



AI

# TEACHERS' PACK

A pack of activities  
about Artificial  
Intelligence  
for secondary school teachers

AIRBUS FOUNDATION

**Artificial Intelligence (AI) has been researched for several decades, but the recent developments of Generative AI have had a huge impact on our society. In particular, the interest in chatbots using Large Language Models (LLMs) such as ChatGPT, Claude, Llama or Mistral has tremendously increased in the last few years, opening new questions for the education sector. Should students use generative AI, and if yes, how? What are the opportunities, limitations and pitfalls of these tools? Could these tools be used for disinformation? What kind of new skills do we need to teach students about AI and AI-generated content to ensure that they are well-equipped for the future, so that they understand these new technological tools and can use them but avoid being manipulated by them? These questions point to the need to reinforce skills related to critical thinking, technologies, media literacy and AI literacy.**

**The Airbus Foundation decided to respond to this emerging but crucial need and to support youth and educators worldwide with AI-literacy resources. The first response was to launch FAIR ENOUGH, an interactive series about AI for teenagers and educators.**

## ABOUT FAIR ENOUGH



<https://discoveryspace-foundation.airbus.com/en/inspire/fair-enough>

FAIR ENOUGH is an interactive series in eight episodes, which aims to help young people (14 to 17 years old) better understand the presence and role of artificial intelligence (AI) in today's world, but also to encourage them to think critically about how AI impacts their lives. The ethical, social and legal issues raised by AI are addressed in a narrative, playful, and even participatory way. In each episode, users are invited to make choices, to form their own opinions and to share them. The eight episodes cover essential themes on the place of AI in society: deepfakes, education, health, art and creation, emotional machines, professions, sports, and autonomous vehicles. All episodes were designed with the help of researchers and experts from different disciplines and industries (e.g., computer science, engineering, sociology, health, etc.). FAIR ENOUGH is available in English, French, German, Spanish and Dutch.

## KEY CONCEPTS

- Artificial Intelligence: social and ethical aspects
- Media & AI Literacy
- Database & Generative AI

## ABOUT THIS PACK

This teachers' pack contains AI-related lesson plans, on topics such as AI & Education, AI & Art, AI & Disinformation. It can be used by a wide variety of teachers, and within different disciplines, from Media Literacy to Computer Science, from Arts to History.

It can also be used by educators in non-formal education, such as NGOs, museums, science centres or other educational settings.

All plans share common characteristics:

- Their duration is 55 minutes, to fit in a one-hour lesson. The lesson can be shortened by reducing the activity, or expanded by adding some of the optional parts.
- The targeted age group is 14-17 years old. Please note that younger students (12-14 years old) may also use the activities with some adaptations.
- They all start with a different episode of FAIR ENOUGH, and are then followed by an activity.
- They require the students to use a device (smartphone, tablet, computer), with internet access. Note that it works very well to use one device per pair of students.

## OBJECTIVES

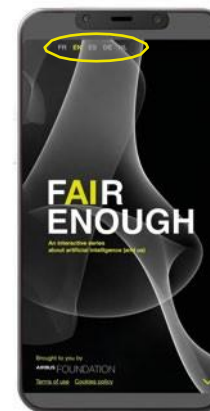
The general objectives of these activities are the following:

- Create awareness of the various roles that AI applications have around us, today.
- Give a very first, general understanding of AI systems and their applications.
- Stimulate curiosity for AI in students from a wide variety of backgrounds, with diverse interests (and not only students interested in science).
- Build critical thinking skills by understanding the complexity of social and ethical issues related to AI, the various perspectives on them.
- Provoke engagement and debate by having students take a stand, express their own views, and compare them with other people's views.

## HOW TO ACCESS FAIR ENOUGH

All the activities start with an episode of FAIR ENOUGH. Here is how to get started with this digital experience. You will need a device (smartphone, tablet, computer) with internet access and a web browser (for example Firefox, Safari, Chrome...). Make sure to test this web application before using it with students.

- Open your internet browser.
- Go to the address <https://www.fair-enough.ai>.
- Now you have two options, a or b. At times, FAIR ENOUGH will ask the player's opinion on an issue, and compare with the choices of other players, given as statistics. No personal data is gathered: this is just a way to show the diversity of opinions and to trigger a reflection or a debate.
  1. By default, the player's choices are compared with statistics from ALL previous players. If that is fine with you, share the same URL (<https://www.fair-enough.ai>) with the players.
  2. However, some teachers are interested into the statistics stemming from their class only rather than from all players in the world. If you would like the player's choice to be compared with the statistics from your class only, use this URL: <https://www.fair-enough.ai/room>. Once launched, the URL will change and add new characters at its end. For example:



<https://www.fair-enough.ai/#VaFy4I>

These characters /#XXXXXX are different each time. This URL can then be shared with your students.

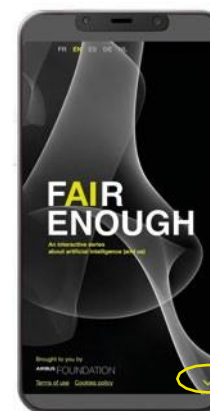
< Choose your language.

- Depending on the devices you will use, scroll down to go to the next screen or click on the yellow arrow.

< Select and play the episode.

**Note for the users:** The user can only go one way and can't go back in the episode, just like a movie in the cinema. Special attention should be paid to those who do the experience on mobile, as using the arrows of their device may lead to the exit of the application.

**Troubleshooting:** If you have issues while using FAIR ENOUGH, please empty the cache of your web browser. This usually resolves most problems.



# FAIR ENOUGH THEMES



## Theme: AI & Education

FAIR ENOUGH episode: Come to the front!

Keywords: Learning, Chatbot, Disabilities, Information research



## Theme: Deepfakes

FAIR ENOUGH episode: I don't believe it!

Keywords: Disinformation, Deepfake, Critical thinking, Social networks



## Theme: IA & Health

FAIR ENOUGH episode: How bad is it, Doc?

Keywords: Medicine, Database, Biases, Privacy



## Theme: IA & Jobs

FAIR ENOUGH episode: Let's get to work!

Keywords: Jobs, Recruitment, Biases, Future jobs



## Theme: AI & Sport

FAIR ENOUGH episode: Goaaaaal!

Keywords: Football, Sports analytics, Coaching, Privacy



## Theme: Emotional machines

FAIR ENOUGH episode: Strong emotions

Keywords: Emotion recognition, Emotion analysis, Social robot



## Theme: Self-driving vehicles

FAIR ENOUGH episode: Hands-free!

Keywords: Autonomous cars, Responsibility, Ethical dilemma



## Theme: IA & creation

FAIR ENOUGH episode: ARTificial

Keywords: genAI, Prompt, Image generation

# ACTIVITIES

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## ACTIVITY 0: A DEBATE ABOUT AI!



Duration: 55mn



Target group: Secondary school (14- 17 years old)

### Activity : Debate about the ethical and social issues raised by Artificial Intelligence applications

This activity will offer students the opportunity to engage in a debate about AI applications in one specific area. Whereas all the other activities comprise the use of Artificial Intelligence software, this one only requires students to listen to each other, ask questions, share their views and debate in a small group. Thus, it can be experimented with any episode of FAIR ENOUGH. It is perfect if you wish to have students dialogue together and build critical thinking skills, as the episode of FAIR ENOUGH will bring some elements of knowledge, different perspectives from the characters, and issues to debate on.

### QUICK OVERVIEW

The students will perform the following steps, in small groups:

1. After the episode of FAIR ENOUGH, they are asked to face an AI-related issue and start debating about it.
2. They exchange to reach a shared position.
3. Wrap-up: they share their positions with the class, and listen to other groups' statements.

### PREPARATION

- Review the whole activity plan, make sure all is clear for you, and adapt it to your class or context if needed.
- Prepare the material to show the presentation slides in class.
- Test FAIR ENOUGH and choose which episode will the students use.
- Make sure each student or pair of students will have one device (tablet, smartphone, computer) and internet access, so as to play FAIR ENOUGH.
- Ideally, set up the classroom with tables and chairs so that students are in small groups. Each group should comprise between 3 and 6 students, gathered around the same table.
- Add sticky notes and pens on the table. Alternatively, replace the sticky notes with sheets of paper.

### INTRODUCTION (5MN)

Use the presentation slides to introduce the activity.

### FAIR ENOUGH EPISODE (15MN)

Ensure that each student has a device (smartphone, tablet, computer) with internet access to play FAIR ENOUGH. Have students access FAIR ENOUGH (see above) and start the episode of your choice. Two students can also share the same device, and this is often beneficial.

Progressing within the episode and exploring the content will take the students around 15 minutes.

### FOLLOW-UP ACTIVITY: DEBATE! (30MN)

Important note on the role of the teacher: during this whole activity, it may be tempting for the teacher to give their own opinion, correct a student, or explain things to them. However, the required posture for this activity is the one of a facilitator, which means they should not “teach” in the traditional sense, but rather support the dialogue between the students. The main advice for the teacher/facilitator would be:

1. Listen to the students while they speak. Show your genuine interest and your attention.
2. If you would like to intervene, ask questions rather than make statements, in order to invite students to think in a different way, or to stimulate their reflection.
3. Watch the students: is everyone speaking? If some students are seldom speaking, make sure that others are leaving some space for them. (However, it is ok to not speak much if one wishes to!).
4. If some students do not respect the rules of the debate (see below), you may remind them of the rules and invite them to change their behaviour.

#### 1. Set up the debate (5mn)

Ask the student the main question of the debate. You can use the question you wish, but here are our suggestions of questions, depending on the episode that you asked students to use.

*FAIR ENOUGH episode: Come to the front!*

Question: “When students do their homework, should they be allowed to use AI software?”

*FAIR ENOUGH episode: I don't believe it!*

Question: “Should the generation of deepfakes be completely allowed to everyone?”

*FAIR ENOUGH episode: How bad is it, Doc?*

Question: “Should we make our medical data available so that AI can give us diagnostics?” or “Should we allow the use of AI software to support people with mental illness?”

*FAIR ENOUGH episode: Let's get to work!*

Question: “Should we allow AI software to recruit workers for a company?”

*FAIR ENOUGH episode: Goaaaaa!*

Question: “Should we allow sport clubs to monitor their athletes at all times, so as to feed AI softwares?”

*FAIR ENOUGH episode: Strong emotions*

Question: “Should we allow AI software to read all our emotions?” “Should we allow companies to make AI robots that can read our emotions?”

*FAIR ENOUGH episode: Hands-free!*

Question: “Should we replace cars with self-driving cars?”

*FAIR ENOUGH episode: ARTificial*

Question: “Should we allow all artistic production (drawings, books, TV series, movies...) to be freely AI-generated?”

Set up the rules for the debate. Tell students that there is no right or wrong answer to that question, that it is up for debate between them. However, ask them to follow these simple rules:

1. Speak your mind, do not silence yourself even if you disagree with others.
2. Listen to each other, do not interrupt, and try to understand the other perspectives - even if you disagree.
3. Be brief, make your point clear quickly so that others also have time to speak.
4. Be kind, we all have different personal experiences and history, so treat others with respect and care.

### 2. First reactions (5mn)

Ask students to give their first reactions to the question, one after the other. After what they explored in the FAIR ENOUGH episode, what is their initial reflection? They may already have an opinion, or be indecisive - both are fine. Can they articulate their first questions, thoughts or opinions?

Ask them to share their first thought, one after the other, in around 30 seconds, without responding to each other (yet). Before debating, ensure everyone had a first opportunity to speak.

### 3. Debate! (15mn)

Students may now respond to each other, and explain why they agree or disagree. Are there elements in the episode - or in their own experience or knowledge - that may support their views?

Also ask the students if they can find some nuances to answer the question: it is likely that the answer is not a simple YES or NO, but depends on the situation. Can students devise a set of rules to ensure that things are... fair enough?

### 4. Consensus (5mn)

Students should now try to come to a common answer. This may be difficult if they disagree ; however, ask them to find rules that could be acceptable for all of them. As if they were a political assembly and had to choose the laws together, they probably have to make a compromise...

Their common answer may look like: "It should be allowed if... and it should not be allowed if...".

### 5. Wrap-up

Ask each group to tell its consensus statement to the whole class. Take a moment to summarise the issues that were discussed, to acknowledge the diversity of opinion, and to congratulate the students for their work in analysing the question, debating, and looking for a common ground together.



## ACTIVITY 1: AI & EDUCATION



**Duration: 55mn**



**Target group: Secondary school (14- 17 years old)**

### Activity : Explore the power and limitation of a chatbot

In this activity, students will reflect on the role of AI in education. Many students have expressed the temptation to use AI to do their homework... What are the risks? What should they be aware of? What is the difference between an answer from a Google search and the answer from ChatGPT?

### QUICK OVERVIEW

The students will perform the following steps:

1. Choice of chatbot: Use DuckDuckGo AI chat to choose a chatbot. In our example, we will use GPT 4o-mini.
2. Initial summary: Explore a topic (e.g. food in a country during a past period, for example in ancient Egypt) by asking about it.
3. Conversational exploration: write prompts to get more details
4. of interest.
5. Sources: Ask to know the precise sources. Are they clear, and detailed enough? If not, ask again to have more precisions.
5. Self-criticism: Tell the chatbot that there are mistakes in the sources. Ask the chatbot to find those mistakes. (This will highlight that the apparent authority of the previous texts is actually fragile.)
6. Hallucination: ask the chatbot: "In which episode of the Simpsons does Homer meet with..." and add your own name. You will see the chatbot hallucinating, and making up
7. an answer. (Reflection on how chatbots are working).
8. Wrap-up: The group reflects on the chatbot's answers, on its
9. strengths (summarising, clear and understandable, ability to chat to explore further or reframe...) and its limitations (over-simplifications, stereotypes, unclear sources, inaccuracies, hallucinations...).

### PREPARATION

- Review the whole activity plan, make sure all is clear for you, and adapt it to your class or context if needed.
- Prepare the material to show the presentation slides in class.
- Make sure each pair of students will have one device (tablet, smartphone, computer) and internet access, so as to play FAIR ENOUGH. However, for the follow-up activity, we recommend using a computer rather than a mobile device.
- Test DuckDuckGo AI (see below) and make sure you are familiar with it.

### INTRODUCTION (5MN)

Use the presentation slides to introduce the activity.

## FAIR ENOUGH EPISODE: "COME TO THE FRONT!" (15MN)

The episode "Come to the front!" is focused on AI & education. The students will explore the episode, open some ethical questions about AI, and give their own views. This episode is used to introduce the topic and open the main themes:

- Using AI to research a topic or to support one's homework,
- AI as a support tool for teachers,
- Using AI to support people with learning disabilities.

Ensure that each student has a device (smartphone, tablet, computer) with internet access to play FAIR ENOUGH. Have students access FAIR ENOUGH ([see above](#)) and start the episode "Come to the front!". Two students can also share the same device, and this is often beneficial.

Progressing within the episode and exploring the content will take the students around 15 minutes.

## FOLLOW-UP ACTIVITY: EXPLORE THE POWER AND LIMITATIONS OF A CHATBOT (30MN)

This activity will have the students explore the power and limitations of a chatbot. They will discover how a chatbot powered by a Large Language Model (LLM)<sup>1</sup> can easily build text, and provide structured answers to their queries. However, they will also gain awareness of the LLMs limitations, and perceive that within these structured answers often lies multiple inaccuracies, a lack of reliable source, and possible hallucinations.

In educational settings, it is important to protect children's personal data, and privacy is extremely important. In order to use the chatbots in the classroom, we strongly advise to use DuckDuckGo AI, which ensures that all conversations with the chatbot are private and anonymous, and that they are not used to train the AI. This also allows access to different AI chatbots - you can easily compare their answers.

### 1. Choice of Chatbot

Ask the students to use a web browser and access <https://duckduckgo.com/aichat>

This will allow them to access the chatbots in a fully anonymous and confidential way.

Then, the students have to choose a chatbot. We suggest using Chat-GPT 4o-mini. If you wish, you may have some students use other chatbots, so as to compare their various answers, their strengths and weaknesses.

Ensure that everyone has accessed a chatbot before proceeding to the next steps.

### 2. Initial summary

Give the student a topic to explore. You may use a topic that you are currently teaching them, or something relevant to their context.

As an example, we choose the topic: "food in ancient Egypt".

Tell the student that they need to find information about that topic, and that they can ask the chatbot as much information as they want. If a student is unsure how to get started, you may suggest them to write "tell me about...", "give me a summary of...", "tell me all

I need to know about...". It is also possible to ask more direct questions, such as "What did people eat in Ancient Egypt?" or "What is the most delicious recipe in Ancient Egypt"? Such a query is called a prompt, and it will trigger an answer from the chatbot.

### 3. Conversational exploration

The student may now start dialoguing with the chatbot, to have more answers. Here are a few simple ways to explore the topic further:

- Ask more about one element. Example: "You mentioned wheat... But what recipes did they make with wheat?"
- Ask an additional question: "Did everyone eat the same thing, or did different groups have different diets?"
- Ask to rearticulate in a different way: "This is too complicated, could you tell it to me in a more simple and accessible way?", or "This is boring, could you write it as a beautiful and poetic text?".

At this point, students will probably be amazed by the power of these tools. Their capacity to answer quickly and in an apparently convincing way is fascinating indeed! In particular, the way they enable us to explore knowledge in a conversational way is very comfortable, and they can also rephrase the text to fit the reader's preferences. Make sure students explore these various possibilities, and ask for their first reactions.

### 4. Sources

However, reliable knowledge has to come from trusted sources. The students will now ask the chatbots about their sources: where did they find the information? For example, they may ask:

- From what sources did you extract that information?
- In which books and articles did you find this knowledge?
- Which researchers and experts can confirm this?

The chatbot will probably give a first generic answer, stating the knowledge comes from "various sources". Students may require the chatbot to provide a list of books, articles and experts. The students can now compare the sources they were given with the ones given to their neighbours. Are they the same? Are they different? Is something strange?

The students will now check if those sources (experts, books, articles) all actually exist. They can perform a simple search using an internet search engine (such as Google). It is very likely that many students, if not all, will find that some of the sources are wrong: some researchers do not exist, or they exist but never wrote a book with the title given by the chatbot...

This is an important moment, where you may acknowledge with the class that although the answers looked perfect, many elements may be wrong in them. A huge issue appears: when the chatbot gave its sources, in many cases it was making them up, trying to give a reassuring answer. This also points out that contrary to a Wikipedia entry or even, in some respects, to a Google search, a chatbot often does not know what its sources are. It merely articulates an answer that fits with its database<sup>2</sup> and that may be acceptable – at first sight.

<sup>1</sup> A Large Language Model is type of Artificial Intelligence software that can recognize and generate text.

<sup>2</sup> This type of AI software uses a very large database of text, and randomly generate new text that is "close" to the text found on the database in similar contexts.

## 5. Self-criticism

Going one step further, students will now alert the chatbot that there are mistakes in the previous answer. However, they will not point to the mistake. They will merely ask the chatbot to find the mistake by itself... For example, they may write: "There are mistakes in those sources. Can you find them and correct them?". The chatbot will usually apologize, and may actually detail some of its own mistakes. Here, the class may acknowledge that although in the initial answers the chatbot seemed very confident, their answers are not a "robust knowledge", but rather a way to imitate a conversation with an expert. If the chatbot is asked to find out a mistake, it might actually invent one to satisfy the user!

## 6. Hallucinations

Indeed, a chatbot powered by a LLM does not look for the "true answer". When it starts a sentence, it does not know what the next words will be... It uses a very large database of text, and merely uses the database to guess the "most probable" next words. Usually it generates answers that seem very plausible to us, but sometimes it creates nonsense or wrong information – which we sometimes call a hallucination. In order to illustrate this point, students may generate a hallucination. If the initial query (the prompt) contains a mistake or a wrong assumption, it is likely that the chatbot will answer without realizing the mistake, thus generating hallucinations.

The following trick works very well with ChatGPT 4o-mini – you may try it with other chatbots, but you will probably get different results. Choose a series that is very popular, with a large number of episodes, and that is familiar to the students. In our example, we will choose "the Simpsons" ; however, don't hesitate to change and try it with a series that your students like! It may be a TV series, an animation series, a series of books, comic books, etc. The students will ask the chatbot: "In which episode of [The Series] does the hero meet [My name]?". In our example: "In which episode of the Simpsons does Maggie Simpson meet [student name]?.?" or "In which episode of Sherlock Holmes does Watson meet [student name]?". If you use ChatGPT 4o-mini, the chatbot will probably name an episode and invent a meeting between the hero and... the student.

## 7. Wrap-up

You may now take a moment with the class to reflect on the interactions with the chatbot. What worked well? What did not work well? What do you trust a chatbot for? What shouldn't it be trusted for?

A chatbot may be very reliable and efficient if we provide an initial text to modify: we may use it to rephrase a sentence or a text, to summarise a long text, to make it clearer or easier to understand... The way we dialogue is also very comfortable, and may trigger curiosity in a very nice way! Nevertheless, a chatbot has strong limitations: the sources it has used to articulate its answer are unclear, it can over-simplify some topics and even lead to inaccuracies. As it looks for a plausible answer, it often falls into stereotypes and clichés. Last, it may really hallucinate, and confidently tell you something that is absolutely wrong!!! In other words: it is very efficient to manipulate the form of a text, but every bit of knowledge it gives you should always be checked through proper research, online or in a library.



# ACTIVITY 2: AI & ART



**Duration: 55mn**



**Target group: Secondary school (14- 17 years old)**



**FAIR ENOUGH Episode: ARTificial**

**Activity:** Introduction to image generations and prompting  
In this activity, students will reflect on the role of generative AI in art creation. They will also try to imitate a piece of art using an image generator. This will allow them to discover how to prompt, and to sense the difference between an AI software and a human artist.

**Note:** there are several free image generators, such as [Adobe Firefly](#) or [DALL-E](#) from Open AI. However, most of them require you to create an account using an email address. If you have a computer room, you may create an account on each computer in advance so as to ease the start of the activity.

## QUICK OVERVIEW

- The teacher gives a photo of a different artwork to each pair of students. The artworks are all visual ones (photography, painting, etc.).
- Using DALL-E (or another image generator), the students try to generate an artwork as similar as possible.
- They should try a variety of prompts, and they can mention for example:
  - Figurative elements: what can we see and recognize in the picture?
  - Shapes and colours, even if they don't directly look like something
  - Type of art: black and white photography, oil painting, pencil drawing...
  - Styles of artistic movements or specific artist
  - General atmosphere and emotions
- They try to get as close as possible from the original artwork.
- To end up, the group makes a collective exhibition, and reflects on the powers and limitations of generative AI, and the importance of good prompts.

## PREPARATION

- Review the whole activity plan, make sure all is clear for you, and adapt it to your class or context if needed.
- Prepare the material to show the presentation slides in class.
- Print a series of images that the students may replicate. You may look online for a wide diversity of images of artists from different time periods and diverse countries. You may take inspiration from museum collections such as [Le Louvre](#), [The British Museum](#), the [Musée du Quai Branly Jacques Chirac](#), the [MoMA](#) or the [Musée d'Orsay](#).
- Make sure each pair of students will have one device (tablet, smartphone, computer) and internet access, so as to play **FAIR ENOUGH**. For the follow-up activity, we recommend

using a computer rather than a mobile device.

- Test the image generators, choose the one you will be using (e.g. Adobe Firefly). Make sure that it will be available from the device (e.g. the computers in the computer room) and that the free accounts are created.

### INTRODUCTION (5MN)

Use the presentation slides to introduce the activity.

### FAIR ENOUGH EPISODE: ARTIFICIAL! (15MN)

The episode "ARTificial" is focused on the role of AI in art and creation. The students will explore the episode, open some ethical questions about AI, and give their own views. This episode is used to introduce the topic and open the main themes:

- AI can create art works in the most common styles, and even imitate some artists.
- AI can also be used as a tool for artists to help them design new artworks.
- There are important ethical and legal questions involving copyright, artists' work being recognized and paid for, etc.

Ensure that each student has a device (smartphone, tablet, computer) with internet access to play FAIR ENOUGH. Have students access FAIR ENOUGH ([see above](#)) and start the episode "ARTificial". Two students can also share the same device, and this is often beneficial.

Progressing within the episode and exploring the content will take the students around 15 minutes.

### FOLLOW-UP ACTIVITY: CREATE AN AI-COPY OF AN ART WORK (30MN)

#### 1. Analyse the artwork

Give a different printed artwork to each pair of students.

The students look at their work, and try to describe it and identify its key elements: what it represents, its style, etc.

If you wish to have a longer lesson, you may also add an optional 15-minute exercise:

- Give the artwork to one student in each pair, and explain that the other student of every pair should NOT see the artwork.
- Give a blank sheet of paper to the second student of each pair.
- The student with the artwork should describe it to the second student.
- The second student should try to draw the artwork, without looking at the original, only based on the description... The first student does not have the right to comment on the drawing – ideally the first student should not even be allowed to look at the drawing.
- When the drawing is complete, you can compare the drawing and the original, and acknowledge how difficult it is to capture an artwork's uniqueness through words only!!

#### 2. Generate an artwork

Ask the students to connect to the image generator.

Students may now generate a prompt, a query for the Artificial Intelligence (AI) software. They will describe their artwork in a few words, and the software will generate a picture based on that description.

Ask them if the picture is satisfactory. Are some images easier to replicate than others?

#### 3. Make it better

The students will try to improve their pictures. Unfortunately, they cannot keep some parts of the picture and change some others: they have to ask the AI to restart a whole new picture each time. However, they can make their prompt more detailed, clearer, more accurate, so as to get an artwork that is closer to the original. They can also identify a word that sends a wrong idea or that has a double meaning (for example, dark may mean a dark colour or an evil atmosphere) and change that word. In order to get better results, students may try to detail additional aspects in their prompt, such as:

- Figurative elements: what can we see and recognise in the picture?
- Shapes and colours, even if they don't directly look like something...
- Medium used: black and white photography, oil painting, pencil drawing...
- Styles of artistic movements or of specific artists.
- General atmosphere and emotions, feeling conveyed by the art work.

Through trial and error, students should be able to identify how the AI software reacts depending on their input, and if they are getting closer or further to the original artwork.

#### 4. Identify the best copy

When students have sufficiently explored the possibilities, ask them to generate the best possible copy.

- Which prompt gives them the best results? Students can reuse that same prompt several times to generate variations and choose the best one, according to them.
- Which generated image is closer to the original? It is expected that pairs of students will discuss and debate, as their opinion on which image is the "best copy" may differ. This is also an opportunity to emphasise that human interpretation is key in AI-generated content. An AI software only imitates what it found in its database. It may appear like a human artist, or like a human writer, but the content that is generated means nothing to the software. The meaning, as well as the quality of the result is a subjective interpretation from human users.

#### 5. Organise an exhibition

To end the lesson, organise an exhibition with the students. Have them stick their best image to the wall, together with the original artworks. Students can then spend a few minutes walking in the room and observing the productions of other groups.

#### WRAP-UP (5MN)

To wrap-up the lesson, ask students to take a moment and reflect:

- What did the software replicate easily?
- What did it fail to replicate?
- What is important to include in the prompt? How does the generative AI software seem to proceed when transforming the prompt text into an image?
- What are the main lessons they have learned from this practice?



## ACTIVITY 3: AI & DISINFORMATION



**Duration: 55mn**



**Target group: Secondary school (14- 17 years old)**



**FAIR ENOUGH Episode: I don't believe it!**

Activity: debunking disinformation & fact checking

### QUICK OVERVIEW

1. The students are grouped and each group is given a different piece of news. They read it, and discuss: do they think it is true? Or is it false?
2. They are told that this piece of news has actually been generated by Artificial Intelligence. It contains some accurate elements, some inaccurate or unverified claims, and some lies.
3. The students identify the core ideas, pieces of information and elements in the article – they will have to fact-check them.
4. The students have to research, fact-check and classify as much information as possible as Accurate / Inaccurate / Unconfirmed.
5. The class reviews the result, and the teacher provides the actual answer.
6. Wrap-up: reflection on the necessity (and the difficulty) to fact-check information, and the necessity to have trustable sources of knowledge, that give accurate information (even if it is unpleasant information).

### PREPARATION

- Review the whole activity plan, make sure all is clear for you, and adapt it to your class or context if needed.
- Prepare the material to show the presentation slides in class.
- Ensure that each pair has a device (smartphone, tablet, computer) with internet access to access FAIR ENOUGH.
- Print the articles that the students will be using (see the articles in the annex below). You need one article per pair of students. It is possible to give a different article to each pair, but it is usually interesting to give the same article to several pairs, as they may then compare their results, and even engage in a debate if there are differing conclusions. Make sure however that the article is printed several times – so that every pair has their own paper. Typically, with a class of 40 students, you will have 20 pairs of students, and you may give the same article to 4 pairs – which means in total you will need 5 different articles, each printed 4 times.

### INTRODUCTION (5MN)

Use the presentation slides to introduce the theme and the activity.

### FAIR ENOUGH EPISODE: I DON'T BELIEVE IT! (15MN)

The episode we will use is “I don't believe it!”, which is focused on Deepfakes.

The students will explore the episode, open some ethical questions about AI, and give their own views. This episode is

used to introduce the topic and open the main themes:

- AI can create deepfakes, videos or photos that look real and show real people – but that are fabricated.
- Deepfake can sometimes be spotted through details but it is getting more and more difficult to identify them easily.
- Deepfakes are used to support disinformation, to create pressure, harassment or blackmail.
- Deepfakes can also be used as part of a creative practice, to create things that don't exist or send messages for good causes.

Ensure that each student has a device (smartphone, tablet, computer) with internet access to play FAIR ENOUGH. Have students access FAIR ENOUGH ([see above](#)) and start the episode “I don't believe it!”. Two students can also share the same device, and this is often beneficial.

Progressing within the episode and exploring the content will take the students around 15 minutes.

### FOLLOW-UP ACTIVITY (25MN)

#### 1. Make the journalists teams and give them a piece of news

Explain to the students that each pair of them is now a team of investigation journalists. You will give them a piece of news, and they will have to assess if the news is true or false. Give each pair a news article (see below in the annex the examples of articles).

#### 2. First overall assessment

Ask each pair to read the article, and then discuss it together. Do they think the article is true? Or is it false? Are there some parts that are definitely accurate, or others that appear wrong? From their opinions, feelings, and current knowledge, the students should give their first overall assessment for the article. And obviously: “I don't know” is a very valid answer here!

#### 3. Ideas spotting

A piece of news, a social media post or an article almost never comprises only one single piece of information. It usually contains several ideas, so as to provide some context, make the article clear and interesting for everyone. That means that an article often contains a lot of information, with many elements that can be checked...

Ask students to underline every element that may be checked, whether it appears to be true or not.

For example:

- If the name of an expert, a researcher or a personality is mentioned, it is worth checking it: they should underline it!
- If an event, a specific mission, a place, a programme is named: it can be checked!
- Any date can be checked too!
- Any name of book, article, movie... Any reference can be checked.
- Any other idea or reference that stands out!

#### 4. Research

Now, it is time to find out! Ask the student to draw two vertical lines on a piece of paper, so as to make three columns: one entitled CONFIRMED for accurate information, one entitled UNACCURATE for inaccurate or fictional information, one called UNCONFIRMED. During this part,

students may directly write elements in the columns, or use sticky notes to add them and move them from one column to another. Using an online search engine, students have to research every idea, element or reference and look for sources that may confirm it - or contradict it. For each element they have underlined:

- If they find trusted sources that confirm it, such as recognised newspapers, they add the element in the first column. They also write a mention of the source (newspaper, website, TV show, etc.) that confirmed and gave credibility to it.
- If they find trusted sources that contradict it, that state it is false, or if they find substantial information suggesting the element is inaccurate or fictional, they add it in the second column and write a few words or notes as justification.
- If they find no trusted source that confirms or contradicts the element: they put it in the third column, as they could not confirm the information.

### 5. Review

Explain to the class that an article can contain both accurate information and fictional information - in other words, a mix of true and false statements. For some elements, the students could not find any confirmation; you may tell them that these "UNCONFIRMED" elements are most of the time fictional.

Review each article with the students: according to them, what was true, and what was not? Do they all agree? Outline the importance of having several reviewers to get more valid confirmation, and the value of debate to get the best possible answers.

You can now announce to them that every article was generated by an AI software, and that it included both true and false statements. You may reveal the key accurate and inaccurate elements of each piece of news.

### CONCLUSION (5MN)

End-up by asking them what they learned during this exercise:

- Is it important to fact-check information? Why?
- Is it difficult to check it?
- Which sources of knowledge can (usually) be trusted?
- Which ones should (usually) not be trusted?
- How can we make the difference between a trusted source (which gives accurate information, albeit sometimes unpleasant) and a source we like (which gives pleasant information, albeit sometimes inaccurate)?

## ANNEXES- EXAMPLES OF FAKE ARTICLES

In the next pages, you will find articles that were created with ChatGPT-4, using the simple prompt:

**“Create a piece of news that mixes real elements and lies, as an educational exercise on disinformation.”**

You can easily create more articles the same way. The articles below are followed by a summary of the key real elements and the key fictional elements included. Make sure that you do **NOT** share that summary with the students before the end of the activity!

# NASA DISCOVERS PROOF OF EXTRATERRESTRIAL LIFE IN A REMOTE CORNER OF THE SOLAR SYSTEM

By: Jane Doe, Space News Agency

November 19, 2024 — In a groundbreaking announcement this morning, NASA revealed that it has found definitive evidence of extraterrestrial life within our solar system. The discovery was made after a series of highly anticipated missions to the distant moon of Enceladus, one of Saturn's icy satellites.

The breakthrough comes as a result of the Cassini spacecraft's final pass through the Enceladus plume, which began in 2004 and ended in 2017. New analysis from NASA's Jet Propulsion Laboratory (JPL) has shown microscopic organisms that seem to thrive in the icy geysers shooting from the moon's surface. These microbes, which appear to use the subsurface ocean for sustenance, could be the first proof of life beyond Earth, according to the space agency's scientists.

"We've always suspected that life could exist under the icy crust of Enceladus, but these findings confirm it in an unexpected way," said Dr. Sara Lyons, lead researcher for the mission. "These organisms are unlike anything we've ever seen before, challenging our very understanding of biology and life itself."

In addition to this discovery, a series of mysterious radio signals from the Oort Cloud, a distant region at the edge of the solar system, were also identified. NASA has not yet confirmed whether these signals are of extraterrestrial origin, but experts speculate they could be the first "interstellar message" from an alien civilization. According to sources close to the agency, the signals appear to have a repeating pattern, which some researchers argue might be an intentional form of communication.

This announcement has sparked debates among the scientific community and the public, with many calling for a larger, international effort to investigate the Oort Cloud signals further.

The discovery of life on Enceladus could open up new possibilities for future space exploration and research. However, some experts have warned that humanity must tread carefully when interpreting findings like these. "We don't yet understand the full implications of what we're dealing with. We may need to reassess our approach to exploring

life beyond Earth," said Dr. Michael Harris, an astrobiologist at MIT.

In the wake of the announcement, social media platforms have been flooded with wild theories and speculations about the nature of these organisms and the alien signals. Conspiracy theorists are already suggesting that the U.S. government has been hiding the truth about extraterrestrial life for decades.

NASA has not yet commented on these claims, but it has assured the public that the findings are authentic and will be published in peer-reviewed journals in the coming months.



IN THIS ARTICLE, WHAT IS:

Accurate / Inaccurate / Unconfirmed?

# UN CONFIRMS NEW GLOBAL INITIATIVE TO BLOCK OUT SUNLIGHT AND COMBAT CLIMATE CHANGE

By: Global Observer News Team

November 19, 2024 — In a controversial move, the United Nations has allegedly approved a groundbreaking plan to combat global warming by dimming the sun's rays. According to insiders, this initiative, dubbed "Project Solar Shield," involves releasing millions of tons of aerosol particles into the atmosphere to reflect sunlight away from Earth.

The project, which has reportedly been in secret development for over a decade, aims to address the escalating climate crisis by reducing global temperatures. Supporters claim this geoengineering approach could buy humanity critical time to transition to renewable energy and reduce carbon emissions.

Dr. Amelia Torres, a leading climatologist and member of the UN advisory council, stated: "The evidence is clear. Global temperatures are rising faster than we predicted, and traditional measures are no longer enough. Project Solar Shield offers a scientifically sound, immediate solution to slow the warming process."

While some experts have applauded the bold approach, the announcement has sparked widespread public backlash. Environmental activists have raised concerns over the potential risks of tampering with the Earth's atmosphere, warning of unintended side effects such as disrupted weather patterns and harm to ecosystems.

"Once we start interfering with the planet on this scale, there's no going back," said Alice Green, spokesperson for the environmental advocacy group EarthFirst. "The risks are astronomical, and we could end up causing more harm than good."

Adding to the controversy are claims that this project is being fast-tracked due to pressure from a coalition of wealthy nations and corporations. Critics allege that powerful figures stand to benefit financially from controlling the technology, likening it to a "climate monopoly."

Leaked documents circulating on social media have fueled conspiracy theories, suggesting that the aerosols could be used for purposes beyond climate control, including surveillance or population control. While these claims remain unverified, they have already ignited heated debates online.

In response, UN Secretary-General António Guterres issued a statement emphasizing transparency and the need for global cooperation. "This project, if implemented, will be done with full scientific rigor and in the best interests of humanity. But let me be clear: no decisions will be made without broad international consensus."

However, reports from independent researchers have cast doubt on the feasibility of Project Solar Shield. A recent study published in Nature Climate Change warns that aerosol geoengineering could worsen regional droughts and disrupt monsoon systems, particularly in vulnerable regions like South Asia and sub-Saharan Africa.

Despite the uncertainty, global leaders are expected to discuss the project at the upcoming UN Climate Summit in December. Public opinion remains sharply divided, with protests planned in major cities around the world.



**IN THIS ARTICLE, WHAT IS:**

Accurate / Inaccurate / Unconfirmed?

# AMAZON LAUNCHES “WORKER EFFICIENCY PROGRAM” USING BRAINWAVE MONITORING IN WAREHOUSES

By: TechToday Global

November 19, 2024 — In a move described as “revolutionary” by corporate insiders and “Orwellian” by critics, Amazon has reportedly begun testing new technology to monitor brain activity in its warehouse employees. The initiative, known as the Worker Efficiency Program (WEP), involves wearable headsets designed to track brainwaves in real time, with the stated goal of improving productivity and reducing workplace fatigue.

According to sources familiar with the project, the brainwave sensors can detect stress, focus levels, and even moments of distraction. If an employee’s focus drops or stress levels spike, the system sends alerts to management or suggests automated interventions like brief breaks or task changes.

“Amazon is committed to pioneering innovations that support our employees and enhance workplace efficiency,” said Jenna Grayson, Amazon’s Senior VP of Human Resources, in a statement to the press. “This cutting-edge technology is aimed at creating a healthier, more efficient work environment.”

While Amazon insists that participation in the program is voluntary, leaked documents obtained by investigative journalist Mark Rivera suggest otherwise. The documents allegedly detail plans to make the program mandatory in all fulfillment centers by 2026, sparking widespread concern among labor rights advocates.

“This is a dangerous invasion of privacy,” said Sarah Connors, spokesperson for the advocacy group Workplace Dignity Alliance. “By monitoring brainwaves, Amazon is crossing a line no company should ever approach. Employees are already under immense pressure to meet quotas—now even their thoughts aren’t safe.”

Adding fuel to the fire, several employees have anonymously reported feeling coerced into participating in the pilot program for fear of retaliation. One worker, who asked to remain anonymous, claimed: “They say it’s optional, but if you don’t sign up, you’re marked as ‘less cooperative’ on performance reviews.”

Critics have also raised ethical questions about the broader implications of such technology. “What’s stopping them from using this data to push workers beyond their limits or penalize them for needing breaks?” asked Dr. Elena Kim, a labor ethics researcher at Stanford University. “This sets a troubling precedent for how companies might exploit personal data.”

Amazon has dismissed these allegations as “misinformed,” emphasizing that the brainwave data is anonymized and used solely for improving workplace conditions. However, the company has refused to disclose details about the third-party vendors providing the technology or the protocols for data storage and security.

The story has gone viral on social media, with hashtags like **#AmazonMindControl** and **#WorkerRights** trending worldwide. Memes depicting Amazon warehouses as dystopian brain-monitoring facilities have further fueled public outrage.

Despite the backlash, some tech experts argue that this type of monitoring could lead to genuine improvements in workplace safety and mental health, provided it is implemented transparently and ethically.

Amazon is expected to address the controversy during its upcoming quarterly earnings call. In the meantime, labor unions across the U.S. and Europe are calling for an immediate investigation into the Worker Efficiency Program.



IN THIS ARTICLE, WHAT IS:

Accurate / Inaccurate / Unconfirmed?

# EUROPEAN UNION TO BAN SMARTPHONES FOR CHILDREN UNDER 16 BY 2025 TO CURB MENTAL HEALTH CRISIS

By: Global Policy Watch

November 19, 2024 — In a bold and controversial move, the European Union (EU) has reportedly approved legislation that will ban the sale and use of smartphones for individuals under the age of 16, starting in 2025. The new law, which supporters claim is necessary to address the rising youth mental health crisis, has sparked heated debate among policymakers, parents, and tech industry leaders.

The initiative, named Directive 2030: Digital Youth Protection Act, cites studies linking excessive smartphone use to increased rates of anxiety, depression, and decreased academic performance in adolescents. A 2023 report by the World Health Organization (WHO) found that screen time among European teenagers had tripled over the last decade, correlating with a 40% rise in reported mental health issues.

“Smartphones are addictive tools that are harming our children’s emotional and cognitive development,” said Maria Leclerc, head of the EU Commission on Youth and Digital Safety, during a press briefing in Brussels. “This law is not about restricting freedoms—it’s about protecting the future generation from a proven public health threat.”

Under the proposed law:

- Retailers will face penalties for selling smartphones to individuals under 16.
- Social media platforms will require mandatory age-verification measures.
- Schools across the EU will enforce smartphone-free policies on campuses.

While some parents have welcomed the legislation, believing it will help reduce dependency on digital devices, critics argue that the policy is both unrealistic and authoritarian. Tech companies, including Apple and Samsung, have called the law “overreaching,” claiming it infringes on consumer rights and will negatively impact the economy.

Experts in child psychology have offered mixed reactions. Dr. Erik Johansson, a researcher at Stockholm University, praised the directive as “a necessary wake-up call,” while others caution that banning smartphones will not solve the underlying issues of mental health. “The problem isn’t smartphones alone—it’s how we integrate technology into education, parenting, and daily life,” said Dr. Louise Keller, a mental health expert from Cambridge University.

The news has sparked widespread outrage online, with hashtags like **#SmartphoneBanEU** and **#HandsOffMyPhonetrending** across social media. Youth-led protests are already being planned in major European capitals, including Paris, Berlin, and Madrid.

Adding to the confusion, some conspiracy theories have emerged, claiming that the law is a covert attempt to increase government surveillance by limiting children’s access to encrypted messaging apps. EU officials have dismissed these allegations as “pure misinformation.”

The European Parliament is expected to hold final votes on the legislation in early 2025, but legal experts predict that challenges from tech corporations and human rights organizations may delay its implementation.



IN THIS ARTICLE, WHAT IS:

Accurate / Inaccurate / Unconfirmed?

# SCIENTISTS WARN THAT MICROPLASTICS IN BOTTLED WATER COULD ALTER HUMAN DNA

\*By: Health and Environment Weekly

November 19, 2024 — A group of scientists from the University of California has allegedly discovered that microplastics, found in most bottled water brands, could have a direct impact on human DNA, potentially leading to genetic mutations and severe health risks over time.

The findings, reportedly leaked from a confidential study conducted over the last two years, suggest that microplastics—tiny plastic particles often invisible to the naked eye—are not just being ingested but could penetrate human cells and interact with DNA. According to anonymous researchers involved in the study, initial experiments with human tissue cultures revealed concerning patterns of “genetic interference,” raising fears about long-term health implications.

“Microplastics have moved beyond a pollution crisis,” one scientist allegedly told Health and Environment Weekly. “We’re seeing biological impacts that we didn’t think were possible before. This could explain the rising rates of certain diseases.”

## Real Risks of Microplastics

Microplastics, which have been found in water, food, and even the air, are a growing global concern. A widely cited 2022 study by the World Health Organization confirmed that humans consume an average of **5 grams of microplastics each week**, roughly the equivalent of a credit card. However, the newly leaked claims go further, suggesting these particles could “rewrite” DNA under certain conditions.

## Industry Backlash and Denial

Major bottled water companies, including global giants Nestlé and Coca-Cola, have vehemently denied the claims, calling them “sensationalist misinformation designed to incite fear.” A spokesperson for Nestlé stated:

“There is no scientifically verified evidence that microplastics can alter human DNA. We remain committed to ensuring the safety of our products.”

The industry has also criticized the anonymous nature of the report, demanding that the full data be peer-reviewed before being presented as fact.

## Public Outrage and Panic

Despite this pushback, news of the findings has spread rapidly on social media. Hashtags like #PlasticDNA and #BottledWaterCrisis have gone

viral, with users sharing theories about the health risks of consuming bottled water. Some activists have called for immediate bans on plastic bottles, urging governments to adopt glass-only packaging. Meanwhile, conspiracy theories claiming governments and corporations have “known for years” about the effects of microplastics are gaining traction. Some fringe groups are even connecting the findings to population control conspiracies.

## Expert Opinions

Environmental scientist Dr. Fiona Harris from Oxford University urged caution, stating:

“Microplastics are undoubtedly harmful to human health and the environment, but claims of DNA alteration remain unproven and highly speculative. We must wait for peer-reviewed data before drawing any conclusions.”

The University of California has not officially commented on the leak, but reports suggest a press conference addressing the controversy may be held later this month.



IN THIS ARTICLE, WHAT IS:

Accurate / Inaccurate / Unconfirmed?

# BILL GATES FUNDS “MOSQUITO DRONES” TO DELIVER VACCINES IN REMOTE AREAS, SPARKING CONTROVERSY

By: Global Tech Report

November 19, 2024 — Billionaire philanthropist Bill Gates has allegedly funded a groundbreaking yet controversial project: genetically engineered “mosquito drones” capable of delivering vaccines to populations in hard-to-reach regions. The initiative, dubbed Project Winged Cure, is reportedly being developed in collaboration with biotech firm NanoVector Technologies and global health organizations.

According to leaked internal documents circulating on alternative news forums, the mosquito drones are micro-sized, self-sustaining devices designed to mimic the behavior of real mosquitoes. Instead of transmitting diseases, these drones would deliver small doses of vaccines to individuals through a nearly painless micro-injection. The project’s stated aim is to combat outbreaks of diseases like malaria, dengue, and measles in remote or conflict-affected regions where traditional healthcare access is limited. In a purported email attributed to Gates, the philanthropist allegedly wrote: “Innovation will lead us to a healthier world. By overcoming logistical barriers with mosquito drones, we can ensure no child is left unprotected against preventable diseases.”

## Mixed Reactions from Scientists and the Public

While some health experts have cautiously welcomed the concept, others have raised alarm over ethical and practical concerns.

Dr. Priya Sharma, an infectious disease expert, noted:

“If this technology is real, it raises serious questions. How can we ensure informed consent when the vaccine delivery is done autonomously? What about safety, unintended side effects, or malfunction?”

Public reaction on social media has been explosive. Hashtags like **#MosquitoGate** and **#DronesOfControl** are trending, with many accusing Gates and global health organizations of violating human rights and privacy. Conspiracy theorists have seized on the story, claiming it is part of a covert agenda to “track or control populations” under the guise of public health.

Anti-vaccine groups have amplified these claims, warning followers to avoid areas where the mosquito drones are reportedly being tested.

One viral post on a fringe health forum claimed, “They’re injecting tracking chips into our bloodstreams—wake up before it’s too late!”

## No Official Confirmation

NanoVector Technologies and the Gates Foundation have not officially commented on the rumors. However, independent tech analysts suggest that the technology, while theoretically possible, is years away from practical application. Critics argue that the story itself may be a deliberate attempt to sow distrust in global vaccination efforts. Meanwhile, some experts believe the confusion stems from Gates’ real-world involvement in funding mosquito-related projects. The Bill & Melinda Gates Foundation has supported research into genetically modified mosquitoes to combat malaria, which is a well-documented public health initiative.



IN THIS ARTICLE, WHAT IS:

Accurate / Inaccurate / Unconfirmed?

# THE FOLLOWING IS NOT TO BE SHARED WITH STUDENTS:

## 1. NASA DISCOVERS PROOF OF EXTRATERRESTRIAL LIFE IN A REMOTE CORNER OF THE SOLAR SYSTEM

### Key Real Elements:

- NASA's Cassini mission to Saturn and its findings on Enceladus.
- The existence of Enceladus' subsurface ocean and its potential for life.

### Fictional Elements:

- Discovery of microscopic life in Enceladus' geysers.
- Unexplained radio signals from the Oort Cloud.
- Unverified claims about "interstellar communication."

## 2. UN CONFIRMS NEW GLOBAL INITIATIVE TO BLOCK OUT SUNLIGHT AND COMBAT CLIMATE CHANGE

### Key Real Elements:

- Geoengineering concepts, such as solar radiation management, are actively researched and debated.
- Climate change and global warming are real and pressing issues.
- Concerns about international cooperation in tackling climate crises are common.

### Fictional Elements:

- The existence of "Project Solar Shield" as an approved UN initiative.
- Claims of secretive funding by wealthy nations and corporations.
- Leaked documents alleging ulterior motives like surveillance or population control.

## 3. AMAZON LAUNCHES "WORKER EFFICIENCY PROGRAM" USING BRAINWAVE MONITORING IN WAREHOUSES

### Key Real Elements:

- Amazon has faced criticism for workplace conditions in its warehouses.
- Wearable technology for health and productivity monitoring exists and is under development.
- There is ongoing debate about privacy and surveillance in workplaces.

### Fictional Elements:

- Amazon's "Worker Efficiency Program" involving brainwave monitoring.
- Claims of mandatory participation or coercion for employees.
- Anonymous worker testimonies and leaked documents suggesting unethical practices.

## 4. EUROPEAN UNION TO BAN SMARTPHONES FOR CHILDREN UNDER 16 BY 2025 TO CURB MENTAL HEALTH CRISIS

### Key Real Elements:

- Studies linking excessive smartphone use to mental health issues in adolescents exist.
- Concerns about youth screen time are widely discussed among health and education experts.
- The WHO and other health organizations publish reports on adolescent mental health and technology use.

### Fictional Elements:

- The EU has not passed any legislation to ban smartphones for individuals under 16.
- The "Digital Youth Protection Act" is a fabricated policy.
- Claims of planned youth protests and conspiracy theories are entirely fictional.

## 5. SCIENTISTS WARN THAT MICROPLASTICS IN BOTTLED WATER COULD ALTER HUMAN DNA

### Key Real Elements:

- Microplastics are a documented environmental and health concern.
- Humans consume significant amounts of microplastics weekly (studies have suggested amounts equivalent to a credit card).
- The WHO and other organizations are actively studying microplastics.

### Fictional Elements:

- The "confidential study" claiming microplastics alter DNA does not exist.
- Anonymous claims of genetic interference in human tissue cultures are fabricated.
- The viral panic, hashtags like #PlasticDNA, and conspiracy theories about population control are fictional.

## 6. BILL GATES FUNDS "MOSQUITO DRONES" TO DELIVER VACCINES IN REMOTE AREAS, SPARKING CONTROVERSY

### Key Real Elements:

- Bill Gates and the Gates Foundation fund global health initiatives, including malaria prevention and vaccine distribution.
- Research into genetically modified mosquitoes to fight malaria (by limiting disease transmission) is real.
- Vaccine accessibility in remote areas remains a critical global health challenge.

### Fictional Elements:

- "Mosquito drones" capable of autonomously delivering vaccines do not exist.
- Claims of leaked documents, emails, and testing of the technology are fabricated.
- The conspiracy theories about tracking chips and population control are fictional but mirror real disinformation narratives.

