

AI in daily life: Exploring Learning Resources

Workshop 4
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: Eductive

[Eductive](#), financed by the Ministère de l'Enseignement supérieur du Québec, offers resources, activities, and services that respond to the needs of teachers in the transformation and enrichment of their pedagogical practices through the use of digital technology.

The resource we are looking at is [3 Practical AI Resources for College Students and Teachers](#) by Stéphane Paquet from Champlain College Saint-Lambert.

Teaching support materials

- a catalogue of AI Study Prompts for students
- a catalogue of prompts that promote AI Literacy for teachers

Plus

- [How to Chat with AI classroom activity](#) ([Word version](#))



CTRL-F Lesson AI3 – AI in the Classroom



<https://teaching-support-materials.champlainsaintlambert.ca/ai-literacy-prompts/>

Put your learner hat on

CTRL-F Lesson AI3 – AI in the Classroom Slides 2 - 7

AI in the Classroom

- How do you feel about students using AI?
- Overall, do you think it's a good or a bad thing?
- If you were a teacher, would you allow students to use AI?



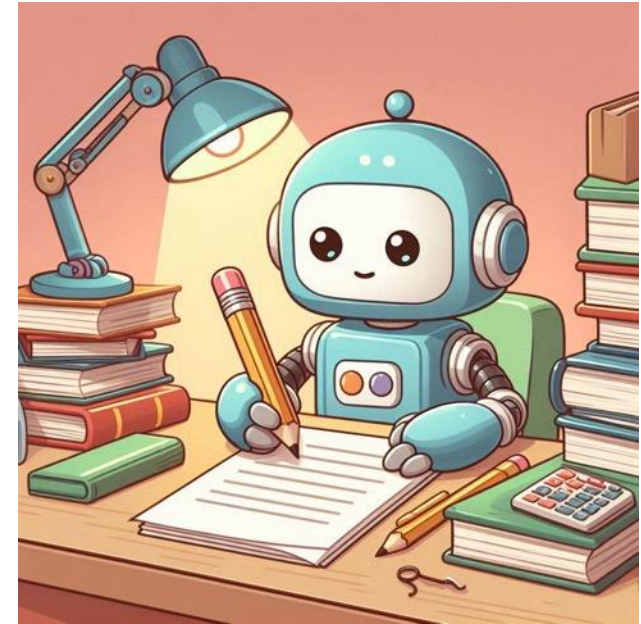
Created using DALL-E 3



What Should We Use AI For?

Should we use generative AI to:

- Help research, write, or edit writing assignments?
- Create images or videos for assignments?
- Get tutoring on a subject we're having trouble with?



Created using DALL-E 3

Pros and Cons

What do you think are the benefits of using AI for learning in school?

What do you think are the drawbacks of using AI for learning in school?

Overall, is AI a good or bad thing when it comes to student learning?

Using Generative AI: Pros

Personalized Assistance

Chatbots can respond to the specific needs of a student

Always Available for Help

Chatbots are available to use, day or night

Provides Feedback Quickly

Chatbots can provide feedback quickly

Analytical Capabilities

AI is good at analyzing complex data sets, identifying patterns, and offering insights

Using Generative AI: Cons

Potential for Cheating

Chatbots can tempt students into doing the work for them

Reduced Critical Thinking

Relying too much on AI means that students won't develop skills

Less Human Contact

Chatting with a computer can be less engaging and rewarding than chatting with a person

Inaccurate or Misleading Information

Chatbots can produce content that is false or misleading

Activity AI3.1: Using Generative AI Responsibly

Are there any other pros or cons you can think of when it comes to using AI at school?

Overall, is AI a good or bad thing when it comes to learning?

Look at the chart on the next slide. Identify the point at which you think:

- A. The essay is more the work of AI than the student
- B. A teacher should give a lower grade because of the use of AI
- C. The student is cheating on their assignment by using AI

AI Created



**Student
Created**

- | |
|---|
| 10- Student has an AI generate the entire essay and submits it to their teacher. |
| 9- Student has AI generate an essay. They review and edit the essay and submit it to their teacher. |
| 8- Student generates multiple AI drafts, and edits together the best parts to create their essay. |
| 7- Student provides all the information to include in the essay, but the AI generates the essay itself. |
| 6- Student writes their own draft, then generates an AI draft, and incorporates the best ideas to complete their essay. |
| 5- Student writes the majority of the essay, but has AI generate a few sentences where the student is struggling to express their ideas. |
| 4- Student uses AI as a research tool and verifies all information, but does all writing without AI. |
| 3- Student does all the research and writing without AI, but uses AI for feedback. Student makes all the changes themselves. |
| 2- Student does all the research and writing on their own, but uses AI to check spelling and grammar. |
| 1- Student does not use AI for any research, writing or feedback. |

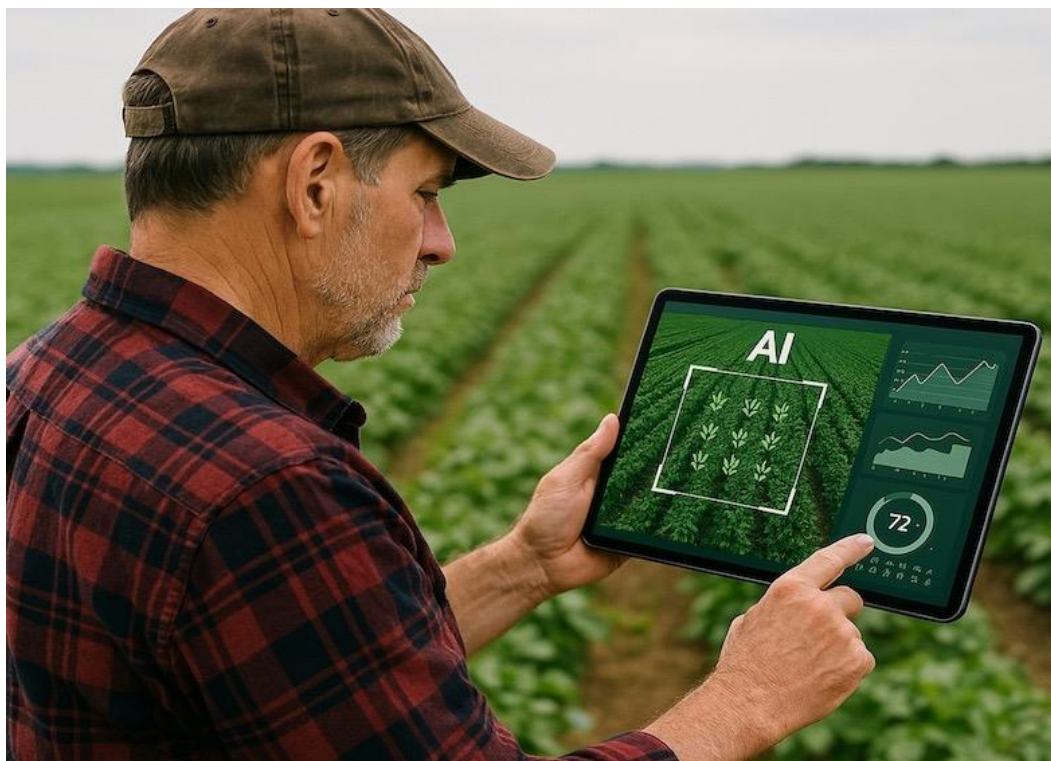
Put your teacher's hat on

What do you think of the lesson?

How would you use this lesson?

How would learners in the program where you work react to this lesson?

3 Practical AI Resources – How to Chat with AI; Step 3



<https://eductive.ca/en/resource/3-practical-ai-resources-for-college-students-and-teachers/>

Put your learner hat on: The joke challenge

Use an AI tool to create one original, safe-for-work joke on any topic of your choice.

No stereotypes, no punching down, suitable for all ages and no nudity, sex, or violence.

Any style: one-liner, riddle, observational, pun, etc.

Use the AI in a way that lets you claim as much ownership as possible of the final joke's content and form. For example, provide an initial (bad) joke of your own, brainstorm, contextualize, steer, refine, remix, verify, etc.



A possible prompt

Prompt:

Create one original, safe-for-work joke on any topic of your choice. The joke must be suitable for all ages, avoid stereotypes, punching down, nudity, sex, or violence. You may choose any style (one-liner, riddle, observational, pun, etc.). Ensure the joke is light, friendly, and clearly non-offensive. Provide only the joke text.

If helpful, include a brief note with the chosen topic and style in parentheses after the prompt. Example structure (optional):

[Topic: pets] [Style: pun] Why did the cat sit on the computer? It wanted to keep an eye on the mouse.

**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>

Prompts that encourage engagement

If you use this prompt, who will “own” the joke?

How can you change the prompt to remain actively engaged in the creative process and be able to claim some significant degree of ownership over the final output?

See the checklists in the PDF or the form for some ideas.

[Joke Challenge PDF](#)

[Joke Challenge Form](#)



In the chat, share the joke you and AI created.

How could you claim ownership of this joke?

Look at the 20 actions in the form or PDF

- Did you do any of these things?
- Who created the joke?
- How much was you and how much was the machine?
- Is this a joke? What makes a joke a joke?

[Joke Challenge PDF](#)

[Joke Challenge Form](#)



[Copy the Joke Challenge Form](#)

Some results

[Topic: school] [Style: pun]

Perplexity: Why did the math book look so sad at school? It had too many problems and not enough solutions!

Gemini: Why did the music teacher need a ladder? To reach the high notes!

[Topic: school] [Style: observational]

Perplexity: Isn't it funny how teachers always say, "There are no bad questions," but somehow, the whole class groans when you actually ask one?

Gemini: It is quite impressive how kids can lose a single mitten in a hallway but somehow manage to find a tiny piece of glitter on the floor from three classrooms away.



Next lesson – Creating Guidelines for using AI

AlphaPlus How to guide:

[How can I work with learners to create AI guidelines?](#)

- The stoplight discussion is one way to start the conversation about AI use with colleagues and learners.
- Stoplight Discussion Template
- [Download](#)
- [Force Copy](#)



3 Practical AI Resources – The agreeability of Chatbots



<https://teaching-support-materials.champlainsaintlambert.ca/ai-literacy-prompts/>

Put your learner hat on: Yes-Man Response

Put this paragraph into a chatbot of your choice with the prompt provided.

Prompt: *I really like this paragraph I just wrote. I'm very proud of it. What do you think? In one sentence.*

Possible Paragraph:

February is the only month that sometimes has no full moon—last seen in 1999 and next expected in 2037, according to The Farmer's Almanac. When February does have a full moon, it's known as the Snow Moon, named for the month's traditionally wintry weather. It also goes by several Indigenous names: The Cree refer to it as Eagle Moon, while the Dakota use Raccoon Moon and the Cherokee call it Hungry Moon.

Perplexity

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

Copilot

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

ChatGPT

<https://chatgpt.com/>

Gemini

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

Put your learner hat on: No-Man Response

Put this paragraph into a chatbot of your choice with the prompt provided.

Prompt: *I really don't like this paragraph I just wrote. I'm not proud of it. What do you think? In one sentence.*

Possible Paragraph:

February is the only month that sometimes has no full moon—last seen in 1999 and next expected in 2037, according to The Farmer's Almanac. When February does have a full moon, it's known as the Snow Moon, named for the month's traditionally wintry weather. It also goes by several Indigenous names: The Cree refer to it as Eagle Moon, while the Dakota use Raccoon Moon and the Cherokee call it Hungry Moon.

Perplexity

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

Copilot

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

ChatGPT

<https://chatgpt.com/>

Gemini

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

Put your learner hat on: Reflection

Did you get a different response from the chat bot?

Was the chatbot supportive of your view about your paragraph?

Was the chatbot supportive of you as a writer?

Why do you think that is?

Yes-Man Response

Put your learner hat on: Perplexity Response

Put this paragraph into a chatbot of your choice with the prompt provided.

Yes-Man: It's a graceful and informative paragraph that blends scientific detail with cultural depth in a beautifully natural flow.

No-Man: Even if you're not fond of it, it's actually a clear, well-structured paragraph that balances factual precision with cultural richness—it just might feel too polished or textbook-like for your taste.

Put your learner hat on: Copilot Response

Put this paragraph into a chatbot of your choice with the prompt provided.

Yes-Man: It's a clean, confident little constellation of lunar facts that feels both informative and warmly rooted in cultural context.

No-Man: It reads like a tidy bundle of interesting facts but feels a bit textbook-ish rather than something with a clear voice or point of view.

Next lesson – Prompts to promote active engagement

3 Practical AI Resources for College Students and Teachers

- a catalogue of [AI Study Prompts for students](#)
 - designed to support students in their learning and during their study phase. The idea is to put students “in the driver’s seat,” using AI as a tool to guide their learning, rather than replace it.
- a ready-to-use [classroom activity](#) to teach students how to chat with generative AI tools while remaining actively engaged in the interaction
 - [Activity descriptions in a doc](#)
 - [Golden habits handout](#)
 - [Joke challenge handout](#)



Next lesson: Why are chatbots so friendly?

AI chatbots: Who's behind the screen?

Why do chatbots sound like people?

How does this make us feel about chatbots and about real people?

Next lesson: What is friendship?

AI chatbots & friendship

What are the qualities of a good friend and do chatbots have those qualities?

Might be a good lesson for parents and guardians about how to talk to children in your care about chatbots and friendship.



**common
sense**
education®



Next lesson – Learn about prompting: RACEF

The Neuron (Video Lessons)



1. [Sign up for the free course Intro to Chat GPT](#)
2. [Module 204 – Your go to prompt framework \(RACEF\)](#)

**INTRO TO
CHATGPT**

theneuron.ai



AlphaPlus AI Sandbox – Effective Prompting (Slides 12 – 14)



Effective Prompting

Role	I am a...
Action	Create a...
Context	This is for...
Examples	For example,
Format	Put the information in a table.



Next lesson – Learn about prompting: CAFE

AlloProf (Article about how to develop a lesson)

Teaching Students to Formulate Effective AI Prompts

The advice here is to develop your thinking about AI before you start using it:

- Develop and Mobilize Information Literacy
- Develop Critical Thinking
- Structure your thinking

The framework is

C – Context
A – Action
F – Format
E – Example



Next lesson – Practice using study prompts

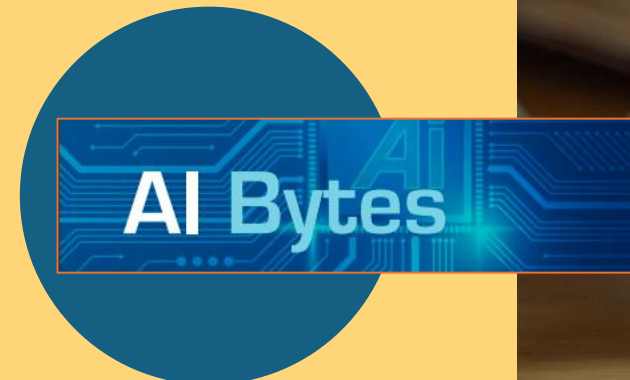
3 Practical AI Resources for College Students and Teachers

- a catalogue of [AI Study Prompts for students](#)
 - designed to support students in their learning and during their study phase. The idea is to put students “in the driver’s seat,” using AI as a tool to guide their learning, rather than replace it.

AI Bytes from [Literacy Link South Central](#) and [Contact North](#)
by Jeremy Marks and Carolina Cahoon

[Issue 3](#) includes

- Tips for effective prompt engineering in LBS – [tip booklet](#)



Next lesson – Prompts for employment search

No lesson plans but here are some resources to help you build a lesson.

AI Bytes from [Literacy Link South Central](#) and [Contact North](#) by Jeremy Marks and Carolina Cahoon

[Issue 4](#) includes

- Mastering the job hunt: The AI-driven résumé, cover letter and search engines
- Using AI to roleplay and prepare for interviews: Employing AI-driven simulations with an [example](#).

An In-Class AI Exercise to Help Your Students Get Hired

[Prompt examples](#) for 4 scenarios:

- Gather intel on company culture using AI
- Work with the AI to unpack keywords in job descriptions
- Get guidance from the AI on how to answer potential interview questions
- Partner with the AI to hold a mock interview

How to Use AI in Your Work Search from [Alberta Assisted Living and Social Services](#)

Prompts and scenarios for

- AI job matching
- Creating a résumé and cover letter
- Tailoring a résumé or cover letter
- Preparing for an interview
- Negotiating your salary
- Crafting follow-up and thank-you emails
- Improving your LinkedIn profile
- Using AI for work search



Imagine an AI



In what ways could it be made more effective?

In what ways could it be made more ethical?

In what ways could it be made more beautiful?

Imagine an AI

37



In what ways could it be made more effective?

In what ways could it be made more ethical?

In what ways could it be made more beautiful?



PROJECT ZERO

Harvard Graduate School of
Education

[Project Zero](#)
[Visible Thinking Routines](#)
[Toolbox](#)

[Imagine if...](#)

Next

Feedback Form

<https://forms.gle/1iMjLxtZfYwm5zjQ9>

Next at AlphaPlus

March 4	Visible Thinking Routines (3-part workshop series about how to use the Project Zero thinking routines)
April 15	Create an Online Learning Site (3-part workshop series about how to create an online space in Google sites to communicate and collaborate with learners)

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

