food,” “sports,” “wild animals,” etc.).

Give instructions:

- “Write one simple prompt for your topic on chart paper”
 - “Now write one detailed prompt that includes:
 - the audience (age/class)
 - length (short/long answer)
 - purpose (explain / describe / compare)
 - any special requirement”
3. Move around the classroom and support groups whenever necessary.
 4. Now, ask each group to read their prompts aloud.
 5. The teacher will randomly select prompts of 2–3 groups to test using AI tool.
 6. Show outputs to the class.

Ask:

Did the detailed prompt give a better answer?



Step 6:

Help students summarise learning in their own words.

1. Give each group a sticky note.
2. Ask them to write ONE idea by starting the sentence with:
 - “A good prompt should...” (finish the sentence)
3. Collect the sticky notes and place them on the board as a “Prompt Rules Poster.”



CONCLUSION

Through this activity, students will learn that clear and detailed prompts help AI give better answers. They will understand how instructions guide technology and why improving prompts step-by-step leads to stronger outputs. By experimenting with simple and detailed prompts, students will build important skills such as critical thinking, clarity in communication, observation. These skills will help them become thoughtful users of AI and more effective problem-solvers in everyday learning.



REFERENCES



Please scan this QR code to access resources.

Teacher Resource

This activity has been developed and contextualised by [Leadership for Equity] for the Hour of AI initiative, adapted from CodeHS

<https://codehs.com/editor/playlist/connection/18504498/38245/26976>

REFLECTION QUESTIONS

1. Did students understand the link between clear instructions and good outputs?
2. Were students able to create effective prompts on their own or did they need support?
3. Did the group activity and live testing of the prompts help students understand the process of improving prompts?
4. How will you modify this activity to support students who struggle with writing detailed instructions?



A HERO STORY



INTRODUCTION

In this hands-on activity, students work in groups to create an imaginative hero story with unique powers, goals, and settings. Using Gemini AI, students refine their narrative text by improving captions, dialogues, and tone.

This activity demonstrates how AI can be a creative partner in storytelling. Students will design original heroes, write structured narratives, and collaborate with generative AI to improve their text and create visual illustrations. They will learn that while AI can enhance creativity, the imagination and core ideas come from them.



Objective:

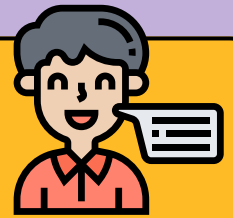
By the end of these activities, students will be able to:

- Understand and apply story structure (beginning-middle-end)
- Design a consistent hero with clear traits and motivation
- Collaborate with AI to iteratively improve text and prompts
- Use key elements of image prompts for consistent illustrations
- Evaluate whether AI outputs should be accepted, revised, or rejected



Grade	6-8
Activity Type	Plugged
Duration	60 minutes
Activity material / TLM	<ul style="list-style-type: none">• Computer with Gemini account (for teacher demonstration)• Projector for presentation• Devices with Gemini/Gemini Storybook access (one per group)• Student worksheets (one per group)• Paper and pencils for each group

KEY VOCABULARY IN THIS ACTIVITY



Teacher Note / Disclaimer:

Before defining each word, ask:

“Who can guess what this word means?”

Let students share → then give the simple meaning → ask for a quick example.

1. **Artificial Intelligence (AI):** When computers can think, learn, and create like humans do. “AI helps write stories or suggest ideas.”
2. **Generative AI:** A type of AI that can create new things like images, stories, music, or videos. “We give it instructions and it generates a picture or story.”
3. **Prompt:** The instruction or message we give AI to tell it what to create. “If we write: ‘A brave tiger in a forest’, AI will try to make that!”
4. **Story Structure:** The order and flow of events in a story — beginning, middle, and end. “Every good story has a start, problem, action, and solution.”
5. **Character Traits:** Qualities that show what a character is like. “Kind, brave, funny — these are traits.”
6. **Setting:** Where and when the story happens. “In a school, at night, in a village — that’s the setting.”
7. **Conflict:** The problem or challenge in the story. “What goes wrong? What must the hero solve?”

STEPS TO CONDUCT THE ACTIVITY:

Step 1: Warm-up and introduction (5mins)

Welcome students and explain the session goal. Introduce AI and discuss its benefits and risks briefly. Ask: “How can AI help us be creative?” Explain that students will create illustrated storybooks with AI assistance.



Step 2: Storytelling Basics (5 minutes)

Show and discuss a sample story. Ask: “What makes a story exciting?” Collect 2–3 answers. Review story structure:

- Beginning: Introduces hero/character and setting
- Middle: Includes challenge, problem, or conflict
- End: Includes resolution and outcomes



Step 3: Hero Design (5 minutes)

Distribute worksheets. Groups invent their original hero and write down:

- Hero's name
- Special powers
- Weaknesses
- Main goal
- Setting/environment



Step 4: Story Draft & Text Refinement with Gemini (20 minutes)

Students write a quick beginning-middle-end draft (2–3 sentences each). Demonstrate how to use Gemini AI tool (under teacher supervision). Groups use this prompt: "Here is our story. Improve it for middle school readers. Keep Beginning/Middle/End labels. Suggest captions (under 15 words) for each page. Do not change our hero's name or traits. No personal data."

Encourage comparison between original draft and AI suggestions. Ask:

- "Does Gemini's version keep your hero the same?"
- "Do the captions help make the story clearer?"



Step 5: Storybook Creation with Gemini Storybook (15 minutes)

Demonstrate how to describe scenes using prompt elements:

- Subject: Who/what is in the scene
- Action: What is happening
- Setting: Where it takes place
- Style: Visual style (comic, realistic, etc.)
- Consistency: Same hero design across pages
- Framing: Camera angle/distance
- Mood: Emotional tone

Groups create prompts for their three scenes and generate images. Encourage refinement until hero is consistent across all pages and PRESENT!



Step 6: Storybook Presentation and Reflection (10 minutes)

- Each group presents their completed three-page illustrated storybook to the class.
- Ask: "What did AI add to your story? What did you control yourselves?" Gather student reflections on the creative process. Conclude: "AI can make stories come alive, but the imagination is yours"



CONCLUSION

At the end of the activity students will be able to understand how AI can assist in creative storytelling while recognizing that human imagination drives the core ideas. They've learned narrative structure, character development, and how to effectively prompt AI systems for desired outputs.

Skills developed include Creative Writing, Collaboration, Critical Evaluation, Prompting, and Visual Storytelling.



REFERENCES



[Teacher Resources](#)



[Student Worksheets](#)

Please scan this QR code to access resources.

This activity has been developed and contextualised by [Leadership for Equity] for the Hour of AI initiative, adapted Binary Logic

<https://binarylogic.net/hour-of-ai/hourofai-activity-for-middle-school-students/>

REFLECTION QUESTIONS

1. What was the most challenging part of working with AI to create your story?
2. Did AI change your original ideas? Was that good or bad?
3. How did you ensure your hero stayed consistent across all three pages?
4. What would you do differently if you created another AI-illustrated story?

FEEDBACK FORM:



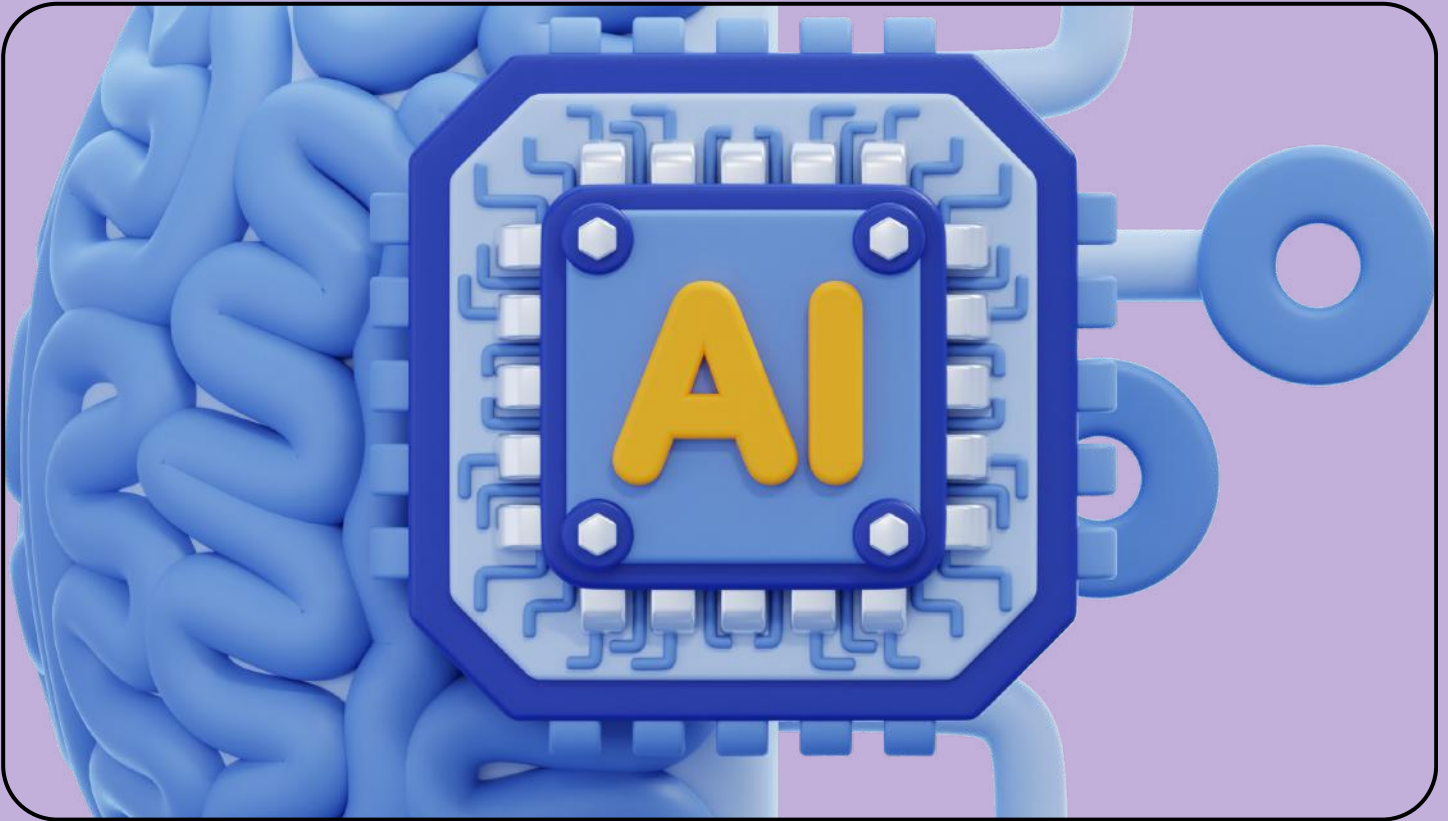
Please Scan the QR code and let us know your thoughts on the activities.



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