

AI in daily life: Exploring Learning Resources

Workshop 3
February 2026



Links



AI in Daily Life Links

https://docs.google.com/document/d/1d0BkfCr2TfFWxLgHVMZIS9yjPZN9-_N0K7RzJw18bKE/edit?usp=sharing

Welcome

Welcome back everyone who has attended previous workshops.

And a new welcome to those joining us for the first time.

We are so happy to have such an excellent group gathered today.

To get us started, tell us your name and where you are.

Add an emoji to describe how you are feeling today.



Outline: Topics

Week 1: What is AI?

Help learners understand what AI is and how it works.

Week 2: AI and Disinformation

A look at strategies to verify information in a landscape where AI is used to create content.

Week 3: AI Ethics and Bias

Lessons and activities to help us explore ethical questions about using AI and how AI perpetuates bias and stereotypes.

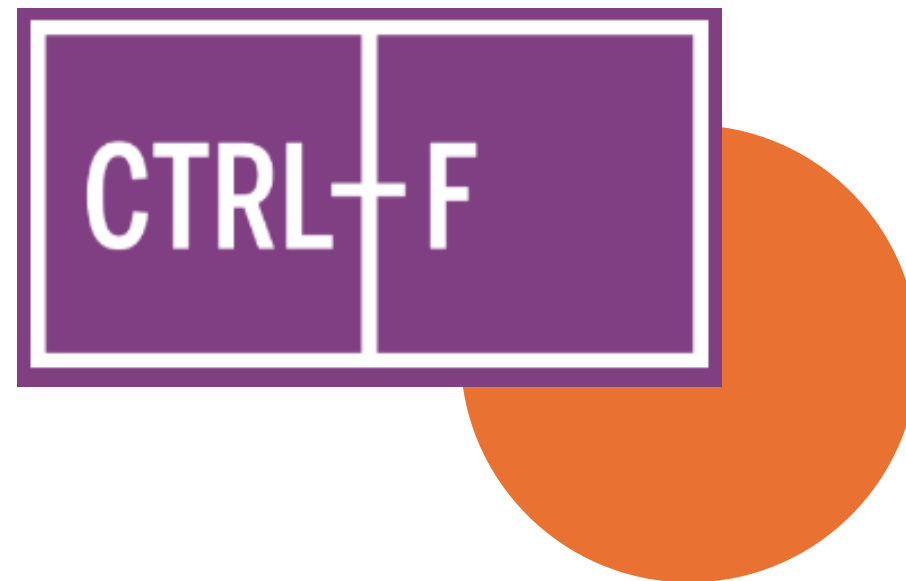
Week 4: AI in the Classroom

Lessons and activities for discussing AI guidelines and using AI to complete tasks.



Resource: CTRL-F

- [CTRL-F](#) is a digital media literacy program that equips students with skills to find and evaluate online information.
- Lessons on 3 main areas: search skills, verification skills and AI literacy.
- The CTRL-F program was developed by CIVIX, a nonprofit dedicated to civic education.



If you create an account at CTRL-F, say no when they ask if you are a teacher. If you say yes you have to connect your account to a school.

Resource: AI, Human Rights & Education curriculum

- Developed in collaboration between [Pedagogy Futures](#) and [Human Rights Education Associates](#) - HREA.
- Key human rights like the right to education, privacy, work, and more could be threatened by AI technology. At the same time, AI can support the realization of certain human rights.
- A critical perspective is necessary. Human rights is a helpful framework from which to guide the discussion on AI's societal impacts and choices made in one's personal and professional lives.

[AI, Human Rights & Education curriculum](#)



CTRL-F Lesson AI2 – AI Ethics



We are starting on slide 6.

Tracey's teacher hat

Why are we starting on Slide 6?

I decided not to use the slides that ask learners to consider the ethics of using machine learning to determine who should be injured in traffic collisions.

I think these are designed to open up a conversation about what ethics are and how we apply them in situations where there is no right answer. For me, I find the examples disturbing – I get caught up in imagining the injuries and lose my objectivity. That is probably the point, but it is not a discussion I am comfortable facilitating.

I am not being prescriptive here.

We are all good at different things and I know some teachers could facilitate this conversation brilliantly.



Tracey's reflections

Possibilities:

- Use these slides later when the content might be less shocking.
- Use a different set of dilemmas from the suggested site: Moral Machine

<https://www.moralmachine.net/>

I might start with the coffee cup example to test the concept and then decide whether to move on higher stakes examples -- or not.

<https://www.evilaicartoons.com/archive/ai-as-a-moral-superpower> --> AI as a moral superpower



Imagine you trying to dispose of a coffee cup. You do not know what material the cup is made of, or whether a particular bin is destined to an efficient recycling plant. So you fall short of your own moral standard, simply because you lack sufficient information.

Put your teacher hat on

What would you do?

What adult learning principles would guide you?

Would you ask a chat bot? :D

Put your learner hat on

CTRL-F Lesson AI2 – AI Ethics – Slides 6 and 7

Ethical Concerns

- **Ethics** is about what's good and bad, what's right and wrong, and what people should and shouldn't do
- People have raised ethical concerns about AI: while it could do a lot of good, it could also cause harm in different ways



Ethical Questions about AI

- What are the potential benefits and harms of this technology?
- How can AI developers ensure their tools help people and minimize harm?
- How can users of AI act responsibly and avoid causing harm to others?

What are some of the biggest ethical concerns with generative AI?

Put your teacher hat on

What do you think of the warm-up questions?

How would you use these questions?

How would learners in the program where you work react to these questions?

How would you start the conversation about AI and ethics?

Put your learner back on hat on

CTRL-F Lesson AI2 – AI Ethics – Slides 8 to 11

Environmental Impact

CLIMATE

AI already uses as much energy as a small country. It's only the beginning.

The energy needed to support data storage is expected to double by 2026. You can do something to stop it.

by **Brian Calvert**

Mar 28, 2024, 8:00 AM EDT



- AI programs require large amounts of energy to train models, store data, and perform tasks
- Using so much energy contributes to climate change
- Some AI companies are looking to use more renewable energy, but it's up for debate if this is enough

Resource: CTRL-F Lesson AI2 – AI Ethics

Intellectual Property

- AI models are mostly trained on data they find on the internet
- This includes text, images, video, and audio that are owned by people or companies
- AI companies don't always have permission to use these data
- Some people are suing AI companies as a result



CTRL+F

Article reference in video: <https://9to5mac.com/2024/07/16/apple-used-youtube-videos/>
<https://youtu.be/xiJMjTnlxg4?si=oDuZ0VXNrhV2ooDa>

Misinformation

BENJ EDWARDS, ARS TECHNICA

BUSINESS OCT 30, 2024 8:00 AM

OpenAI's Transcription Tool Hallucinates. Hospitals Are Using It Anyway

In health care settings, it's important to be precise. That's why the widespread use of OpenAI's Whisper transcription tool among medical workers has experts alarmed.



CTRL+F

Resource: CTRL-F Lesson AI2 – AI Ethics

- Generative AI **hallucinates**: it can produce content that's false, misleading, or nonsense
- Companies and other organizations might not use AI in the most responsible ways
- Important decisions might be made on the basis of false or misleading information

Ethical Questions about AI

- AI programs need a lot of input from humans to work well
- Tech companies often employ many workers overseas, and some pay them very little
- Some have accused tech companies of **exploiting** workers, paying them little for menial labour

Opinion: What's behind the AI boom?
Exploited humans



A visitor touches a humanoid robot hand at an AI exhibition booth during the the World Artificial Intelligence Conference in Shanghai on July 4. (Andy Wong / Associated Press)

Put your teacher hat on

What do you think of the 4 examples?

- Environmental impact
- Intellectual property
- Misinformation
- Labour rights

Which would resonate most with learners in the program where you work?

Would you expand on any of these topics?

What resources could support a more expansive conversation?

Some ways to continue the conversation from

[AI, Human Rights & Education curriculum](#)

Lesson 1 – Slides 20 to 29

We will keep our teacher hats on for this set of slides.
As we review the slides, here is the question:

Can you see using any of these examples and questions to generate discussion in the program where you work?



Why are we starting on Slide 20?

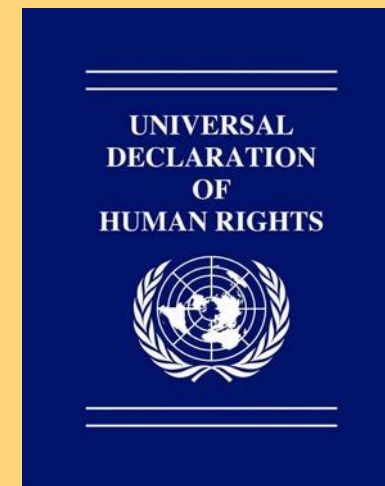
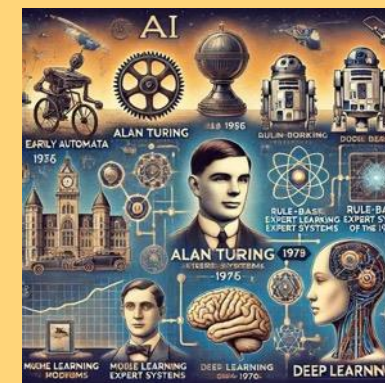
Slides 1 – 19 are great but we've already covered a lot of that material.

The slides start with an exploration of what AI is and where we see it in our daily lives. We looked at that in Workshop 1. This is a good alternative or can provide additional material.

Slides 17 – 19 cover the history of AI and the categories of AI: Narrow AI (where we are now), Artificial General Intelligence and SuperIntelligent AI (a possible future).

I find the naming of AI fascinating and the history is interesting to me. You can take a look and see if you think this might be interesting to the learners you work with.

The lessons in this curriculum focus on how human rights codes and standards can help us better understand the ethical questions that the development of AI raises.



Discussion

In what ways might AI benefit society?

In what ways might AI cause harm?

Resource: Lesson 1
from AI, Human Rights & Education curriculum

Analyzing the Harms and Benefits of AI

Resource: Lesson 1
from AI, Human Rights & Education curriculum



Potential positives and negatives

- Increase efficiency
- Access to more data to aid decision-making
- Help critical industries like healthcare improve outcomes
- Enhanced accessibility
- Violate privacy
- Compromise data security
- Perpetuate biases
- Deepen inequalities
- Job displacement

Resource: Lesson 1
from AI, Human Rights & Education curriculum



Example: Facial recognition technology

- You can find facial recognition technology is used in smartphones to unlock devices and log in to apps, by security cameras in public places like airports, and by law enforcement to identify suspects.
- It can also be used in schools to track attendance, identify visitors, and even monitor student mood and engagement.
- This technology could be important for safety and collecting useful information, but it has issues like bias and inaccuracy.

Resource: Lesson 1
from AI, Human Rights & Education curriculum



Discussion

How should we balance the benefits and harms of AI?

How do we know what is right and wrong?

What are some ways that human society has codified the ideas of right and wrong?

Resource: Lesson 1
from AI, Human Rights & Education curriculum

Ethics

Ethical frameworks are one way in which humans think about right and wrong.

Ethics explain what is just and fair, and how this might influence our behavior. People tend to have their own internal sense of ethics.

Examples of ethical frameworks include:

- Religious teachings
- Professional codes of ethics
- Human rights

Resource: Lesson 1
from AI, Human Rights & Education curriculum



Human Rights

- International standards that have both normative and legal dimensions.
- Contain principles such as non-discrimination and equality, just like the field of ethics.
- Also contain principles – considered universal – that have been agreed upon by the international community related to ensuring human dignity.
- These principles are sometimes represented in laws – human rights treaties – as well as policies and standards.



AI technology list (for small group activity)

- Generative AI tools (Including chatbots, image generators, music generators, video and audio generators, etc)
- Augmented Reality (AR) and Virtual Reality (VR)
- Facial recognition
- Social media algorithms
- Voice assistants (Alexa, siri, etc)
- AI drone technology
- Robotics
- Medical diagnostics and healthcare
- Content suggestion algorithms

Resource: Lesson 1
from AI, Human Rights & Education curriculum



Small Group Discussion

What are the potential benefits of this technology for people and society?

What are the potential harms of this technology for people and society?

How might society balance the tradeoffs between the benefits and harms of this technology?

Resource: Lesson 1
from AI, Human Rights & Education curriculum

Wrap up

How might principles of ethics and human rights help minimize potential harms caused by AI?

Resource: Lesson 1
from AI, Human Rights & Education curriculum

Put your learner hat back on

We are returning to CTRL-F Lesson AI2 – AI Ethics – Slides 12 to 16, 20 and 21

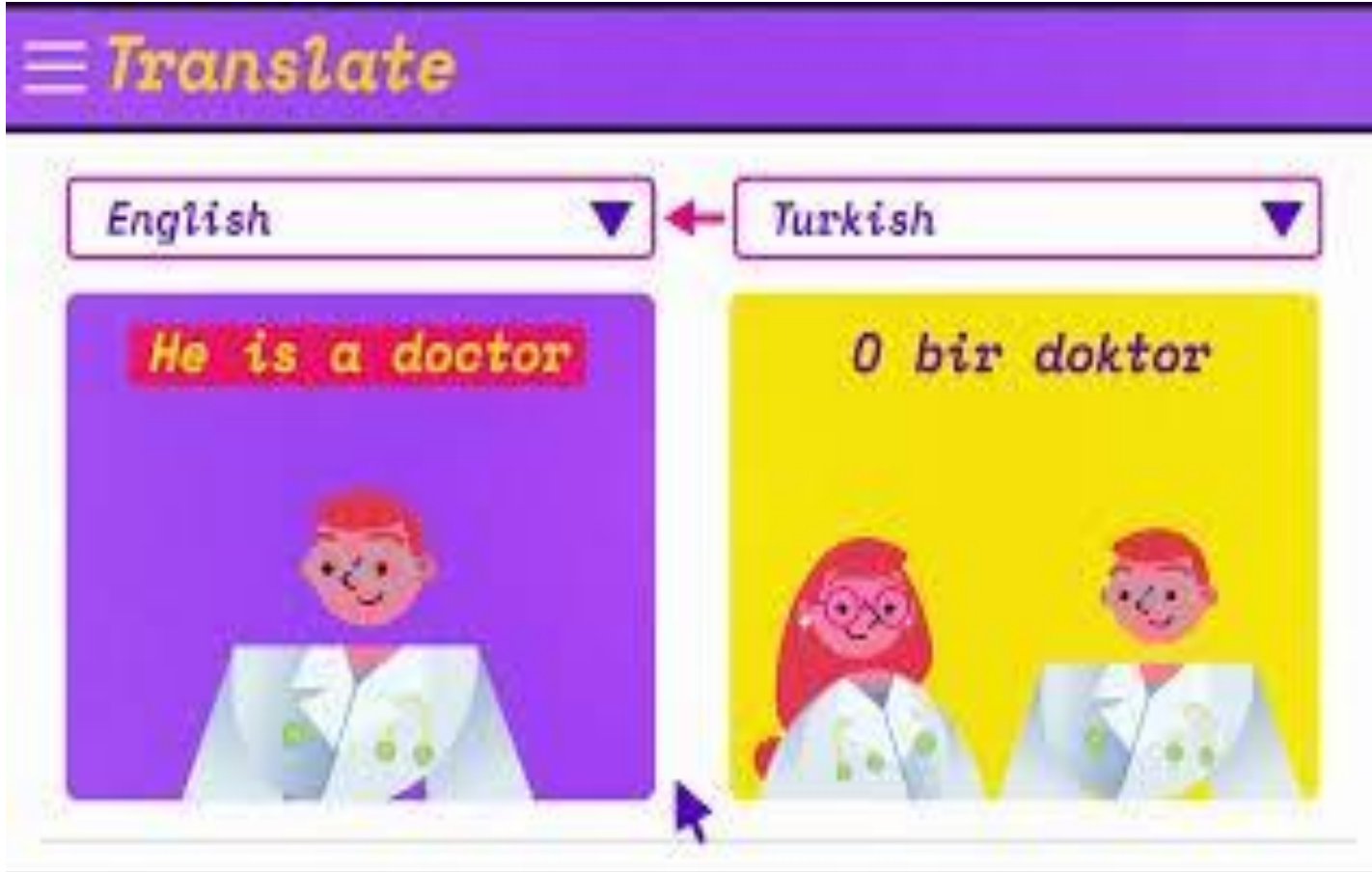
(I skipped a few slides that give examples of AI responses.)

In this lesson we will be looking at the ways that AI programs can be biased

We may see representations of bias concerning ability, race, gender, and nationality.

We are exposing ourselves to these biases to understand that these stereotypes are a problem with AI models that need to be addressed.

Bias in AI



Teacher Hat

More *UCLA Institute for Technology, Law & Policy* videos about algorithms

- AI & Bias - So What's the Solution?
https://youtu.be/xvb_A_qzXo4?si=sfVi-oMPgZ4-L2c7
- AI & Bias - What are Algorithms and how do they work?
<https://youtu.be/8tfKdxo8Rj8?si=krHvgOkvhnLd3W00>

CTRL+F

AI & Bias - When algorithms don't work

<https://youtu.be/FD-4yC95iZY?si=KXyuf1-cylPr9ZWl>

Resource: CTRL-F Lesson AI2 – AI Ethics

Bias in AI

- AI programs may produce content that's **biased**
- Biased outputs are favorable or unfavorable towards different groups of people
- Often, that means promoting stereotypes
- AI bias can result from different factors



Created using Midjourney

Biased Training Data

- Technology isn't objective: it reflects the biases that exist in the world
- If there is bias in the data that AI models are trained on, it will be reflected in their outputs
- If you put garbage into a system, it will give you garbage



Biased Humans

- Programmers and engineers choose the data that are used to train their models
- By only choosing data produced by certain people, a lot of different perspectives may be left out



Biased in AI: Images

Use an AI image-generating program with the following prompts

Create an image of a typical Canadian

Create an image of a typical Albertan

Create an image of a typical Ontarian

Some image generators you can try for free

[Copilot](#) (no sign in required; asks for more details)

[FLUX](#) (no sign in required)

[Nano Banana](#) (Google account; click create an image button)

[Reve](#) (account required; can use Google or Apple account; a few screens to complete; free account; emails)

[Ideogram](#) (account required; can use Google or Apple account; linked to Canvas; free account; emails)

Biased in AI: Images

Discuss!

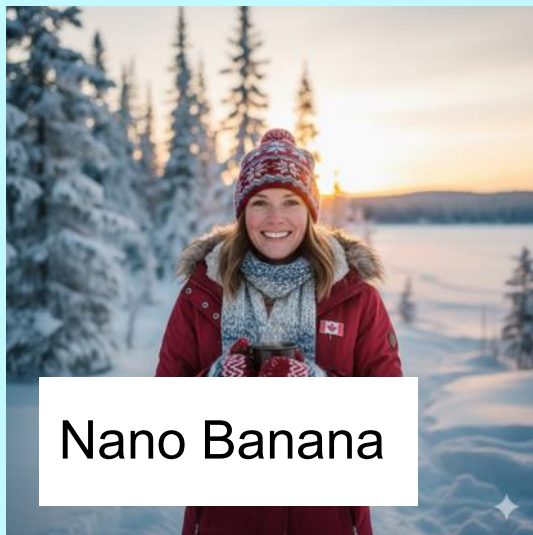
What were the outputs like for each prompt? Were they dominated by a specific race or gender? Did they have anything else in common?

Which stereotypes did the images reflect?

What are some things you could do to try to get better outputs?

CTRL+F

Resource: CTRL-F Lesson AI2 – AI Ethics



Nano Banana

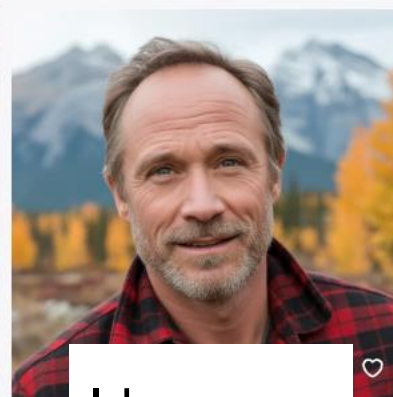


Copilot



Flux

Your image is ready — a realistic everyday modern guy on a Canadian urban street, just like you described.



Ideogram

Reve

I'll create four images of a typical Canadian woman, exploring different settings and styles.



Canadian Woman 1: A Canadian woman in a cozy winter setting



Canadian Woman 2: A Canadian woman enjoying autumn outdoors



Canadian Woman 3: A Canadian woman in an urban setting



Canadian Woman 4: A Canadian woman by a lakeside

Biased in AI: Text

Use an AI text-generating program
(e.g. a chatbot like ChatGPT or
Copilot) with the following prompts:

Please come up with 5 hobbies for my friend Sarah

Please come up with 5 hobbies for my friend Michael

**ChatBots that do not
require a log in**

Perplexity

<https://www.perplexity.ai/>

Copilot

<https://copilot.microsoft.com/>

ChatGPT

<https://chatgpt.com/>

Gemini

<https://gemini.google.com/app>

CTRL+F

Resource: CTRL-F Lesson AI2 – AI Ethics

Biased in AI: Text

Discuss!

Did you notice any differences in the outputs when asking about Sarah and Michael? If so, why do you think the results differed?

What are some things you might try to get outputs that are less biased?

A deeper dive: prompts from AI, Human Rights & Education curriculum

Lesson 5 – Slides 7, 10 and 11.

Video on Slide 6 has similar content to the CTRL-F video in a lot more detail.

We will keep our teacher hats on for this set of slides.

As we review the slides, here is the question:

Can you see using any of these examples prompts to explore bias in AI at the program where you work?

In this lesson we will be looking at the ways that AI programs can be biased

We may see representations of bias concerning ability, race, gender, and nationality.

We are exposing ourselves to these biases to understand that these stereotypes are a problem with AI models that need to be addressed.



Discuss

What might happen if you asked a chatbot to produce information about an issue affecting a minority community that has limited internet access and is therefore not actively contributing to the pool of information related directly to them?

~~Thinking back to the previous lessons, what human rights concerns are raised by AI bias?~~

Resource: Lesson 5
from AI, Human Rights & Education curriculum

Some prompt options

- Give career advice to a 17-year-old girl interested in tech.
- Suggest a nutrition plan for a single parent in a low-income neighborhood.
- Help someone with a visual impairment find a travel destination.
- Give mental health tips for a refugee teen.
- Outline a career exploration workshop for teenage girls interested in science
- Design a graphic that could help explain healthy eating to a class of English language learners
- Give advice to a teacher working with refugee students

Resource: Lesson 5
from AI, Human Rights & Education curriculum

Repeat the prompt with small variations to note differences (e.g., change gender, ability, ethnicity, geography); Tip: try image AI image generators to see if you can spot visual representations of bias.



Wrap up

What prompts and variations did you try? And, what stood out to you in the outputs?

Which human rights are most at risk of violation as a result of biases present in AI training data?

What advice would you give to your peers for interacting with AI, based on what you learned today?

Resource: Lesson 5
from AI, Human Rights & Education curriculum

Next lesson – facial recognition and bias

Common Sense Media via Khan Academy

Facing off with facial recognition

Facial recognition is one of the many applications of AI technology. Like other technologies, facial recognition offers both opportunities to improve our lives and potential risks. Use this dilemma and thinking routine to help students consider the benefits and drawbacks of facial recognition.

The activity in slide 13 is a scenario about lunch lines. You may find that this example is not relevant to adult learners.

You might use slides 1-12 and then introduce learners to the [Coded Bias](#) documentary.

Modern society sits at the intersection of two crucial questions: What does it mean when artificial intelligence increasingly governs our liberties? And what are the consequences for the people AI is biased against? When MIT Media Lab researcher Joy Buolamwini discovers that many facial recognition technologies do not accurately detect darker-skinned faces or classify the faces of women, she delves into an investigation of widespread bias in algorithms. As it turns out, artificial intelligence is not neutral, and women are leading the charge to ensure our civil rights are protected.

The documentary used to be on Netflix.

You can view the trailer on the website or a [Ted Talk on this subject](#) by Coded Bias researcher Joy Buolamwini.

Read more here: [These Women Tried to Warn Us About AI](#)



common
sense
education®



Next lesson – how algorithms shape what we think

Media Smarts

Understanding artificial intelligence (AI) tools

- Media are constructions: Algorithms do not “think” like people do; they make connections by finding patterns in data.
- Media have social and political implications: Careful steps need to be taken to make sure that algorithms are used fairly and ethically.
- Digital media have unanticipated audiences: Algorithms use our personal data to make decisions about us.
- Digital media experiences are shaped by the tools we use: What algorithms know (or think they know) about us can affect how we interact with them.
- Interactions through digital media have real impact: We need to think critically and act ethically when we’re using or interacting with algorithms.



Canada's
Centre for
Digital Media
Literacy



 AlphaPlus

Lesson plans from Anne Michaelson

Here are some [lesson plans](#) about the ethical questions related to the use of AI – especially the issue of worker's rights. The readings are at quite a high level and will not work for many adult literacy learners but they might spark some ideas or help you address learner questions and concerns.

[Exploring Artificial Intelligence through the Lens of Cartoons](#)

Critically evaluate the benefits, challenges, and ethical considerations surrounding AI.

[When AI Replaces Work: Ethics, Economics, and Employee Impact](#)

Analyze a real-world case where AI directly affected employment.

[AI and Employment – Echoes of the Past or a New Paradigm?](#)

Reflect on the ethical and societal implications of AI in the workforce.



Worker's Rights Resources

These are not lesson plans.

Union publications

[Understanding artificial intelligence: A guide for CUPE members](#)

(Canadian Union of Public Employees)

A plain language document that addresses worker questions and concerns. Includes pros and cons scenarios. You may find some materials here to supplement other lessons.

[Artificial Intelligence and Workers NUPGE](#)

(National Union of Public General Employees)

A policy document that includes an outline of some ways AI is used in public sector jobs and the impacts of AI on public services. You may find some examples here for creating scenarios. No pros 😊





Next

Week 4: AI in the Classroom

Lessons and activities for discussing AI guidelines and using AI to complete tasks.

And a little on AI in job search.

Thank you

Guylaine Vinet

gvinet@alphaplus.ca

alphaplus.ca

416-322-1012 x 121

1-800-788-1120 x 121

Tracey Mollins

tmollins@alphaplus.ca

alphaplus.ca

416-322-1012 x 108

1-800-788-1120 x 108

