Critical Turtle Team A cartoon of a turtle with a magnifying glass

Description automatically generated

**Lesson plan:** 01

**Lesson description:** Students will explore issues with AI Image Generator using a narrative about wildlife perceptions and prejudices (turtles vs. snakes)

**Learning Outcomes:**

1. Identify problems with IA Image Generator programs, including bias, hallucinations and lack of context.
2. Reflect on the informed use of this technology

**Resources:**

1. Students will need to work on a computer with internet and access an AI Image Generator (e.g.: Chat GTP, Gemini, Co-pilot etc.).
2. Images produced will need to be printed or showcased in a tablet/laptop
3. Rating scales (40x per student) – printed or on a tablet/laptop to work on class and take as homework

**Activities**

1. Introductory class discussion about:
   1. Prejudice in wildlife. What are the perceptions about turtles versus snakes?
   2. Brief discussion about the benefits of turtles and snakes and why we should protect them
   3. Would artificial intelligence have a prejudice against snakes, similar to humans?
2. Computer activity:
   1. Open a browser an AI Image Generator (e.g.: <https://copilot.microsoft.com/>)
   2. Ask the program to generate 10 images of turtles and 10 images of snakes.
   3. Ask students to rate the 20 images according to the following question:
      1. Would you take it home as pet? (from 0 “definitely not” to 10 “certainly”)
3. Homework:
   1. Students take the 20 images home and ask 2 cares/relatives to rate them according to the following questions
      1. Would you allow me to have it as a pet? from 0 “definitely not” to 10 “certainly”)
      2. Relatives will act as a potential control group (people that did not have the discussion about the benefits of snakes and turtles).
      3. This homework will foster fun, positive learning interactions among carers and students and promote discussion about AI issues beyond the classroom.
4. Group activities
   1. In small groups, students will create graphs (bar charts) to visualize the differences among the responses for snakes/students, turtles/students snake/relatives and turtle/relatives.
   2. Discuss within the group about the problems you found with the AI generated images? (bias, hallucinations and lack of context)
5. Final class discussion and conclusions:
   1. Was there a difference between graphs?
   2. Does artificial intelligence have a prejudice against snakes in comparison with turtles, similar to humans? Is it neutral, the same, or worst? Why do you think that?
   3. Discuss as a class about the problems you found with the AI generated images? (bias, hallucinations and lack of context)