

## Digital Wellbeing for Families Workshops

### Activity Block: Understanding Learning Apps and AI

#### What does a Robot see?

**Time needed:** 10 minutes

**Age suitable:** All ages

**Objective:** *Learners will be able to question and assess AI-generated content.*

**Method:**

1. The trainer shows a series of AI-generated images that contain clear mistakes—such as animals with too many limbs, distorted body parts, or surreal combinations of objects. Families are invited to guess what each image is meant to represent by asking, “What do you think this is?”
2. After several guesses, the trainer explains that while AI can create realistic-looking pictures, these images don’t always reflect reality or make logical sense.

**Facilitator tips:** As a facilitator you may need to bring the following materials: Computer, projector, presentation with images from Canva (available in additional resources titled as What does a Robot see?)

#### Human or Machine?

**Time needed:** 30 minutes

**Age suitable:** 13-16-year olds

**Objective:** *Learners will be able to evaluate AI-generated content for accuracy and reliability.*

**Method:**

**Part 1:**

1. The trainer presents several pairs of short paragraphs on the same topic — one written by AI (e.g., ChatGPT) and one by a real person.
2. Families read both texts and vote on which they think was written by a human and why.
3. The trainer reveals the correct answer and facilitates a discussion:
  - What clues did you notice?
  - Did the writing feel “too perfect” or “too generic”?
  - Was there emotional and/or sensorial detail, personal experience, or unique style?
  - Which one do you connect with more?

The trainer highlights common AI writing characteristics.

**Part 2:**

1. The trainer provides families with 3–4 short AI-generated texts created from similar prompts, both in paper and on the board.
2. Families read each AI text carefully and mark signs of “AI fingerprints” using the AI Fingerprints detection worksheet. Then, they share with the rest of the group which features they spotted most often. The trainer writes them down.
3. At the end of the activity, the trainer reminds families that AI technology is rapidly advancing, making AI-generated writing increasingly sophisticated, emphasizing that with clear and well-crafted prompts, AI texts can be so polished that distinguishing them from human writing becomes very challenging.

**Facilitator tips:** As a facilitator you may need to bring the following materials: Computer, projector, presentation, pens, print AI Fingerprints detection worksheet, flip chart or whiteboard and markers, and print and cut-out voting cards.

**Additional supports:** Presentation with texts titled as ‘Human or machine’ available in additional resources.

Voting cards (part 1 ) and AI Fingerprints detection worksheet (part 2) titled as ‘Human or machine voting cards’.

Answer key available in additional resources titled ‘Answer key’.

### Think Like a Computer – Learning Algorithms Through Play

**Time needed:** 25 minutes

**Age suitable:** All ages

**Objective:** *Learners will be able to learn how algorithms work by trying, testing, and adjusting.*

**Method:**

1. Families work together to write or dictate step-by-step instructions for a simple breakfast task (e.g., making cereal).
2. Once the “code” is ready, the trainer follows the instructions **exactly as written**—even if they’re silly, missing steps, or confusing. For example, if the instruction says “Put cereal in bowl” but doesn’t say “open the box,” the trainer may place the whole box in the bowl!
3. Afterwards, the group reflects on where the instructions “broke” and how they could be fixed.
4. After the activity, the trainer introduces basic logic, sequencing, debugging, and details how computers follow commands literally. Optional: families debug their instructions from the previous activity.

**Facilitator tips:** As a facilitator you may need to bring the following materials: Computer, projector, presentation (available in additional resources, titled as 'Think like a computer'), paper, pencils, optional props (box of cereal, bowl, spoon, etc.)

**Additional supports:** Another example:

[https://www.tiktok.com/@ms\\_peerce/video/7158689103851081006?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7504565719548642838](https://www.tiktok.com/@ms_peerce/video/7158689103851081006?is_from_webapp=1&sender_device=pc&web_id=7504565719548642838)

### Duolingo Challenge: Learn & Play Together

**Time needed:** 20 minutes

**Age suitable:** All ages

**Objective:** *Learners will be able to understand the purpose of Duolingo as a language-learning tool.*

**Method:**

1. Families explore Duolingo by completing fun challenges together. The activity begins with a short explanation of what Duolingo is and how it works.
2. Then, families pair up and complete simple tasks according to age group: **Ages 0–6:** Children listen to sounds and repeat them aloud with the help of a parent (using Duolingo Kids or guided mode). **Ages 7–13:** Children complete a basic vocabulary game (first 1–2 lessons) in a new language and show what they learned by drawing or saying a word. **Ages 13–17:** Teens try a timed challenge or complete a short streak goal, then reflect on the experience: Is this a good way to learn? What skills are needed to stay motivated?
3. The activity closes with a short reflection: What did we like about Duolingo? What makes it different from other apps? Can we use it daily at home?

**Facilitator tips:** As a facilitator you may need to bring the following materials: Computer, projector, Duolingo presentation (available in additional resources, titled as 'Duolingo Challenge').