BREAK BARRIERS WITH AI!

Working with artificial intelligence tools with young people with intellectual disabilities



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Verein zur Förderung von Beschäftigung und Qualifizierung Bad Freienwalde e. V.

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INTRODUCTION

How to use this handbook



This handbook is for trainers who work with young people with intellectual disabilities. We have in mind people aged roughly 15–25 with a mild or moderate intellectual disability, in day centres, schools, occupational therapy workshops, youth clubs, foundations and associations. You don't need to be an IT specialist. It is enough that you know your group, can switch on a computer and want to try something new together with young people.

Artificial intelligence (AI) tools have entered everyday life very quickly. Young people use them more than anyone else. If young people with intellectual disabilities are left on the sidelines, a new barrier will appear, this time in access to tools that schools, workplaces and public offices already use. Part 1 of the handbook describes this risk in more detail. Part 2 offers five ready-to-use workshops in which young people learn to use AI creatively and safely.

What you will find in this handbook

Part	What it contains	Who it is for
Part 1. Artificial intelligence and the risk of new exclusion	Basic knowledge about AI, data on the digital divide, barriers, opportunities, legislation, the role of the trainer, rules for safe work	For you, your colleagues, management, parents and carers
Part 2. Five workshop plans	An introduction to the workshop plans and five workshops of 4 hours each, with worksheets and printable materials	For working with your group
Glossary	The most important words from the whole handbook, explained in Easy Read	For participants, and for you too
Bibliography	All the sources we used, with links	For anyone who wants to check the data and read further

The five workshops are:

1. **My Story** – working with text: simple stories created with the help of AI.
2. **Pictures Talk** – working with images: simple pictures made with AI.
3. **My Sound, My Film** – simple sounds, music and recordings.
4. **My Data, My Secret** – digital safety and data protection.
5. **Truth Detectives** – checking information and spotting fake news.

Each workshop can be run on its own, but they work best as a series. In workshops 1–3, young people create their own texts, pictures and sounds. In workshops 4 and 5, they learn to protect themselves and to check whether what they see online is true. If you only have time for one workshop and the group already uses AI chats on their phones, start with workshop 4.

How to read this handbook

You don't have to read everything from start to finish. We suggest this order:

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1. Read chapter 1.1 ("What is artificial intelligence") and chapter 1.6 ("The role of the trainer"). This will take you about an hour. Afterwards you will know how to talk about AI in simple terms and how to organise safe work.
2. Choose a workshop. Read the whole plan at least a week before the session. Check the tools table: account and age requirements change, so open each website and make sure it works.
3. Print the worksheets and the additional materials. Prepare the room as described.
4. After the workshop, go back to the "Summary and evaluation" section. Write down what worked and what you need to change next time.

Chapters 1.2–1.5 will be useful when you talk to management, parents, carers or a funder. They contain data, legislation and arguments for teaching young people with intellectual disabilities to use AI.

How each workshop plan is structured

All five workshops follow the same layout. Once you know one, you will easily find your way around the others.

Part of the workshop plan	What it contains
1. Title, overview, aims, final outcome	A short description of the workshop. Aims for participants in Easy Read and aims for you. A description of what each person takes home (e.g. their own card, a poster, a certificate).
2. Preparation	Equipment, a tools table (name, free version and limits, account and age, requirements, alternative without an account), printable materials, room preparation, accessibility notes.
3. Timetable	A table with times, activities, duration, method and worksheet number. Each workshop lasts 240 minutes, including two breaks.
4. Activities	For each activity: aim, time, materials, numbered steps for you, variations (easier, harder, for people who don't speak or write), what to watch out for, and a worksheet.

Part of the workshop plan	What it contains
5. Summary and evaluation	A simple workshop evaluation (smiley faces, thumbs) and ideas for what to do next.
6. Additional materials	Cut-out cards, cheat sheets, posters, a certificate or badge.

Time and breaks

Each workshop lasts 4 hours (240 minutes). This includes two breaks, usually of 15 and 20 minutes. The activity times are a guide. Your group may need more time for one activity and less for another. That is normal. If you see that people are getting tired, add a short movement break or shorten the last activity. It is better to do less and do it well than to rush through everything.

If sessions at your organisation are shorter, split the workshop into two meetings of about two hours each. The longer break is usually the natural point to split.

Worksheets

Every activity has a worksheet. We wrote the worksheets in Easy Read (easy-to-read, ETR for short), following the European and Polish standards for information that is easy to read and understand[1]. This means:

- short sentences,
- one instruction is one step, with a number and a pictogram,
- no difficult words, and if a difficult word is needed, it comes with an explanation,
- plenty of space for writing, drawing or ticking,
- one worksheet fits on one A4 page.

Every worksheet has the same layout: a title, pictograms, a "What do you do?" section, steps, space for the work and, at the end, "How did I do?" with three smiley faces. This way participants quickly learn where to find things.

You can print the worksheets in colour or in black and white. The Polish ETR standards recommend a sans-serif font in 14–16 point size[2]. If someone in the group

has low vision, enlarge the worksheet to A3.

TIP

A worksheet is not a test. Don't mark the worksheets. If someone doesn't write, they can draw the answer, put on a sticker, point or say it out loud, and you or an assistant can write the answer down. Every way of answering is fine.

Activity variations

Groups are very different. In one group everyone reads and writes; in another, half of the people don't speak. That is why each activity comes with variations:

- **easier** – for people who need more support,
- **harder** – for people who finish quickly and want more,
- **for people who don't speak or write** – with picture cards, pointing, gestures and augmentative communication.

You can combine variations in one group. Some people do the easier version, others the harder one, and everyone works on the same topic.

Tools

In the workshops we only use **free** tools. For each tool we tell you:

- whether the free version has limits (e.g. the number of questions per day),
- whether you need an account and the minimum age for creating one,
- what the tool needs (a browser, a phone, internet access, a microphone),
- whether there is an alternative that works without an account.

Many AI tools set a minimum age in their terms of use. Minors often need the consent of a parent or legal guardian. Some tools require a Google, Microsoft or other account. We explain how to deal with this in chapters 1.3 and 1.6. In short: in sessions, work on an organisational account that you control, or use a mode that needs no login. Don't create private accounts for young people without the consent of the people authorised to give it.

Pictogram key

Pictograms help people understand an instruction without reading. On the worksheets they appear next to every step. In the workshop plans they show you the type of activity. The same pictogram always means the same thing.



Pictogram	Name	What it means on a worksheet	What it means in a workshop plan
	read	Read. You can ask someone to read it out loud to you.	Reading, working with text
	write	Write. You can also dictate.	Writing, filling in a worksheet
	speak	Say it. You can also show it or point.	Discussion, speaking to the group
	listen	Listen.	Listening to a recording or instructions
	draw	Draw or colour in.	Art activity
	computer	Use a computer.	Working at a computer
	phone	Use a phone or tablet.	Working on a phone or tablet

Pictogram	Name	What it means on a worksheet	What it means in a workshop plan
	pair	Work with another person.	Pair work
	group	Work in a group.	Small-group or whole-group work
	move	Stand up. Move around.	Movement activity
	cut	Cut out.	Cut-out material
	tick	Tick ☐ or circle.	Answering by ticking
	**break**	**It is break time now.**	**Break**
	time	You have this many minutes.	Activity time
	warning	Be careful. This is important.	Warning, important information
	stop	Stop. Don't do this.	Boundary, ban, safety rule
	check	Check.	Checking information, checking work
	padlock	This is private. Protect it.	Personal data, privacy, passwords
	help	Ask for help.	Support, trusted person
	star	Well done! Extra task.	"Harder" variation, special mention
	AI	This was made with AI. Write: "Made with AI".	Working with an AI tool, labelling content made with AI

FOR THE TRAINER

Our design team created the pictograms in this handbook in one consistent style. If your group already knows a different set of symbols, for example from augmentative and alternative communication (AAC), you can use it instead of ours. The free ARASAAC pictograms are available for non-commercial use under the CC BY-NC-SA licence, crediting the author (Sergio Palao), ARASAAC and the Government of Aragon as the owner[3]. What matters is that one group always uses the same symbols.

Boxes in the text

Throughout the handbook you will find four types of boxes:

- **Tip** – practical advice that will make your work easier.
- **Note** – something to watch out for: a risk, a common mistake, a legal rule.
- **Did you know?** – extra information you can share with the group.
- **For the trainer** – information just for you, which you don't need to pass on to participants.

A few principles we follow

We keep it simple. In the chapters for adults we write in plain language, without jargon. On the worksheets we use Easy Read. Words that may be difficult are explained in the glossary at the end of the handbook.

Young people are creators as well as users. We want participants to write their own prompts, judge the results themselves and decide for themselves what to show others. Your role is to accompany them, give hints and keep everyone safe.

Safety first. Every workshop, including the creative ones, covers data protection rules: we don't type names, addresses, photos of faces or health information into AI.

Nothing about us without us. If you can, invite a person with an intellectual disability, such as a self-advocate, to help prepare the workshops. Ask them to read

the worksheets before you print them. The Polish ETR standards treat this kind of consultation with readers as a standard stage of writing a text[4].

Only real data. Every figure in Part 1 has a footnote and a source in the bibliography. Where data is missing (and on young people with intellectual disabilities and AI, a lot of it is missing), we say so openly.

TIP

Before you start the workshop series, have a short chat with the group: who knows the word "AI"? Who has talked to an AI chat? Who has seen a picture made by AI? The answers will show you where to start. They will also help you choose the activity variations.

Licence

This handbook is available under the Creative Commons Attribution-ShareAlike licence (CC BY-SA). You can copy the worksheets, change them and adapt them to your group. Just credit the source and share your version under the same licence. Remember that pictograms from other sources (e.g. ARASAAC) may have their own licence.

NOTES

1 Inclusion Europe, *Information for all. European standards for making information easy to read and understand*, https://www.inclusion-europe.eu/easy-to-read-standards-guidelines/; Polish Association for Persons with Intellectual Disability (PSONI), *Standardy tekstu łatwego do czytania i zrozumienia. Rekomendacje dla języka polskiego*, Warsaw 2025, https://psoni.org.pl/wp-content/uploads/2026/03/Standardy-tekstu-latwego-do-czytania-i-zrozumienia-1.pdf.

2 PSONI, *Standardy tekstu łatwego do czytania i zrozumienia*..., op. cit., chapter on typography (recommendation: sans-serif font, 14–16 point).

3 ARASAAC, *Terms of use*, https://arasaac.org/terms-of-use.

4 PSONI, *Standardy tekstu łatwego do czytania i zrozumienia*..., op. cit., table "Kto tworzy tekst łatwy do czytania" ("Who creates easy-to-read text"; stage: consultation with readers).

PART 1

Artificial intelligence and the risk of new exclusion for young people with intellectual disabilities

barriers, needs and inequalities in access to the future



This part of the handbook is for you: the trainer, educator, therapist or volunteer. It explains what artificial intelligence is, why young people with intellectual disabilities may be cut off from it and what we can do about that. The chapters are short. Each one ends with a practical tip.

This part has six chapters:

1. What is artificial intelligence – in simple terms.
2. The digital divide and intellectual disability.
3. Barriers to accessing AI.
4. Needs and opportunities.
5. The legal framework.
6. The role of the trainer. Rules for safe work.

1.1

What is artificial intelligence – in simple terms

A definition you can say out loud

Conversations about AI are full of big words. In sessions with young people you need one sentence you can repeat without notes. We suggest this one:

> **Artificial intelligence is a computer program that has learned from a huge number of examples, so it can guess, recognise or create something.**

The sentence is a simplification, but it is not wrong. European Union law says the same thing in more detail. The Artificial Intelligence Act (Regulation (EU) 2024/1689) describes an AI system as a machine-based system that operates with some autonomy and infers, from the input it receives, how to generate outputs such as predictions, content, recommendations or decisions[1]. In practice, this means a programmer does not type every rule into the program one by one. The program "extracts" patterns from the data it was trained on.

Compare this with an ordinary calculator, which is not artificial intelligence. Someone programmed exactly how it should add and multiply. A calculator always does the same thing in the same way. Nobody taught a program that recognises dogs in photos the rule "a dog has four legs and a tail". The program looked at thousands of photos of dogs and non-dogs and worked out for itself what makes them different.

TIP

In a session, you can show the difference with an example. Say: "A calculator doesn't guess. 2 + 2 is always 4." Then open the camera or photo gallery on your

phone and type the word "cat" or "beach" into the gallery search. The phone will show photos even though nobody labelled them before. This is what AI does: it recognises, it guesses, and sometimes it gets things wrong.

AI that young people already know

Most young people use AI every day, even if they don't call it that. Start with what they know.

Where we come across AI	What the AI does	How to say it simply
A phone unlocks with your face	Recognises a face	"The phone has learned what you look like."
The keyboard suggests the next word	Guesses what you will type	"The phone guesses which word comes next."
YouTube, TikTok and Spotify show the next videos and songs	Recommends content based on what you watch and listen to	"The app looks at what you like and gives you more of the same."
Maps on your phone show a traffic jam	Predicts the journey time	"The map guesses how long the journey will take."
A translator app on your phone	Translates text and speech	"The program changes words from one language into another."
An AI chat (e.g. ChatGPT, Gemini, Copilot)	Writes answers, stories, letters	"The program writes text when you ask it for something."
An image generator	Creates pictures from a description	"The program draws a picture from your words."

Eurostat data shows how quickly AI has become part of young people's lives. In 2025, 64% of people aged 16–24 in the European Union had used generative AI tools in the three months before the survey. Among people aged 65–74 the figure was 7%[2]. For young people, then, AI is already an ordinary tool. Against this background, any young person who doesn't use AI falls behind their peers.

Generative AI: a program that creates

Most of the workshops in this handbook deal with **generative artificial intelligence**. Eurostat describes it as a tool that creates new content: text, images, code, videos or other data. It does this using patterns learned from existing examples. To create something, it needs an instruction from the user[3].

We call this instruction a **prompt**. A prompt can be a question ("What is a volcano?"), a request ("Write a short fairy tale about a cat who is scared of the rain") or a description ("Draw a green dragon eating pizza").

The main types of generative AI we work with in the workshops are:

- **AI chats** (chatbots) – they communicate by text or voice, and they write, summarise, translate and simplify text (workshop 1, workshop 4, workshop 5);
- **image generators** – they create images from a written description (workshop 2, workshop 5);
- **sound, music and voice generators** – they create melodies, sound effects or speech (workshop 3, workshop 4);
- **video tools** – they put together or create short recordings (workshop 3).



How an AI chat works

An AI chat seems clever because it answers in full sentences, politely and quickly. You need to know what happens inside it, though, because that shapes how we teach young people to use it.

An AI chat is based on what is called a large language model. This kind of model was trained on an enormous amount of text and learned which words usually follow each other. When you ask a question, the model doesn't look the answer up in an encyclopedia. It builds the answer piece by piece, choosing each next word that best fits the previous ones according to the patterns it has learned. Some chats can also search the internet and give links, but even then the answer is put together by the model.

This gives us four things to pass on to young people:

1. **An AI chat is a program, not a person.** It has no feelings, it is not a friend, and it doesn't remember you the way a friend does. It may write in a friendly way because it was designed to.

2. **An AI chat doesn't know whether it is telling the truth.** It writes whatever sounds likely. Usually that is true, but not always.
3. **An AI chat answers what you ask it.** A short, clear prompt gives a better result than a long, unclear one.
4. **What you type goes to a company.** Conversations are stored on the servers of the company that runs the chat. Some companies may use them to improve their programs unless you switch this off in the settings[4].

Hallucinations: when AI makes things up

A **hallucination** is when AI gives false information as confidently as if it were true. A chat may invent a date, a quote, a book title, an author's name or a link to a page that doesn't exist. An image generator may draw a hand with six fingers or a sign made of letters that don't exist.

Hallucinations are not a rare fault that will soon disappear. In 2025, researchers at OpenAI, the company that makes ChatGPT, described one of the causes. Language models are trained and evaluated in a way that rewards guessing. A model gets no points for answering "I don't know", but a guess sometimes earns points. So the model guesses more often than it admits it doesn't know the answer[5]. The companies themselves warn users too: under the input box in popular chats there is a note saying that AI can make mistakes and that important information should be checked.

For young people with intellectual disabilities, hallucinations are a particular risk. Many people in this group trust text that is nicely written and sounds confident. They find it harder to compare several sources and notice a contradiction. That is why in workshop 5 ("Truth Detectives") we practise a simple rule: **STOP – CHECK – ASK**. Before you believe something, stop. Check it somewhere else. Ask a trusted person.

What AI can make up	Example	How to check it with young people
Facts about the world	A wrong date, a wrong number, an event that never happened	Compare with a second source (e.g. an encyclopedia, an official website)
Facts about people	An invented biography, a fake quote	Ask about a person the group knows and see what the AI writes

What AI can make up	Example	How to check it with young people
Sources	A book title or link that doesn't exist	Click the link, type the title into a search engine
Answers to a question containing a mistake	The question "Why is the sun green?" gets an invented explanation	Deliberately ask a question with a mistake in it and see whether the AI notices
Details in a picture	Too many fingers, strange letters, a blurry background	Zoom in on the picture and look for mistakes

What AI can't do

When talking about AI with young people, it is easy to fall into one of two extremes: "AI knows everything" or "AI is dangerous". Both are false, and both get in the way of learning. A calm list of what AI can't do helps:

- AI doesn't feel or experience anything. It may write "I understand you", but it feels nothing.
- AI doesn't know you. It only knows what you type or what it has saved in its memory settings.
- AI isn't responsible for its mistakes. Responsibility lies with the person using it and the company that made it.
- AI can't replace a conversation with someone close to you, a doctor, a psychologist or a lawyer.
- AI isn't always fair. It learned from texts and pictures made by people, so it repeats their prejudices. If you ask for a picture of "a doctor", you will often see a middle-aged man. You will rarely see a wheelchair user or a person with Down syndrome. This is a good topic for discussion in workshop 2.

Words we will use

The words in this chapter come up throughout the handbook. The glossary at the end explains them in Easy Read. We recommend agreeing on one name for each

thing within the group. If you say "chat" one time, "chatbot" the next and "assistant" after that, some people will think these are three different programs.

Word in the handbook	What it means	What we avoid in sessions
AI, artificial intelligence	A program that learned from many examples	"Algorithm", "model", "neural network" (unless the group asks)
AI chat	A program you write or talk to	Switching between "chatbot", "assistant" and "LLM"
prompt	What you write or say to the AI	Switching between "query", "instruction" and "input"
image generator	A program that makes a picture from a description	"Diffusion model"
hallucination	The AI writes something false, but confidently	"Model error", "confabulation"
deepfake	A fake video, photo or voice made by AI	"Synthetic media"

FOR THE TRAINER

Try it yourself before you show the group. Before the first workshop, spend an hour with an AI chat. Ask it about your town, about the organisation where you work and about a topic you know well. Ask it to simplify a passage from your organisation's rules. Ask for a picture of your group at work, described without names. Write down what surprised you, what was good and what was wrong. In sessions, these examples will be more useful to you than any definition.

NOTES

1 Regulation (EU) 2024/1689 of the European Parliament and of the Council of 13 June 2024 laying down harmonised rules on artificial intelligence (Artificial Intelligence Act), Article 3(1), OJ L, 2024/1689, https://eur-lex.europa.eu/eli/reg/2024/1689/oj.

2 Eurostat, *Use of artificial intelligence by individuals*, Statistics Explained, 2025 data, updated: 15.04.2026, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Use_of_artificial_intelligence_by_individuals.

3 Eurostat, *32.7% of EU people used generative AI tools in 2025*, news release of 16.12.2025, methodological note, https://ec.europa.eu/eurostat/en/web/products-eurostat-news/w/ddn-20251216-3.

4 For example: OpenAI, *The ChatGPT home page* and *Data controls in ChatGPT*, OpenAI Help Center, https://help.openai.com/en/articles/9125172-the-chatgpt-home-page, https://help.openai.com/en/articles/7730893-data-controls-in-chatgpt.

5 A.T. Kalai, O. Nachum, S.S. Vempala, E. Zhang, *Why Language Models Hallucinate*, OpenAI, September 2025, https://arxiv.org/abs/2509.04664; summary: OpenAI, *Why language models hallucinate*, https://openai.com/index/why-language-models-hallucinate/.

1.2

The digital divide and intellectual disability

Three levels of the divide

People first talked about the digital divide when some had a computer and internet access and others did not. Today, 96.2% of households in Poland have internet access[1]. Does that mean the divide has gone? No. Researchers describe three levels of digital inequality[2]:

1. **Access** – whether you have a device and the internet.
2. **Skills and type of use** – whether you know how to use them and what you use the internet for.
3. **Benefits** – whether using the internet actually improves your life: gives you work, knowledge and contacts, and saves you time and money.

A young person with an intellectual disability may have a smartphone (level 1) and watch videos on it for several hours a day (level 2), yet still be unable to fill in a form from a public office, check whether a message is true or ask an AI chat to help write a CV (level 3). The divide has not disappeared. It has moved from "having or not having" to "knowing how or not knowing how" and "benefiting or not".

The same thing is happening with AI today. The tools are on our phones, and many of them are free. But to use them, you need to be able to read, write prompts, judge the answer and protect your data. These skills are unevenly distributed.



Who we are talking about: the numbers

Before we turn to data on technology, here are a few figures that show the scale.

- According to the World Health Organization (WHO), about 1.3 billion people worldwide, or 16% of the population, have a significant disability[3].
- UNICEF estimates that almost 240 million children worldwide (aged 0–17) have a disability, which is roughly one child in ten[4].
- Inclusion Europe, the European organisation of people with intellectual disabilities and their families, represents 20 million people with intellectual disabilities and their family members in Europe[5].
- According to the 2021 National Census, 5.4 million people with disabilities lived in Poland, or 14.3% of the country's population. 3,471,193 people had an official disability certificate[6].

How many young people with intellectual disabilities are there in Poland? We don't give this figure. Census data and data from Statistics Poland (GUS) are available by

type of condition and age group in the Local Data Bank[7], but while preparing this handbook we did not find a published, unambiguous breakdown for the group "aged 15–25, intellectual disability". We would rather say so openly than give an estimate without a basis.

Digital skills: Europe and Poland

The European Union measures digital skills with an indicator covering five areas: information and data, communication and collaboration, content creation, safety, and problem solving. To have "at least basic" skills, a person has to carry out at least one activity in each area. Examples of such activities are sending an email, changing a program's settings, managing access to your data or checking whether information is true[8].

Indicator (2025)	European Union	Poland	Source
People aged 16–74 with at least basic digital skills	60%	50.4%	Eurostat[8], GUS[1]
EU target for 2030	80%	–	Eurostat[8]
People aged 16–24 with at least basic digital skills	–	73.6%	GUS[1]
People aged 16–74 who used generative AI tools in the previous 3 months	32.7%	22.7%	Eurostat[9]
People aged 16–24 who used generative AI	64%	–	Eurostat[10]

What do these figures tell us? Poland is below the EU average. In 2025, only one in two people aged 16–74 had at least basic digital skills. In Poland, 22.7% of people used generative AI tools, clearly fewer than the EU average. Among young people aged 16–24, almost three quarters have basic digital skills. That means one in four young people still lacks them.

General statistics don't tell us who is in that "one in four". We can, however, look at what is happening to people with disabilities.

The internet and disability: Eurostat data

For several years Eurostat has published data on internet use by people with disabilities. In these surveys, disability is self-reported: respondents say whether health problems have limited them in ordinary daily activities for at least 6 months, and whether the limitation is moderate or severe[11].

European Union, 2024, people aged 16–74	No disability	Moderate disability	Severe disability
Used the internet in the last 12 months	95.2%	89.0%	82.3%
Regular internet use (at least once a week)	93.5%	86.0%	78.2%
Regular internet use – people aged 16–24	98.7%	98.1%	87.4%
Internet for learning (online course, materials, contact with a teacher)	35.8%	27.1%	19.5%
Online banking	69.3%	59.6%	51.0%
Phone and video calls over the internet	75.3%	64.7%	55.6%

Source: Eurostat[1112].

The most important finding in this table concerns young people. Among 16–24-year-olds with a moderate disability, regular internet use is almost as common as among their peers without a disability (98.1% compared with 98.7%). The gap appears with severe disability: 87.4%. The differences are even greater in **what** people use the internet for. 35.8% of people without a disability use the internet for learning, compared with only 19.5% of people with a severe disability. This is the second and third level of the divide: access is there, but the benefits are smaller.

NOTE

What this data doesn't tell us. Eurostat doesn't distinguish between types of disability. A person with an intellectual disability, a blind person and a person who has had a stroke all end up in the same group. The survey is based on interviews with people in private households, so it doesn't cover people living in residential care. Some people with intellectual disabilities may also find it hard to take part in

such an interview. We did not find any European or Polish statistics that separately describe internet or AI use by young people with intellectual disabilities. This gap is a problem in itself: a group that is invisible in the statistics is also invisible in policies and budgets.

Why people don't use AI

In 2025, Eurostat asked people who had not used generative AI why for the first time. Most of them (64%) said they felt no need for it. In addition, 14% didn't know how to use such tools, 9% had never heard of them and 7% were worried about privacy and security[10].

For our group, all four answers matter.

- **"I don't need it"** often means "I don't know what it could be useful for". If nobody shows a young person that an AI chat can read a letter from a public office out loud or help them make a shopping list, they won't feel the need.
- **"I don't know how"** is a lack of skills that can be made up for in sessions.
- **"I didn't know it existed"** is a lack of information. This is the easiest barrier to remove.
- **"I'm worried about privacy"** is a sensible concern. We don't want to remove it; we want to teach people how to use AI safely. That is what workshop 4 is for.

Work and independence: inequalities that AI can deepen or reduce

Digital skills matter because they affect work and independent living. In the European Union in 2024, the employment rate of people with disabilities was 24.0 percentage points lower than that of people without disabilities (data for people aged 20–64)[13]. An OECD report from 2022 states that across 32 OECD countries in 2019, about 42% of people with disabilities were in work, and the employment gap compared with people without disabilities was 27 percentage points and had barely changed over the previous decade[14].

New technologies can narrow this gap or widen it. They can narrow it if AI helps with work that used to be out of reach: reading instructions out loud, breaking a task into steps, turning a difficult text into a simple one. They can widen it if employers start expecting staff to work with AI independently and people with intellectual disabilities have no chance to learn how.

The same applies to assistive technology. A global report by WHO and UNICEF from 2022 estimates that more than 2.5 billion people need at least one assistive product (e.g. glasses, a hearing aid, a wheelchair, a communication app). Almost a billion of them have no access to it. In some low- and middle-income countries access covers only 3% of the need, while in some high-income countries it reaches 90%[15]. With AI the gap may be similar: people who have support, equipment and skills will benefit. People who don't will be left behind.

New exclusion: what the risk is

To sum up: we have no evidence that young people with intellectual disabilities use AI less than their peers, because nobody in Poland has studied this separately. We do know, however, that:

- young people without disabilities use generative AI on a mass scale (64% of 16–24-year-olds in the EU),
- people with disabilities use the internet less often for learning, everyday tasks and staying in touch,
- a lower level of education goes with less use of generative AI (22% among people with a low level of education compared with 49% among people with higher education)[10],
- AI tools come with barriers: text, logging in, age limits, terms of use (see chapter 1.3).

The risk of new exclusion is that the divide, which has partly closed for the internet (young people with a moderate disability are online almost as often as their peers), will open up again with AI. This time it will be about skills rather than access to the internet: the skills to use tools that more and more often stand between people and learning, work, dealing with public offices and entertainment.

FOR THE TRAINER

Collect your own data. Since statistics are missing, you can start with your own group. At the first meeting, ask three questions (you can use smiley faces or YES/NO cards): Do you have your own phone? Have you talked to an AI chat? Do you know how to check whether a message is true? Write down the results without names. After the workshop series, ask the same questions again. This kind of data will be useful in your project report and when you talk to management.

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1.3

Barriers to accessing AI

AI tools are advertised as simple: "type what you want and the program does the rest". For many people with intellectual disabilities, the "type" part is already the first obstacle. In this chapter we describe seven types of barriers. For each one, we suggest what you can do as a trainer. Barriers rarely come alone. Usually one makes another worse: a difficult text, plus having to log in, plus terms of use in English.



Barrier 1. Language

AI chats communicate mainly in text. Their answers are often long and full of phrases like "furthermore", "it is important to note" and "depending on the context".

For someone who reads slowly or only understands short sentences, an answer like that is a wall of text.

The second difficulty is writing prompts. You need to know what you want, put it into words and type it without too many mistakes. Newer chats cope with typos, but a person who writes very little won't start a conversation.

The third difficulty is English. Many tools have versions in national languages, Polish among them, but some settings, error messages and terms of use are only in English. Button names change after updates.

WHAT YOU CAN DO

- Teach young people one sentence that changes the whole conversation: *"Answer briefly. Use simple words. Use short sentences."* You can write it on a note next to the computer or paste it into the chat settings (custom instructions, if the tool has them and you are working on an account).
- Use voice input. Most phones have a microphone icon on the keyboard. In Windows, the keyboard shortcut Windows + H starts dictation. Some chats also have a voice conversation mode.
- Use read-aloud. Many chats have a "read aloud" button next to the answer, and browsers (e.g. Microsoft Edge) have a feature that reads the page out loud.
- Prepare ready-made prompt cards (prompt cheat sheets). You will find them in the additional materials for the workshops.

Barrier 2. The cognitive demands of the tools

Using AI requires several skills at once: planning what to ask, remembering what has already been said in the conversation, judging whether the answer makes sense, and rewording the prompt if the result is poor. For people with intellectual disabilities, these are often especially difficult:

- **judging what is true** – AI writes confidently and politely, so it is easy to believe;
- **abstract ideas** – "model", "data" and "privacy" are words for things you can't see;

- **rewording a prompt** – if the first result is poor, many people decide that "it doesn't work" instead of trying a different way;
- **the limits of the relationship** – an AI chat writes warmly and is always available. Some young people may treat it like a friend and tell it very private things.

WHAT YOU CAN DO

- Teach in small steps. One activity is one skill.
- Show it as well as talking about it. The abstract idea of "personal data" becomes clear when you turn it into cards with concrete examples (name, address, photo of a face, national ID number) and the group sorts them into coloured fields. There is an activity like this in workshop 4.
- Practise rewording prompts as a game: "The AI didn't understand. Let's tell it in a different way."
- Talk openly about the fact that an AI chat is a program. Come back to this topic more than once.

Barrier 3. Interfaces and accounts

Before you can use many tools for the first time, you have to get through several screens: cookie consent, logging in, confirming your email address, an SMS code, an "I'm not a robot" puzzle (CAPTCHA), choosing a plan, an advert for the paid version. Each screen is a place where people can get lost. Buttons are often small, icons have no labels, and the layout changes after an update.

Accounts are a separate problem. To create an account, you need an email address or a phone number, you have to make up a password, remember it and receive a code. Some people with intellectual disabilities don't have their own email address or don't remember its password.

WHAT YOU CAN DO

- Choose tools that work without logging in whenever possible. In the tools table for every workshop we always give an alternative that works without an account.

- Before the session, open the tool on every computer, accept the cookie pop-ups and set the language your group uses.
- Take screenshots of the most important buttons and print them. A participant can compare the picture on paper with what they see on the screen.
- If an account is necessary, work on the organisation's account (chapter 1.6).

Barrier 4. Age limits and terms of use

This barrier often surprises trainers. Most AI tools set a minimum age in their terms of use, and minors need the consent of a parent or legal guardian. On top of that, Google and Microsoft accounts have their own age limits, which differ from country to country.

Tool	Minimum age according to the terms of use	Can you use it without an account?	Notes
ChatGPT (OpenAI)	13; people under 18 need the consent of a parent or legal guardian[1]	Yes, in Europe you can start a conversation without an account; sometimes the site asks you to log in. Without an account the conversation is not saved and you can only have one at a time[2]	The setting that uses conversations to improve the model (*Improve the model for everyone*) can also be switched off without logging in; it is saved in the browser[2]
Gemini (Google)	13 or the age required in a given country for a personal account; in Poland, you can manage your own Google account from age 16[3][4]	Some features work on gemini.google.com without logging in[3]	Accounts supervised through Family Link have no access to the Gemini web app[3]
Microsoft Copilot	13; higher in some countries[5]. In Poland, a Microsoft account for someone under 16 is a child account managed by a parent[1][5]	No. Since 18 August 2026, Copilot requires you to log in with a Microsoft account[5][6]	Some features are restricted for people under 18[5]

Tool	Minimum age according to the terms of use	Can you use it without an account?	Notes
Duck.ai (DuckDuckGo)	Terms: the service is for people aged 18 and over; younger people only under the supervision of a parent or legal guardian[14]	Yes, it works without an account	Daily usage limits; access to several models from different companies in one place[14]
Le Chat (Mistral AI)	13; a minor needs the consent of a parent or legal guardian to create an account[7]	Check before the session	A European company (France)

Then there is the GDPR. When an online service processes a child's data on the basis of consent, a child in Poland can give consent on their own from the age of 16. Below that age, consent must be given or authorised by a parent or guardian[8].

Workshop participants are often 15–25 years old. So in one group you may have people who can use a tool on their own under its terms, people who need a parent's consent and sometimes adults who have a legal guardian. Sort this out before the session, not during it.

WHAT YOU CAN DO

- Check the participants' ages and who makes legal decisions on their behalf.
- Send the parents or guardians of minors a short note about the workshops with a list of tools and a request for consent (there is a template in chapter 1.6).
- With minors, you operate the AI tools yourself, on your own account, on the projector. Participants dictate, choose and decide. We apply this rule in all the workshop plans (details in the introduction to Part 2). Don't create private accounts during sessions.

NOTE

Don't enter a false age to "get round" the terms of use. Don't ask participants to do it either. It teaches them that rules can be ignored and puts your organisation at risk. If a tool isn't available for a particular age group, choose a different one or demonstrate it from the trainer's account.

Barrier 5. Money

Free versions of AI tools have limits: on the number of messages, pictures or minutes of recording. Once you go over the limit, the tool makes you wait or buy a higher plan. For example, the free Gemini plan has standard limits that reset every 5 hours until you reach the weekly limit[9]. Limits often apply to one account or one internet address. When the whole group uses one network in the room, the limits may run out faster.

Money also means equipment. An older phone may not support a new app. A mobile data plan may run out halfway through the month. Headsets with microphones, speakers and a printer are extra costs for the organisation.

The last issue is pressure to buy the paid version. Tools often show buttons such as "Upgrade", "Try Pro" and "Buy a plan". A person with an intellectual disability may click one of these by accident or because a message says the offer is "today only".

WHAT YOU CAN DO

- Use only free versions. For every workshop we give the free version and its limits.
- Plan the activities so that not everyone is generating lots of pictures at the same time. Some of the work can be done in pairs at one computer.
- Teach the rule: **I don't click "Buy", "Upgrade" or "Try for free" if I have to give a payment card**. This rule is part of workshop 4.
- If you use participants' phones, provide Wi-Fi.

Barrier 6. Staff skills

Young people learn from the adults who work with them. If a trainer doesn't use AI, she won't show it to young people. If a trainer is afraid of AI, he will pass that fear on. We did not find any Polish research showing how often staff at organisations for people with intellectual disabilities use AI.

The EU Artificial Intelligence Act requires providers and deployers of AI systems to take measures that support the development of AI literacy among their staff and other people who use these systems on their behalf (Article 4). An organisation that uses AI tools in its activities, including youth work, may be such a deployer. Since July 2026 the provision states explicitly that a specific level of literacy does not have to be ensured for every person, but the obligation to support learning remains[10]. There is more about the legislation in chapter 1.5.

WHAT YOU CAN DO

- Before you start the workshops with young people, organise a short meeting for staff at your organisation. Show one workshop activity that you have tested yourself.
- Keep a record of which staff members have attended this training. It is simple evidence that the organisation takes care of AI literacy.
- Use free materials, e.g. the EU's Digital Skills and Jobs Platform (chapter 1.5).

Barrier 7. Data protection

The data we type into an AI chat goes to the company's servers. The company stores it for some time. Often it can use the data to improve its programs, unless the user switches this off. In ChatGPT you do this in the data controls settings (*Data controls*) by switching off the option to improve the model (*Improve the model for everyone*). Button names may differ depending on the language version. There is also a temporary chat, which isn't saved in your history and isn't used to train models, but may be kept for up to 30 days for safety reasons[11]. In Gemini, the activity setting (Keep Activity) and temporary chat play a similar role. According to Google's help pages, conversations are then stored for up to 72 hours[12].

For young people with intellectual disabilities, the risk is greater for several reasons:

- It is easier to give out data when someone (or something) asks for it politely.
- Information about a disability, medication or a diagnosis is health data. The GDPR counts it as a special category of personal data (Article 9) and protects it more strictly than other data[13].
- A photo of a face and a voice recording can be used to create a deepfake.
- A person who trusts a chat may tell it about violence, conflicts at home or suicidal thoughts. A chat is not the right place for that conversation, and it won't alert anyone who can help.

You also process data as a trainer. If you type a participant's name and a description of their difficulties into a chat so that the AI can help you prepare a session, you are passing personal data to an external company. Do the same without the name and without details that could identify the person.

WHAT YOU CAN DO

- Introduce a simple rule in sessions: we **don't type** our full name, address, phone number, national ID number, passwords, photos of faces or health information into AI. In workshop 4 we practise this rule as "data traffic lights".
- Before the session, switch off the option to train models on conversations, or use a temporary chat.
- Agree with your organisation who is responsible for data protection (e.g. the data protection officer) and ask whether using a particular tool is in line with the organisation's policy.

Barrier	How it shows up in sessions	First step for the trainer
Language	The participant doesn't read the long answer and doesn't know what to type	The prompt "Answer briefly, in simple words", voice input, read-aloud
Cognitive	The participant believes everything the AI writes; gives up after the first failure	Small steps, the "STOP – CHECK – ASK" activity, rewording prompts as a game
Interface and account	The participant gets lost in pop-ups and doesn't remember the password	Tools that need no login, computers set up in advance, printed screenshots
Age and terms of use	The participant is too young for their own account	Parental consent, the organisation's account, no-login mode

Barrier	How it shows up in sessions	First step for the trainer
Money	The limit has run out, someone clicked "Buy"	Free versions, pair work, the "I don't click Buy" rule
Staff skills	Staff don't know the tools or are afraid of them	Short in-house training, testing the activities before the session
Data protection	The participant types in their own data or their friends' data	The "data traffic lights" rule, model training switched off, temporary chat

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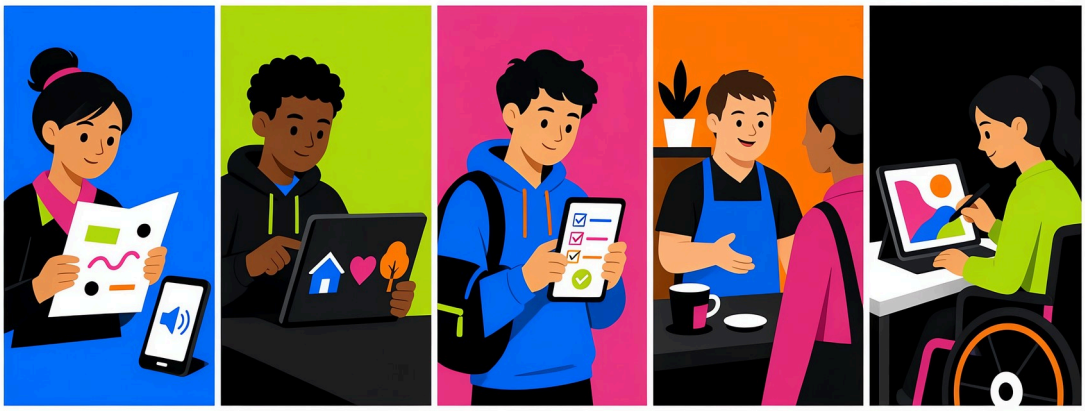
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1.4

Needs and opportunities

The previous chapter was about obstacles. This one is about why it is worth overcoming them at all. AI won't solve problems caused by a lack of support, money or goodwill. It can, however, make a few things easier that take daily effort for people with intellectual disabilities: understanding text, communicating, planning the day, looking for work and expressing themselves.

In 2025, as part of the AccessibleEU project, the European Commission published a study on how AI can support accessibility. It describes the state of research and legislation and the gaps in this field[1]. Below we describe five areas that we consider most important for the young people you work with. For each one we also give the risk, because every opportunity has a downside.



Opportunity 1. Easy Read on demand

Easy Read (easy-to-read, ETR) is text prepared according to standards for people with intellectual disabilities and other people who find reading difficult. In Poland, it is becoming more important. For example, the Act on ensuring accessibility for persons with special needs requires public bodies to publish information about their activities on their websites in several formats, including easy-to-read text[2]. In 2025, the Polish Association for Persons with Intellectual Disability (PSONI) published detailed standards for easy-to-read text in Polish[3].

Most of the texts young people come across every day are not in Easy Read, though: terms and conditions, letters from public offices, medicine leaflets, job adverts, news. This is where AI can help. An AI chat can shorten a text, replace difficult words with simple ones and split long sentences. A person with an intellectual disability can take a photo of a letter or paste in the text and ask: "Explain this to me in simple words."

The result is still not Easy Read in the full sense. The ETR standards require the text to be checked by its readers, that is, by people with intellectual disabilities, and a subject expert to confirm that nothing has been distorted[3]. AI does neither. A text simplified by AI may leave out an important deadline, change the meaning or add something that wasn't in the original (a hallucination).

TIP

A prompt for simplifying text. You can show this prompt to young people or use it yourself when preparing materials:

"Rewrite this text in plain language. Use short sentences. Put one piece of information in each sentence. Don't use difficult words. If a difficult word is needed, explain it. Don't add anything that isn't in the text. At the end, write what needs to be done and by when."

Then always compare the result with the original. Check dates, amounts, names and what needs to be done. Don't paste letters containing personal data (name, address, national ID number, case number) into a chat. Cover or remove them before you take a photo.

Risk: trusting the simplified version without checking it. For important matters (health, money, public offices, courts), an AI simplification can only be the first step. The second step is a conversation with a trusted person.

Opportunity 2. Augmentative communication

Some young people with intellectual disabilities don't speak or speak very little. They use augmentative and alternative communication (AAC): gestures, symbols, picture boards and apps that read selected symbols out loud.

AI tools can help with this in several ways:

- **speech-to-text and text-to-speech** – dictation and read-aloud, built into phones and computers, make it possible to talk to a chat without writing or reading;
- **image recognition** – a person takes a photo of an object and the tool gives its name or a description;
- **building sentences from single words** – an AI chat can turn a few words ("me, juice, apple, please") into a full sentence;
- **creating materials** – with the help of AI, a trainer can prepare a picture story or a daily schedule more quickly and choose symbols from a pictogram library (e.g. ARASAAC[4]).

Risk: AI may "add" things the person didn't want to say. When a chat turns three words into a neat sentence, always ask the person: "Is this what you meant?" Augmentative communication is there so that a person can speak in their own voice, not in the program's voice. AAC specialists (speech and language therapists, therapists) should know that the participant is using these tools.

Opportunity 3. Everyday independence

Many daily tasks need planning: shopping, making a meal, getting somewhere, remembering medication, getting ready for an appointment. An AI chat can help break a task like this into steps. Example prompts:

- "Write me a shopping list for pancakes for 4 people."

- "Set out in 5 steps how to get ready for a doctor's appointment."
- "Write a short message to my trainer saying I'll be 10 minutes late."
- "Read out loud to me what this notice says." (a photo of the notice, with no personal data)

This kind of support can replace some of the requests people would otherwise make to a parent, carer or assistant. For many young people that matters, because it lets them do something by themselves.

Risk: relying too much on one tool and on the internet. If the phone battery runs out or the app changes its layout, the person is left without support. That is why in workshop 4 each participant makes a "Who I will ask for help" plan, which includes real people as well as apps. The second risk is health advice. An AI chat can't replace a doctor or a pharmacist.

Opportunity 4. Employment

In the EU, the employment gap between people with and without disabilities is 24.0 percentage points (chapter 1.2). AI tools won't remove the barriers in the labour market, but they can help at a few specific points:

- **looking for work** – understanding a job advert, preparing a simple CV and cover letter, practising a job interview with a chat;
- **at work** – step-by-step instructions, reminders, explaining difficult instructions, reading out loud;
- **job coaches and assistants** – with the help of AI, they can prepare Easy Read materials for a specific job more quickly.

There is one more point. More and more jobs in offices, retail and services require basic use of digital tools, including AI. A person who knows how to use an AI chat safely has one less obstacle in the labour market.

Risk: employers using AI to select candidates. The EU AI Act classifies AI systems that assess job candidates as high-risk systems[5]. Such systems may not cope with an unusual CV, gaps in employment or a different way of communicating. This is a reason to teach young people to ask: "Is a person assessing my application?"

Opportunity 5. Creativity, participation and having a voice

This is the area where workshops 1–3 begin. AI lets people who don't write fluently, don't draw and don't play an instrument create a story, a picture, a song or a short film. The idea and the decisions belong to the young person, and the AI does the technical part. For many participants, this is the first chance to show others something they came up with themselves, in a form that looks "like the real thing".

Creativity leads to participation. A young person who has made a poster with the help of AI can speak up at a youth council meeting, in the student council or in a self-advocacy group. AI can help them prepare a short speech, an illustration or a simple survey.

In its 2025 guidance on AI and children, UNICEF lists inclusion as one of ten requirements for AI that respects children's rights and needs[6].

Risk: work created with the help of AI can repeat stereotypes, for example by showing people with disabilities only as sad or in need of help. The second risk concerns copyright and people's image rights. In the creative workshops we always say whose ideas and whose pictures they are, and we don't use the faces of real people without their consent.

Area	What AI can offer	Risk	Where we practise it
Understanding text	Simplifying text, reading out loud	Mistakes in the simplification, handing over personal data	W1, W4, W5
Communication	Speech-to-text, text-to-speech, building sentences	The AI "speaks for" the person	W1, W3
Independence	Planning, step-by-step lists, reminders	Dependence on one tool, health advice	W4
Employment	CV, practice interview, instructions	Candidate selection by AI	Follow-up after W1 and W4
Creativity and voice	Stories, pictures, music, film	Stereotypes, copyright, image rights	W1, W2, W3

Area	What AI can offer	Risk	Where we practise it
Safety and truth	Checking information, spotting fakes	Too much trust in fake-detection tools	W4, W5

FOR THE TRAINER

Start with the need, not the tool. Before you show the group a new program, ask: "What do you find difficult in everyday life?" If someone answers "I don't understand letters from the bank" or "I don't know what to write to a friend", you have a ready-made topic for an activity. You choose the tool afterwards. This teaches the group that AI is there for people, and not the other way round.

NOTES

1 European Commission, AccessibleEU, *Study on AI to support accessibility*, 17.10.2025, https://accessible-eu-centre.ec.europa.eu/featured-research_en.

2 Ustawa z dnia 19 lipca 2019 r. o zapewnianiu dostępności osobom ze szczególnymi potrzebami (Polish Act of 19 July 2019 on ensuring accessibility for persons with special needs), Article 6(3)(c) (consolidated text: Journal of Laws 2024, item 1411), https://eli.gov.pl/api/acts/DU/2024/1411/text.html.

3 PSONI, *Standardy tekstu łatwego do czytania i zrozumienia. Rekomendacje dla języka polskiego*, Warsaw 2025, https://psoni.org.pl/wp-content/uploads/2026/03/Standardy-tekstu-latwego-do-czytania-i-zrozumienia-1.pdf.

4 ARASAAC, *Terms of use*, https://arasaac.org/terms-of-use.

5 Regulation (EU) 2024/1689, Article 6(2) and Annex III, point 4 (employment, workers' management), https://eur-lex.europa.eu/eli/reg/2024/1689/oj.

6 UNICEF Innocenti, *Guidance on AI and Children*, version 3.0, December 2025, https://www.unicef.org/innocenti/reports/policy-guidance-ai-children.

1.5

The legal framework

This chapter won't turn you into a lawyer. It is meant to help you answer the questions you hear from management, parents and colleagues: "Are we allowed to use AI with young people?", "Who is responsible for it?", "What rights does a young person with an intellectual disability have in the digital world?" We describe six groups of laws and documents. For each one, we explain what it means for your work.

The UN Convention on the Rights of Persons with Disabilities (CRPD)

Poland ratified the Convention on the Rights of Persons with Disabilities in 2012[1]. Two articles matter most for the topic of AI.

Article 9 – Accessibility. States must ensure that people with disabilities have access, on an equal basis with others, to the physical environment, transport, information and communications, including information and communications technologies and systems. Among other things, the Convention explicitly mentions promoting access for people with disabilities to new information and communications technologies and systems, including the internet, and promoting the design and development of accessible technologies at an early stage, so that they become accessible at minimum cost[1].

Article 21 – Freedom of expression and opinion, and access to information. People with disabilities have the right to seek, receive and impart information and ideas on an equal basis with others, through all forms of communication of their choice. Among other things, States must provide public information in accessible formats and technologies and urge private entities that provide services, including through the internet, to provide information in accessible formats[1].

What this means for you: teaching young people with intellectual disabilities to use AI is not an "extra". By doing it, you are putting into practice the right to information and to new technologies that the Convention grants this group. That is an argument you can use with management and funders.

The Artificial Intelligence Act (Regulation (EU) 2024/1689)

The Artificial Intelligence Act (*AI Act*) is the world's first law on AI with such a broad scope. It applies directly in all EU countries and comes into force in stages. In 2026 the EU changed some of its provisions and deadlines through a regulation known as the Digital Omnibus on AI (Regulation (EU) 2026/1744), published in the Official Journal of the EU on 24 July 2026[2].

The Act groups AI systems by level of risk.

Risk level	Examples	What the law says	Applies from
Unacceptable (prohibited practices)	AI that exploits people's vulnerabilities due to their age or disability in order to materially distort their behaviour in a way that causes significant harm (Article 5(1)(b)); social scoring systems	Banned	2 February 2025[3]
New ban (2026)	AI that creates intimate or sexual content depicting a person without their consent ("nudify" apps) and child sexual abuse material	Ban added by the 2026 amendment	2 December 2026[24]
High risk	AI in education (e.g. assessing students, school admissions), in employment (e.g. selecting candidates), in access to public services	Strict requirements for providers and deployers, including human oversight, data quality and accessibility requirements	Postponed: 2 December 2027 (stand-alone systems), 2 August 2028 (systems embedded in products)[2]

Risk level	Examples	What the law says	Applies from
Transparency risk	AI chats, image, sound and video generators, deepfakes	People must know they are talking to AI; deepfakes must be disclosed; generated content must be marked in a machine-readable way (Article 50)	From 2 August 2026; content marking by systems placed on the market before that date – from 2 December 2026[25]
Minimal risk	Spam filters, AI in games	No specific obligations	–

Four provisions are especially important for work with young people with intellectual disabilities.

Article 4 – AI literacy. Providers and deployers of AI systems must take measures to support the development of AI literacy among their staff and the people who use these systems on their behalf. The provision has applied since 2 February 2025. Since the 2026 amendment, it no longer requires a specific level of literacy to be ensured for every person, but the obligation to support learning remains. The European Commission stresses that people who use AI chats at work, for example, should know about risks such as hallucinations[6].

Article 5(1)(b) – ban on exploiting vulnerabilities. It is prohibited to place on the market or use AI systems that exploit the vulnerabilities of a person or group of people due to their age, disability or a specific social or economic situation, where the aim or effect is to materially distort their behaviour in a way that causes or is likely to cause significant harm[3]. This provision protects our group directly. It doesn't mean that every tool on the market is safe, though. We still need to teach caution.

Article 50 – transparency. Providers must design AI chats so that people know they are interacting with AI, unless this is obvious. Anyone who publishes a deepfake (an image, audio or video generated or altered by AI that imitates real people, places or events) must disclose that the content is artificial. This information must be clear and meet accessibility requirements[5]. For young people this is good news, but also a reason to stay careful: fraudsters don't obey the law, so unlabelled deepfakes can still appear. That is why we teach young people to recognise them in workshops 4 and 5.

Accessibility requirements for high-risk systems. Providers of high-risk AI systems must ensure compliance with the accessibility requirements of the accessibility directives, including the European Accessibility Act[7].

The Polish Act on artificial intelligence systems

The AI Act requires each Member State to designate supervisory authorities and set penalties. In Poland, this is done by the Act of 3 July 2026 on artificial intelligence systems (Journal of Laws 2026, item 1003). The Act came into force on 11 August 2026. Some of its provisions, including the chapters on supervision, come into force on 28 October 2026[8].

What this means for you: day to day, not much changes. What matters is that Poland now has a supervisory authority to which problems with AI can be reported. Once the implementing rules are in place, check what such a complaint looks like and whether it is available in Easy Read.

The European Accessibility Act and Polish accessibility legislation

The **European Accessibility Act** (Directive (EU) 2019/882) sets accessibility requirements for many products and services, including computers, smartphones, ATMs, banking, e-commerce, e-books and communication services. In Poland it is implemented by the Act of 26 April 2024 on ensuring that certain products and services meet accessibility requirements by economic operators (Journal of Laws 2024, item 731), which has applied since 28 June 2025. Microenterprises providing services are exempt from these obligations[9].

The **Act on ensuring accessibility for persons with special needs** (of 19 July 2019) applies to public bodies. Among other things, it requires architectural, digital, and information and communication accessibility. A public body must publish information about the scope of its activities on its website as machine-readable text, as a recording in Polish Sign Language and as easy-to-read text[10].

The **Act on the digital accessibility of websites and mobile applications of public bodies** (of 4 April 2019) requires the websites and apps of public bodies to

meet digital accessibility requirements[11].

What this means for you: if your organisation is a public body (e.g. a state school or a centre run by the local authority), it has obligations regarding accessibility and easy-to-read text. When you teach young people to use AI to simplify text, remember that AI can help, but it doesn't release institutions from the obligation to produce genuine Easy Read text.

The GDPR and the protection of minors

The **GDPR** (Regulation (EU) 2016/679) also applies when we use AI. Three rules matter most:

- **A child's consent for online services (Article 8).** When an online service processes a child's data on the basis of consent, a child in Poland can give consent on their own from the age of 16. Below that age, consent is given or authorised by a parent or guardian[12].
- **Health data (Article 9).** Information about a disability, a diagnosis or medication is special category data. Don't type it into AI tools[13].
- **Image rights.** A photo or recording in which a person can be recognised is personal data. To distribute it, you need the consent of the person or their legal representative (Polish copyright law, Article 81)[14].

Child protection standards. Since 2024, every organisation in Poland that runs activities for children and young people under 18 (including foundations and associations) must have child protection standards in place. The deadline was 15 August 2024[15]. The standards cover, among other things, rules for safe relationships, procedures for responding to harm, and rules for internet use and protecting children's images. Your AI workshops should comply with your organisation's standards.

Competence frameworks: DigComp and the AI Literacy Framework

DigComp is the European Digital Competence Framework for Citizens, developed by the European Commission's Joint Research Centre (JRC). **DigComp 2.2** from 2022 describes 21 competences in 5 areas and contains more than 250 new examples of knowledge, skills and attitudes, including some on the use of AI systems[16]. In November 2025, the JRC published **DigComp 3.0**. The new version keeps the 5 areas and 21 competences, adds more than 500 learning outcomes and builds AI-related competences into all 21 competences[17]. In the table we use the area names from DigComp 2.2. Some of the names are slightly different in version 3.0, but the division into five areas remains.

DigComp area	Example competence	Workshop
1. Information and data literacy	Evaluating data, information and digital content	W5 Truth Detectives
2. Communication and collaboration	Sharing content, netiquette	W1, W2, W4
3. Digital content creation	Developing content, copyright and licences	W1, W2, W3
4. Safety	Protecting personal data and privacy, protecting health and well-being	W4 My Data, My Secret
5. Problem solving	Creatively using digital technologies, identifying digital competence gaps	All workshops

AI Literacy Framework. In June 2026, the European Commission and the OECD presented the final version of an AI literacy framework for primary and secondary education: *Empowering Learners for the Age of AI*. The framework divides competences into four domains: engaging with AI, creating with AI, managing AI and designing AI[18]. It is intended for schools, but it also helps with planning out-of-school activities. Our workshops mainly cover the first two domains, and workshops 4 and 5 also cover the third.

Other documents worth knowing

- **Strategy for the Rights of Persons with Disabilities 2021–2030** – a European Commission strategy that covers accessibility and digital skills, among other things[19].
- **UNICEF Guidance on AI and Children** (version 3.0, December 2025) – 10 requirements for AI that respects children's rights and needs, including safety, data protection, non-discrimination, inclusion and skills development[20].
- **Standards for easy-to-read text** (PSONI 2025) and the European *Information for all* standards (Inclusion Europe)[21].

FOR THE TRAINER

A SHORT CHEAT SHEET FOR TALKING TO MANAGEMENT

1. The CRPD (Articles 9 and 21) gives young people with intellectual disabilities the right to access new technologies and information.
2. The AI Act (Article 4) requires organisations that use AI to support AI literacy among the people using these systems. Staff training and safe workshops are a good way to show this.
3. The AI Act bans exploiting the vulnerabilities of people with disabilities and requires deepfakes to be labelled, but it doesn't remove every risk. Young people need skills to protect themselves.
4. We work in line with the GDPR and child protection standards: no personal data in AI tools, consent from parents or guardians, and tools operated by the trainer wherever the terms of use require it.

NOTES

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2 European Parliament, Legislative Train Schedule, *Digital Omnibus on AI*, https://www.europarl.europa.eu/legislative-train/theme-a-europe-fit-for-the-digital-age/file-digital-omnibus-on-ai; Regulation (EU) 2026/1744 of the European Parliament and of the Council of 8 July 2026 (Digital Omnibus on AI), https://eur-lex.europa.eu/eli/reg/2026/1744/oj.

3 Regulation (EU) 2024/1689, Article 5(1)(b) and Article 113, https://eur-lex.europa.eu/eli/reg/2024/1689/oj.

4 European Commission, AI Act Service Desk, *Article 113: Entry into force and application*, https://ai-act-service-desk.ec.europa.eu/en/ai-act/article-113.

5 Regulation (EU) 2024/1689, Article 50; European Commission, AI Act Service Desk, *Article 50: Transparency obligations for providers and deployers of certain AI systems*, https://ai-act-service-desk.ec.europa.eu/en/ai-act/article-50.

6 European Commission, *AI Literacy – Questions & Answers*, https://digital-strategy.ec.europa.eu/en/faqs/ai-literacy-questions-answers.

7 Regulation (EU) 2024/1689, Article 16(l).

8 Ustawa z dnia 3 lipca 2026 r. o systemach sztucznej inteligencji (Polish Act of 3 July 2026 on artificial intelligence systems), Journal of Laws 2026, item 1003, https://eli.gov.pl/eli/DU/2026/1003.

9 Directive (EU) 2019/882 of the European Parliament and of the Council of 17 April 2019 on the accessibility requirements for products and services; Ustawa z dnia 26 kwietnia 2024 r. o zapewnianiu spełniania wymagań dostępności niektórych produktów i usług przez podmioty gospodarcze (Polish Act of 26 April 2024), Journal of Laws 2024, item 731, https://eli.gov.pl/eli/DU/2024/731; Biznes.gov.pl, *Kto ma obowiązek zapewniać dostępność produktów i usług*, https://www.biznes.gov.pl/pl/portal/005142.

10 Ustawa z dnia 19 lipca 2019 r. o zapewnianiu dostępności osobom ze szczególnymi potrzebami (Polish Act of 19 July 2019), Article 6(3)(c) (consolidated text: Journal of Laws 2024, item 1411), https://eli.gov.pl/api/acts/DU/2024/1411/text.html.

11 Ustawa z dnia 4 kwietnia 2019 r. o dostępności cyfrowej stron internetowych i aplikacji mobilnych podmiotów publicznych (Polish Act of 4 April 2019), Journal of Laws 2019, item 848, as amended.

12 GDPR, Article 8; UODO (Polish Data Protection Authority), *Wytyczne dotyczące zgody na mocy rozporządzenia 2016/679*, https://uodo.gov.pl/data/filemanager_pl/27.pdf.

13 GDPR, Article 9(1), https://eur-lex.europa.eu/eli/reg/2016/679/oj.

14 Ustawa z dnia 4 lutego 1994 r. o prawie autorskim i prawach pokrewnych (Polish Act of 4 February 1994 on copyright and related rights), Article 81.

15 Polish Ministry of Justice, *Do kiedy należy zrealizować obowiązek wprowadzenia standardów ochrony małoletnich?*, https://www.gov.pl/web/sprawiedliwosc/do-kiedy-nalezy-zrealizowac-obowiazek-wprowadzenia-standardow-ochrony-maloletnich; Narodowy Instytut Wolności (National Freedom Institute), *Dzieci i młodzież w organizacji pozarządowej. Standardy ochrony małoletnich*, https://niw.gov.pl/dziecko-w-organizacji-pozarzadowej-standardy-ochrony-maloletnich-poradnik-niw-crso-jest-juz-dostepny-na-stronie/.

16 R. Vuorikari, S. Kluzer, Y. Punie, *DigComp 2.2: The Digital Competence Framework for Citizens – With new examples of knowledge, skills and attitudes*, Publications Office of the European Union, Luxembourg 2022, https://doi.org/10.2760/115376.

17 J. Cosgrove, R. Cachia, *DigComp 3.0: European Digital Competence Framework – Fifth Edition*, Publications Office of the European Union, Luxembourg 2025, https://data.europa.eu/doi/10.2760/0001149; Joint Research Centre, *The European Commission updates its digital competence framework DigComp*, 27.11.2025, https://joint-research-centre.ec.europa.eu/jrc-news-and-updates/european-commission-updates-its-digital-competence-framework-digcomp-2025-11-27_en.

18 European Commission, OECD, *Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education*, 2026, https://www.oecd.org/en/publications/empowering-learners-for-

the-age-of-ai_65cd27d4-en.html.

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20 UNICEF Innocenti, *Guidance on AI and Children*, version 3.0, December 2025, https://www.unicef.org/innocenti/reports/policy-guidance-ai-children.

21 PSONI, *Standardy tekstu łatwego do czytania i zrozumienia. Rekomendacje dla języka polskiego*, Warsaw 2025, https://psoni.org.pl/wp-content/uploads/2026/03/Standardy-tekstu-latwego-do-czytania-i-zrozumienia-1.pdf; Inclusion Europe, *Information for all*, https://www.inclusion-europe.eu/easy-to-read-standards-guidelines/.

1.6

The role of the trainer and rules for safe work

AI tools change every few months. Your role stays the same: you are a guide who shows the way, keeps everyone safe and lets young people make their own decisions. This chapter brings together the rules that apply in all the workshops in Part 2. At the end you will find a pre-session checklist and a template letter for parents or carers.



Five roles of the trainer

1. Guide. You don't need to know everything about AI. It is enough to know the tools you use in sessions and to be able to say: "I don't know, let's check together." A sentence like that teaches more than a ready answer, because it shows how to check information.

2. Interpreter. You translate the language of the tools into the participants' language. Buttons, error messages and terms of use are usually in English or in difficult language. Turn them into short sentences and point to them on the screen. The words from chapter 1.1 and from the glossary (chapter 90) will help you speak simply and consistently every time.

3. Safety guardian. You decide which tool is used in the session, who operates it and what data may be typed in. You respond when the AI shows something disturbing. The rules are described below.

4. Independence assistant. You help only as much as needed. Ask: "Do you want to try by yourself?", "Shall I show you?", "Shall we do it together?" Don't click for a participant if they can do it themselves, even if it takes longer. With participants who are minors and with tools that need an account, you operate the tool on the projector, but the participants say what to type and judge the result.

5. Advocate. You listen to what young people say about the tools and pass it on: to management, to parents, to the people who make the tools. The self-advocacy movement's principle is "Nothing about us without us". If participants say that a chat is too difficult or that an image generator can't draw a wheelchair user, write it down. This is valuable feedback.

The rule for tools and accounts

The same rule for choosing tools and accounts applies in all the workshops. It is described in the introduction to Part 2 (chapter 02_czesc2_0). We repeat it here because it is the most important decision before a session.

Type of tool	Examples	Who operates it
No account, no age limit	Interland (Google; Polish version: Interlandia), Google reverse image search, TinEye, Which Face Is Real	Participants on their own or in pairs
No account, with an age limit	Duck.ai (terms: 18+ or under the supervision of a parent or guardian); ChatGPT without logging in (13+, under 18 with a parent's consent)	Adult participants on their own; with younger participants the trainer operates the tool on the projector
Account required	Copilot (login required since 08.2026), Bing Image Creator, Suno, Clipchamp, Kahoot (trainer)	The trainer, on their own account, shown on the projector

Never create a shared account for the group and don't create accounts on behalf of participants. Don't enter a false date of birth. If an adult participant wants their own account, help them set it up outside the workshop, together with them and (if they have a legal guardian) with the guardian's consent. Details about age and accounts for each tool are in chapter 1.3.

NOTE

Some adult participants have a legal guardian, and some make their own decisions. Check your organisation's records to see who signs consent forms for each participant. Even if a guardian signs the consent, ask the participant too and respect their "no".

Seven rules for safe work

1. No personal data in AI. Don't type participants' names, addresses, phone numbers, school names, or information about their health or disability into AI tools. Don't upload photos of participants' faces. Use made-up names in examples. Participants learn this rule in workshop 4 as the "data pink light".

2. We don't clone participants' voices or faces. A voice and a person's image are personal data. Voice cloning and face-swap tools usually require an account, and the recording goes to the company's servers. In workshops 4 and 5, you show ready-

made public examples of deepfakes (e.g. materials from NASK, the Polish research institute) or examples that you prepare in advance with your own voice.

3. Switch off history and model training. Before the session, check the tool's privacy settings: temporary chat mode, and switching off the use of conversations to train the model. In workshop 4, participants learn about these settings together with you.

4. Check the tool the day before the session. Go to the website, do the workshop activity and check the limits of the free version. Tools change their terms and buttons without warning. Prepare a plan B: screenshots or printouts of example answers.

5. Label AI content. We label everything created with the help of AI: "Made with AI" (AI pictogram). It is a habit that prevents misunderstandings and teaches honesty.

6. Consent before publishing. Only publish photos and recordings from sessions with the written consent of the person or their legal representative. The consent must state where and for how long you will publish the person's image. The participant can withdraw it.

7. Participants have the right to say "stop". Anyone can stop an activity, go to the quiet corner or just watch. We don't judge this. A STOP sign (stop pictogram) is on every table.

When the AI shows something disturbing

AI tools have filters, but they are not perfect. A chat may give false health information, an image generator may show something frightening, and inappropriate websites may appear in reverse image search results.

1. **Stop.** Switch off the projector or minimise the window. Say calmly: "That's not a good answer. We're stopping here."
2. **Name it.** Explain briefly: "AI sometimes gets things wrong and shows bad things. It's not your fault."
3. **Ask.** "How are you feeling? Do you want to talk about it now or later?" Give people the option to go to the quiet corner.

4. **Write it down.** Note what happened, which tool and which prompt. Don't record participants' data.
5. **Report it.** You can report the content in the tool (the "thumbs down" or "report" button). Report illegal content (e.g. child sexual abuse material) to the Dyżurnet.pl team at NASK. Inform the person responsible for child protection standards at your organisation.

When a participant talks about harm. Sometimes the topic of data, scams and deepfakes opens up difficult conversations: someone says they got a message from a stranger, that someone shared their photo or that someone is blackmailing them. Listen, don't promise to keep it secret, thank them for their courage and follow the procedure in your organisation's child protection standards.

Where to find help in Poland	Who it is for	When
116 111 – Child and Youth Helpline (Dajemy Dzieciom Siłę / Empowering Children Foundation), also chat and email	Children and young people under 18	24/7, free, anonymous[1]
800 121 212 – Children's Helpline of the Ombudsman for Children	Children, young people and adults with concerns about children	24/7, free[2]
800 100 100 – helpline for parents and professionals about children's safety	Adults: parents, teachers, trainers	Mon–Thu 10:00–14:00, Fri 12:00–15:00; current schedule at 800100100.pl[13]
116 123 – Crisis Helpline	Adults in emotional crisis	Check the current hours at 116sos.pl
Dyżurnet.pl (NASK) – online form	Anyone who has seen illegal content online	Report via the form[4]
CERT Polska – forward scam text messages to 8080, other incidents at incydent.cert.pl	Anyone	24/7[5]
112	Danger to life or health	24/7

Working with parents, carers and staff

Young people learn faster when home and the organisation say the same thing. Before the workshops, send parents or carers a short note (template below). After the workshops, give participants a card or cheat sheet from the session to take home, e.g. "My three-word password" or "My detective card". Encourage families to agree on a **family password**: a word that only close family know and that helps check whether the caller really is a family member. The Polish Police give this advice in their warnings about scams that use a fake voice[6].

Tell the staff at your organisation what you are teaching. The assistant who helps a participant in the computer room on Thursday should use the same words and the same rules as you did on Monday.

Pre-workshop checklist

	To do
☐	I have consent from parents or carers for participation and (separately) for use of images.
☐	I know which participants are adults and which are not. I know who has a legal guardian.
☐	I checked the tools the day before: they work, the limits are enough, the terms of use haven't changed.
☐	I operate tools that need an account or have an age limit on my own account, on the projector.
☐	In the AI chat settings I have switched off history and model training, or I am using a temporary chat.
☐	The browser zoom is set to 125–150% and dictation (Win+H, Gboard) works.
☐	I have printed worksheets, pictograms and a plan B (screenshots, printouts).
☐	There is a quiet corner in the room and STOP signs on the tables.
☐	I know the child protection procedure and the person I report concerns to.
☐	I have a list of helpline numbers with me.

Template letter for parents and carers

FOR THE TRAINER

Adapt the template to your organisation. Collect consent for the use of images on a separate form that complies with your organisation's GDPR rules (data controller, purpose, period, right to withdraw consent).

Dear Parent/Carer,

On _____, your daughter / son / the young person in your care will take part in the "Break Barriers with AI!" workshops. In the sessions, young people get to know artificial intelligence tools: chats and image and sound generators. They also learn how to protect their data and how to check whether information is true.

How we keep participants safe:
- We don't type participants' personal data into AI tools.
- We don't create accounts for participants. Tools that require an account or have age restrictions are operated by the trainer on their own account and shown on the projector.
- We don't record or alter participants' voices or faces.
- We label everything created with the help of AI: "Made with AI".

What we ask of you: talk at home about what your child learned in the sessions. The worksheets they bring home will help. We also recommend agreeing on a family password in case of phone scams.

Trainer's contact details: _____

☐ I consent to _____ (full name) taking part in the workshops.

Date and signature: _____

TIP

Prepare the same information in Easy Read for the participants themselves. Participants have the right to know what they are agreeing to, even if a guardian

signs the form. You can use worksheets W0.1 (rules) and W0.2 (plan for the day) from the introduction to Part 2.

Look after yourself

Working with new technology can be tiring: the tool doesn't work, the limit runs out, the group gets impatient. That is normal. You don't have to keep up with every new thing. Choose two or three tools, get to know them well and only change them when they stop working or change their terms. Talk to other trainers: sharing experience gives you more than yet another handbook.

NOTES

1 Polish Ministry of Health, *W związku z wydarzeniami w polskich szkołach, Ministerstwo Zdrowia przypomina o wsparciu psychologicznym dla dzieci, młodzieży i dorosłych*, 09.10.2026, https://www.gov.pl/web/zdrowie/w-zwiazku-z-wydarzeniami-w-polskich-szkolach-ministerstwo-zdrowia-przypomina-o-wsparciu-psychologicznym-dla-dzieci-mlodziezy-i-doroslych.

2 Gov.pl, *Gdzie znajdziesz pomoc w przypadku pogorszenia stanu psychicznego*, https://www.gov.pl/web/koronawirus/gdzie-znajdziesz-pomoc-w-przypadku-pogorszenia-stanu-psychicznego.

3 Fundacja Dajemy Dzieciom Siłę (Empowering Children Foundation), *800 100 100 – telefon dla dorosłych w sprawie bezpieczeństwa dzieci*, https://800100100.pl/.

4 NASK, Dyżurnet.pl, https://dyzurnet.pl/.

5 CERT Polska, *Zgłoś incydent*, https://incydent.cert.pl/.

6 Polish Police (Policja), *Uwaga! BLIK i oszustwa z wykorzystaniem sztucznej inteligencji*, 17.10.2025, https://policja.pl/pol/aktualnosci/268257,Uwaga-BLIK-i-oszustwa-z-wykorzystaniem-sztucznej-inteligencji.html.

PART 2

Workshop plans

- W1 My Story with AI
- W2 Pictures Talk
- W3 My Sound, My Film
- W4 My Data, My Secret
- W5 Truth Detectives

2.0

Before you start: how to use the workshop plans



This part contains five workshop plans. Each workshop lasts 4 hours (240 minutes, including breaks). You can run them in order as a series or choose just one. The first three workshops are about creating: text (W1), images (W2), and sound and film (W3). The next two are about data security (W4) and checking information (W5). The rules in this chapter apply to all five.

We wrote the workshop plans for young people aged about 15–25 with mild and moderate intellectual disabilities. They work best with a group of 6–10 people, one

trainer and at least one support person (an assistant, a volunteer, a carer from the organisation).

How each workshop plan is structured

All the workshop plans have the same layout. Once you know one, you will easily find your way around the next ones.

1. **Overview, aims and final outcome.** The aims are written twice: in Easy Read for participants (you can read them out loud at the start) and in ordinary language for you. The final outcome is something each person takes home: a booklet, a poster, a comic, a song, a film.
2. **Preparation.** Equipment, a tools table (free version, limits, account and age, requirements, alternative without an account), a list of things to print, room layout and accessibility notes.
3. **Timetable.** A table with times, activities, method and worksheet number. Times are given from 0:00, that is, from the start of the workshop.
4. **Activities.** Each has an aim, time, materials, steps for the trainer, variations (easier, harder, for people who don't speak or write), "what to watch out for" notes and a worksheet.
5. **Summary and evaluation**, plus ideas for what to do next.
6. **Additional materials:** cut-out cards, prompt cheat sheets, certificates and badges.

The worksheets are numbered, e.g. W2.3 is the worksheet for activity 3 in workshop 2. Worksheets numbered W0 (in this chapter) are shared by all the workshops.

FOR THE TRAINER

The times in the plans are a guide. A group working at a computer for the first time needs more time for activities at the screen. If something runs over, shorten the movement activity, not the break. The break is part of the programme, because without it attention drops faster than usual.

Preparing the equipment

For each workshop you need:

- a computer for the trainer, connected to a projector or a large screen,
- a good internet connection (test it in the room the day before, ideally at the same time of day as the session),
- 1 computer, laptop or tablet per pair of participants; working in pairs reduces stress and the number of accounts needed,
- an external microphone or a phone with a good microphone (for dictation and recordings),
- a speaker that can be heard throughout the room,
- a printer (preferably colour) or materials printed in advance,
- mice for the laptops. Many people find a mouse easier than a touchpad.

The day before the session, switch on every device and open all the websites you will use in the browser. Bookmark them or prepare one start page with large buttons (a document with links and icons is enough). Participants should click a picture, not type an address.

TIP

Set the browser zoom to 125–150% and choose a large mouse pointer (in Windows: Settings → Accessibility → Mouse pointer and touch). It takes a minute, and many people can see the buttons better.

Accounts: the trainer's, a group account or no account?

AI tools have different requirements. Some work without logging in, others require an account, and the terms of use set a minimum age. This matters, because some participants are under 16 or 18, and some adult participants have a legal guardian.

A few facts we checked:

- Microsoft account: in Poland and most EU countries, a person under 16 can only have a child account managed by a parent. In Germany the limit is 18[1].
- Since 18 August 2026, Microsoft Copilot has required you to log in with a Microsoft account. The minimum age is 13 or higher, depending on the law of the country. The terms allow personal use[2].
- Duck.ai works without an account, but its terms say the service is intended for people aged 18 and over. Younger people may use it under the supervision of a parent or legal guardian[3].
- Suno requires an account. The minimum age is 13, and a person under 18 needs the explicit, prior consent of a parent or guardian[4].

This leads to a simple rule that we apply in all the workshop plans:

Situation	How we work
A tool with no account and no age limit (e.g. Chrome Music Lab, dictation on a phone, Shotcut)	Participants work by themselves in pairs on their own devices.
A tool with no account but with an age limit (e.g. Duck.ai, 18+)	Adult participants can work by themselves. With younger participants, the trainer operates the tool on the projector, and the participants dictate, choose and decide. Ask the organisation and the parents whether they agree to this way of working.
A tool that requires an account (e.g. Copilot, Bing Image Creator, Suno, Clipchamp)	The trainer operates the tool on their own account, on the projector. Participants don't create accounts during sessions. Adult participants who already have their own account and want to use it may do so.
No internet, a technical failure, no consent	Every activity has a variation without an account or without a computer (described in the workshop plan).

Don't create one "group account" with a password that everyone knows. Terms of use usually assign an account to one person (Copilot explicitly refers to personal use[2]), and a shared password sets a bad example in workshops about safety. It is better for the trainer to be the tool's "hands" and the participants to be its "head": they say what should be created, judge the result and ask for changes.

Adapting to different needs

A group usually includes people with very different abilities. Every activity in the workshop plans has variations, and below you will find some general principles.

People who don't speak or whose speech is unclear. Ask the carers in advance how the person communicates (a symbol board, an AAC app, gestures, writing, pointing). Let them use that method in the sessions. In dictation activities, a person who doesn't speak can point to picture cards, and the trainer or their partner reads them out loud into the microphone. For voice recordings, they can use a speech synthesiser (e.g. the text-to-speech feature in a video editor) or choose sounds and music instead of words.

People who don't write or find writing difficult. The worksheets always offer a choice: draw, tick ☐, stick, point. For writing on the computer, use voice dictation (Windows: Win + H keys[5]; Android phone: the microphone icon on the Gboard keyboard[6]). Also prepare stickers with ready-made words and pictures.

People with physical disabilities. Set up the workstations so that a wheelchair fits under the table. Offer a choice of mouse, touchpad, touchscreen, and a bigger mouse or trackball if the organisation has one. In movement activities, every movement has a seated version (e.g. instead of walking to the other side of the room: holding up a card, a thumbs-up, a sound). For cutting and assembling, pairs share the tasks: one person assembles, the other decides and sticks.

Sensory sensitivity. Dim the screen, start with the speakers turned down and turn them up gradually. Announce loud moments ("I'm going to play some music now. It will be loud for 30 seconds"). Have noise-cancelling headphones and a "quiet corner": a chair or beanbag away from the speaker where people can rest without having to explain themselves. Avoid flashing animations and strobe effects in videos.

Attention and tiredness. In the workshop plans, screen tasks last no more than 15–20 minutes without a change of activity. Each block at the computer is followed by movement or work on paper.



The fixed workshop routine

People with intellectual disabilities feel more confident when they know what is going to happen. That is why every workshop starts and ends in the same way.

1. Welcome (about 5 minutes). We sit in a circle. Each person says their name and shows how they are feeling today: they point to a face on a card, give a thumbs up or down, or choose a colour (lime, orange, pink). The trainer does it too. You can add a regular group gesture, e.g. clapping together to start.

2. Picture plan for the day (about 5 minutes). A plan strip hangs on the board (worksheet W0.2). Each activity has its own picture. You read the plan out loud and show when the breaks are. After each activity, one person from the group moves the arrow or turns the picture over to the "done" side. This gives a sense of progress and answers the question "how much longer?"

3. Rules (about 2 minutes, at the start of every workshop). You go over the rules poster (worksheet W0.1). At the first meeting, the group can add a rule of its own.

4. Breaks. Always two: a short one (15 minutes) and a longer one (20 minutes). You announce them with a clock or timer that everyone can see. Before the break, everyone saves their work (show them where to click) and the screens go off.

5. Closing (about 10 minutes). Each person shows their product or says one sentence: "Today I made...". Then comes the smiley-face evaluation (worksheet W0.3) and a final clap together.

TIP

The routine works when it really stays the same. Don't change the order between workshops. If someone in the group finds it hard to move on to a new activity, announce the change 2 minutes in advance: "In 2 minutes we'll finish and go to the computers."

How to make Easy Read worksheets

The worksheets in the workshop plans are ready to print. You will probably want to make your own as well: for another topic, another group or in another language. The European standards for information that is easy to read and understand, developed by Inclusion Europe together with people with intellectual disabilities[7], and the Polish recommendations from PSONI[8] will help you. These are the main rules we followed in the worksheets:

- One sentence is one idea. Sentences have no more than about 10 words.
- One step has one number and one pictogram.
- We use the active voice and address the reader directly: "Draw", "Say", "Tick".
- No metaphors, irony, abbreviations or foreign words. If a word is needed (e.g. "prompt"), we explain it on the worksheet in simple words.
- The same word always means the same thing. If we write "computer" once, we don't change it to "device".
- A large, simple sans-serif font (at least 14 pt), left-aligned, with plenty of white space.
- Every worksheet has space for work: lines ____, boxes ☐, a drawing area.

- Every worksheet ends with the question "How did I do?" and three faces: 😀 🙂 😐.

The worksheets have a fixed layout. Participants quickly remember it and don't have to learn a new sheet every time:

Part of the worksheet	What it contains
Title	Number and short name of the activity
Pictograms	1–3 pictures: what we do (e.g. speak, draw, pair)
What do you do?	1–2 sentences about the aim of the activity
Steps	Numbered instructions, each with a pictogram
My work	Space for drawing, ticking or writing
How did I do?	😀 🙂 😐 to tick

AI can help you prepare worksheets. Ask an AI chat, for example: "Turn this text into Easy Read. Short sentences, up to 10 words. No difficult words. One instruction per sentence." Always check the result yourself, and ideally give it to someone from the group to read. According to the Inclusion Europe standards, an easy-to-read text should be checked by someone it is intended for[7].

For your own worksheets you can use the free ARASAAC pictograms. Their licence (CC BY-NC-SA) allows non-commercial use with credit to the author (Sergio Palao) and the source[9]. That is enough for session materials. For a publication under a different licence, check the conditions carefully.

Safety rules

Digital safety has its own workshop (W4), but a few rules apply from the very first meeting.

We don't give out personal data. We don't type surnames, addresses, phone numbers, school names or national ID numbers, or upload photos of faces, into a chat, image generator or song generator. The characters in stories have made-up names. The rule is on the poster (worksheet W0.1). If someone wants to type in their

real details, stop them calmly and point to the poster. It is a good opportunity to remind everyone why we do this.

We don't create pictures of real people. We don't generate pictures of friends, teachers or famous people. The terms of use of AI services forbid creating realistic images, recordings and videos of real people without their consent (this is the case, for example, in the Duck.ai terms[3]). In the workshops, participants create made-up characters or symbols of themselves: a favourite animal, colour or object.

Image consent. If you take photos or recordings of participants and want to show them outside the room (the organisation's website, social media, a project report), you need written consent. Polish copyright law states that distributing a person's image requires the permission of the person shown[10]. Before the workshops, agree with the organisation who signs the consent: the participant, a parent or a legal guardian. Also prepare an Easy Read version of the consent form so that the participant understands what they are agreeing to. Consent to photos in the room is not consent to publication online. Record these separately.

People without consent still create. A person who hasn't given image consent makes a film without their face: hands, shoes, favourite objects, drawings. They aren't left out.

AI content can be wrong or strange. Watch the screen while the tool is generating content. If something disturbing appears, stop the demonstration, say calmly that AI sometimes makes mistakes, and report the result in the tool (most have a report button or a thumbs-down).

We label what AI made. Every piece of participants' work (booklet, poster, film) carries a small "Made with AI" badge (template in each workshop's additional materials). This teaches honesty towards the audience. Some services add hidden information to images saying they were made with AI (e.g. Microsoft Designer[11]).

W0.1 Our rules at the computer

What do you do?

You learn the rules. We keep each other safe.

Our rules

1. I do not write my surname.
2. I do not write my address or phone number.
3. I do not send photos of my face.
4. I do not make pictures of real people.
5. Something is strange? I tell the trainer.
6. AI is sometimes wrong. I check.
7. I write: "Made with AI".
8. I help others. I wait for my turn.

Our rule (write it together):

_____

I agree with the rules

Write your name or draw your sign: _____

How did I do?

☐ ☐ ☐

W0.2 Plan for the day

What do you do?

You look at the plan. You know what happens today.

Steps

1. Listen to the plan.
2. See when the break is.
3. Tick ☑ after each task.

Plan for the day (the trainer sticks on pictures of the activities)

- ☐ 1. Hello
- ☐ 2. _____ [picture]
- ☐ 3. _____ [picture]
- ☐ Break 15 minutes
- ☐ 4. _____ [picture]
- ☐ 5. _____ [picture]
- ☐ Break 20 minutes
- ☐ 6. _____ [picture]
- ☐ 7. _____ [picture]
- ☐ 8. The end. Well done!

How did I do?

☐ ☐ ☐

FOR THE TRAINER

Print worksheet W0.2 in A3 and put it up on the board. For people who need the plan close to them, also print it in A4 for the table. You will find the activity pictures in the additional materials for each workshop. You can laminate them and attach them with Velcro.

Evaluation

The evaluation is short and visual. At the end of each workshop, participants fill in worksheet W0.3: they tick faces for three questions and point to the activity they liked most. People who don't tick on paper can vote with their bodies: stand next to a large face stuck on the wall or hold up a coloured card.

For yourself, after each workshop, take 5 minutes to write down:

- which activity "clicked" and which was too difficult or too long,
- whether the tools worked (limits, logging in, internet),
- whether every person completed their final product,
- what to change for the next group.

If you run the whole series, compare the W0.3 worksheets from the first and last workshop. You will see whether participants' confidence at the computer is growing. This will be useful for the project report and in conversations with the organisation.

W0.3 How was today?

What do you do?

You say how the workshop was. You tick the faces.

Steps

1.  Read the question. You can ask for help.
2.  Tick one face.
3.  Draw what you like most.

My work

I liked the workshop.

☐ ☐ ☐

I understood what to do.

☐ ☐ ☐

I want to work with AI again.

☐ ☐ ☐

I like this most (tick or draw):

☐ task 1 ☐ task 2 ☐ task 3

☐ task 4 ☐ task 5 ☐ task 6

space for drawing

How did I do?

☐ ☐ ☐

In brief: pre-workshop checklist

When	What to check	☐
2 weeks before	Consent for the use of images and for working with AI tools (who signs?)	☐
2 weeks before	Information about participants' ways of communicating and their needs	☐
a week before	The tools' terms of use and free limits (has anything changed?)	☐
a week before	The trainer's account works, the password is remembered and not written on a note by the computer	☐
the day before	Internet in the room, projector, speaker, microphone, chargers	☐
the day before	Printouts: worksheets, cut-out cards, plan for the day, rules poster	☐
the day before	Examples prepared in advance with AI (in case there is no internet)	☐
on the day	Quiet corner, headphones, water, snacks for the break	☐

NOTES

1 Microsoft, *Lista krajów lub regionów, w których obowiązują ustawowe limity wieku dla dzieci*, support.microsoft.com. The list gives: Germany – 18, "every other EU country" (including Poland) – 16.

2 Microsoft, *Microsoft Copilot Supplemental Terms of Use*, version in force from 18.08.2026, microsoft.com/en-us/microsoft-copilot/for-individuals/termsofuse.

3 DuckDuckGo, *Duck.ai Privacy Policy and Terms of Use*, duckduckgo.com/duckai/privacy-terms.

4 Suno, *Terms of Service*, version in force from 3.09.2026, suno.com/terms.

5 Microsoft, *Używaj dyktowania, aby rozmawiać zamiast pisać na komputerze* (Polish version of the help page "Use voice typing to talk instead of type on your PC"), support.microsoft.com.

6 Google, *Głosowe wprowadzanie tekstu – Gboard – Pomoc* (Polish version of the Gboard help page on voice typing), support.google.com/gboard/answer/2781851.

7 Inclusion Europe, *Informacja dla wszystkich. Europejskie standardy przygotowania tekstu łatwego do czytania i zrozumienia* (Polish edition of *Information for all*), inclusion-europe.eu/easy-to-read-standards-guidelines.

8 PSONI, *Standardy tekstu łatwego do czytania i zrozumienia. Rekomendacje dla języka polskiego*, psoni.org.pl.

9 ARASAAC, *Terms of use*, arasaac.org/terms-of-use.

10 Ustawa z dnia 4 lutego 1994 r. o prawie autorskim i prawach pokrewnych (Polish Act on copyright and related rights), Article 81(1).

11 Microsoft, *Frequently asked questions about Microsoft Designer*, support.microsoft.com.

W1

My Story with AI



Overview

Participants invent a character using cards and then create a short story about them together with an AI chat. They don't have to write: they dictate, choose cards and vote. They test whether they can tell a text written by a person from a text written by AI, and they ask the AI to turn their story into Easy Read. At the end, they fold an A4 sheet into their own mini booklet and read it out loud.

Aims

FOR PARTICIPANTS (IN EASY READ)

- I will make up the hero of my story.
- I will speak to the computer. The computer will write my words.
- I will make a story together with AI.
- I will make a small book.
- I will read or show my story.

FOR THE TRAINER

- Participants know that an AI chat creates text based on an instruction (a prompt) and that the result depends on what we say.
- Participants try to tell a text written by a person from a text generated by AI, and understand that this can be difficult.
- Participants use voice dictation as a way of writing.
- Participants practise judging AI text: is it true, is it clear, does it match their idea?
- Participants experience the role of an author: they decide, make changes and present.

Final outcome

Each person (or pair) has an 8-page mini booklet with their own story in an easy-to-read version, with hand-drawn illustrations, a "Made with AI" badge and an author's certificate.

Preparation

Equipment

- the trainer's computer with a projector and speaker,
- a microphone (external or built into the laptop; check that it picks up a voice clearly from 1 metre away),

- 1 device per pair of participants (laptop, computer or tablet) for activities 3 and 4, if adult participants are working on their own,
- an Android phone or iPhone for dictation (variation),
- a printer.

Tools

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
Duck.ai (duck.ai) – an AI chat from DuckDuckGo	Free. Daily usage limit; DuckDuckGo doesn't give a fixed number of messages because it depends on the model and the length of the conversation[1]. Has built-in dictation and voice chat[2].	No account. Terms: the service is for people aged 18 and over, younger people under the supervision of a parent or legal guardian[2].	Browser, internet.	– (this is the no-account option)
Microsoft Copilot (copilot.microsoft.com, app)	Free with a Microsoft account.	Since 18.08.2026 requires logging in with a Microsoft account. Minimum age 13 or higher depending on the country; some features may be restricted for people under 18[3]. In Poland, the account of a person under 16 is managed by a parent[4].	Browser or app (Windows, macOS, Android, iOS).	Duck.ai

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
Dictation in Windows (Win + H)	Free, built into Windows.	No account.	Windows 11, microphone, internet, the language pack for your language installed[5].	Dictation on a phone
Dictation on a phone (Gboard on Android, iPhone keyboard)	Free. Gboard can work offline once you have downloaded the speech pack for your language[6].	No separate account.	Phone, microphone permission.	–
Read-aloud in the browser (e.g. "Read aloud" in Microsoft Edge)	Free, built in.	No account.	Edge browser or another screen reader.	The trainer reads out loud

FOR THE TRAINER

For groups with people under 18, the simplest set-up is this: you operate Duck.ai or Copilot on your computer and projector, and the participants dictate into the microphone, choose cards and decide. Adult participants can work in pairs on Duck.ai by themselves in activity 4. Before the workshop, ask the organisation and the parents for consent to work with an AI chat. Also prepare printouts of example AI texts in case the internet doesn't work or the daily limit runs out.

Printable materials

- worksheets W1.1–W1.6 (1 per person),
- cut-out cards "Who? Where? What do they want? What gets in the way?" (additional materials, 1 set per 2 pairs; ideally on thicker paper, each category in a different colour),

- 6 texts for the "Person or AI?" game (you prepare them yourself, instructions in activity 1),
- two large signs: "PERSON" with a person icon and "AI" with a robot icon (A4),
- prompt cheat sheet W1 (1 per pair),
- a mini booklet template (an A4 sheet with marked fields, 1 per person + spares),
- "Made with AI" badges to cut out, or stickers,
- "Author" certificates,
- plan for the day (W0.2) and rules poster (W0.1),
- crayons, felt-tip pens, glue, scissors (including easy-grip ones), tape.

Room preparation

Arrange chairs in a circle in one part of the room (warm-up, presentations) and tables for pair work in the other. The screen must be clearly visible from both areas. Leave free space in the middle for the movement game: put the "PERSON" sign at one end and the "AI" sign at the other. Prepare an "author's chair": a special chair (e.g. with a colourful cushion or scarf) for reading out loud in activity 6.

Accessibility

- Dictation replaces writing. Nobody has to type on a keyboard.
- The character cards have pictures, so people who don't read can choose by themselves.
- A person who doesn't speak points to the cards, and their partner or the trainer says their words into the microphone. You can also type in a sentence from an AAC board.
- You can play the AI text using read-aloud in the browser. Many people prefer listening to reading.
- In the movement game, wheelchair users or people who find walking difficult hold up a sign or card instead of moving.

Timetable

Time	Activity	Min	Method	Worksheet
0:00	Welcome, plan for the day, rules	10	circle, routine	**W0.1**, **W0.2**
0:10	1. Person or AI?	25	movement game, discussion	**W1.1**
0:35	2. A hero from the cards	35	pair work, drawing cards, drawing	**W1.2**
1:10	**Break**	**15**	–	–
1:25	3. We speak, AI writes	45	working with an AI chat on the projector, dictation	**W1.3**
2:10	4. Shorter and simpler	25	pair work, judging a text	**W1.4**
2:35	**Break**	**20**	–	–
2:55	5. My mini booklet	30	hands-on work, creating	**W1.5**
3:25	6. The author's chair	25	presentation, reading out loud	**W1.6**
3:50	Closing and evaluation	10	circle, smiley faces	**W0.3**
4:00	End			

Activity 1. Person or AI?

Aim: to warm the group up with movement and show that AI can write texts that look like human writing. To start a conversation about the fact that you can't always tell who wrote a text.

Time: 25 minutes

Materials: "PERSON" and "AI" signs, 6 short texts (printed for you), worksheet W1.1, pencils.

Preparation before the session: write 3 short texts yourself (2–3 sentences each) on simple topics, e.g. "My dog", "Morning on the bus", "My favourite pizza". Then ask an AI chat for 3 texts on similar topics, e.g.: "Write 3 sentences about a cat that likes sleeping on the radiator. Simple words, for a teenager." Mix up the order and make a

note of the answers. It helps if your texts have something personal and a little imperfect about them, while the AI texts are very "smooth". You can also add one text in which the AI made a mistake (e.g. a cat that "barks"), because that gives you a great topic for discussion.

STEP BY STEP

1. Show the signs and explain: "I'm going to read a short text. If you think a person wrote it, go here. If you think AI wrote it, go there. If you don't know, stay in the middle."
2. Do one practice round with a very obvious text (e.g. your own sentence with the name of someone in the group, with their permission, or with the name of the room).
3. Read the texts one by one, slowly, twice. After each text, wait until everyone has chosen a place.
4. Ask 1–2 people: "Why are you standing here?" Accept every answer and don't judge.
5. Only then reveal the answer. Participants mark on worksheet W1.1 whether they guessed right.
6. After 6 texts, sit down in a circle. Ask: "Was it easy to guess?", "How can we tell a text written by a person?" Write the answers on the board (e.g. "a person writes about themselves", "AI writes nicely but it's boring", "the AI made a mistake").
7. Sum up in one sentence: "AI can write like a person. Sometimes it makes mistakes. Today we're going to write together with AI, but we are the ones who decide."

VARIATIONS

- *Easier:* only 4 texts, shorter ones (1–2 sentences), read with a supporting picture on the screen.
- *Harder:* pairs each get one text on paper and have to convince the group of their answer.
- *For people with physical disabilities:* instead of moving, everyone has two cards (person / robot) and holds one up.

- *For people who don't speak:* they answer with a card; to the question "why?" they point to pictures on the board (e.g. "nice", "strange", "about me").

WHAT TO WATCH OUT FOR

- Don't laugh at wrong answers. The aim is to discover that guessing is difficult, not to win.
- Don't use real information about participants or their families in the texts.
- Some people will follow the group. That's normal. You can ask everyone to close their eyes first and only then move.

W1.1 Person or AI?

What do you do?

You listen to short texts. You guess who wrote them.

Steps

1. Listen to the text.
2. Think: a person or AI?
3. Go to a sign or hold up a card.
4. Mark on the sheet: I was right ☑ or not ☒.

AI is a computer program. It can write texts.

My work

Text 1:	person ☐	AI ☐	Was I right? ☐
Text 2:	person ☐	AI ☐	Was I right? ☐
Text 3:	person ☐	AI ☐	Was I right? ☐
Text 4:	person ☐	AI ☐	Was I right? ☐
Text 5:	person ☐	AI ☐	Was I right? ☐
Text 6:	person ☐	AI ☐	Was I right? ☐

Was it easy to guess?

☐ yes ☐ a little ☐ no

How did I do?

☐ ☐ ☐

Activity 2. A hero from the cards

Aim: to invent a hero and the start of a story without writing. To learn the four "building blocks" of every story: who, where, what they want, what gets in the way.

Time: 35 minutes

Materials: cut-out cards (4 colours), worksheet W1.2, crayons, felt-tip pens.



STEP BY STEP

1. Show the four card colours and say what each one means: blue "WHO?" (the hero), orange "WHERE?" (the place), magenta "WHAT DO THEY WANT?" (the goal), lime "WHAT GETS IN THE WAY?" (the problem). Put one card of each colour on the board as an example.
2. Briefly tell one story from the cards as an example: "A cat (who) in space (where) wants to find a friend (what they want), but is scared of the dark (what gets in the way)." Show that four cards make a story.

3. Spread the cards on the table face down, each colour separately. Each pair draws one card of each colour.
4. A pair can swap one card if they don't like it (this gives them a sense of control). They can also write their own idea on a blank card.
5. The pair gives the hero a made-up name and draws them on worksheet W1.2. Remind them of the rule: a made-up name, not the name of a real person from the group or their family.
6. Each pair has 1 minute to introduce their hero to the group: they show the drawing and the cards, and speak or point. The group claps.
7. Collect the W1.2 worksheets. You will need them in activity 3.

VARIATIONS

- *Easier:* only two cards (WHO and WHERE). The group invents the goal and the problem together with the trainer.
- *Harder:* the pair draws a fifth card, "WHO HELPS?" (a helper) or "HOW DOES IT END?".
- *For people who don't read:* the cards have large pictures; the trainer reads them out loud while they are being drawn.
- *For people who don't speak:* the person points to the cards and the drawing, and their partner speaks for them, checking ("Have I got that right?", answer with a thumb).
- *Individually:* if someone doesn't want to work in a pair, they draw the cards on their own.

WHAT TO WATCH OUT FOR

- Some card combinations will be absurd and very funny. That is a strength, not a problem.
- Be careful with cards that might trigger difficult emotions (e.g. "lost their mum"). In the cut-out sets we suggest mild obstacles.
- Keep an eye on presentation time. With a large group, do it in two rounds or just "show your drawing and say the name".

W1.2 My hero

What do you do?

You make up the hero of a story. Cards help you.

Steps

1. Sit with your partner.
2. Take 4 cards. Take one card of each colour.
3. Make up a name for the hero.
4. Draw the hero.
5. Show the hero to the group.

My work

The hero's name: _____

- WHO? My hero is _____
- WHERE? The hero lives _____
- WHAT DO THEY WANT? The hero wants _____
- WHAT GETS IN THE WAY? But _____

(You can stick the cards here. Then you do not need to write.)

large space for drawing the hero

How did I do?



Activity 3. We speak, AI writes

Aim: to create a story together with an AI chat. To see that the instruction (prompt) decides the result. To use your voice instead of a keyboard.

Time: 45 minutes

Materials: computer with a projector, microphone, Duck.ai (or Copilot on the trainer's account), the W1.2 worksheets from activity 2, worksheet W1.3, prompt cheat sheet W1, 3 voting cards per person (lime, orange, pink) or thumbs.

STEP BY STEP

1. Show an empty chat on the screen. Explain: "This is an AI chat. We write an instruction to it. The instruction is called a prompt. The AI answers with text."
2. Show the microphone icon (in Duck.ai, or Win + H dictation) and say: "We don't have to type. We can speak. The computer will turn our voice into letters." Try it out: everyone who wants to says one word into the microphone, and everyone watches it appear on the screen.
3. Show the prompt cheat sheet. The first prompt is built from the blocks on worksheet W1.2: "Write a short story. The hero is [name], [who]. The hero lives [where]. The hero wants [what they want]. But [what gets in the way]. Write 5 short sentences. Use simple words."
4. The first pair comes up to the microphone. One person reads the prompt from the worksheet (or says it from memory), and the other shows the drawing of the hero to the group. If the pair doesn't read, the trainer says the first part of each sentence and the pair adds their words from the cards.
5. Before you send the prompt, check together whether the dictation has written the words correctly. Correct the mistakes together with the pair ("The computer wrote 'cap' instead of 'cat'. Let's fix it."). This is a natural lesson that machines make mistakes.
6. The AI writes the story. Read it out loud or switch on read-aloud.
7. Ask the pair: "Is this your hero? Do you want to change anything?" The pair can ask for a change in one sentence: "Change the ending. Make it funny" or "Add a dog". That is the second prompt.

8. The group votes with cards: lime – I like it, orange – a bit, pink – let's change something. If there are lots of pink cards, the pair asks for one change.
9. When the pair is happy, copy the text into a document (one file, with each pair under a heading with their hero's name). You will print it for activity 5.
10. Repeat with each pair. With 4–5 pairs this is about 6–7 minutes per pair. Meanwhile, the other pairs fill in worksheet W1.3 (they draw what the AI wrote).
11. At the end, ask: "Who was the author: you or the AI?" There is no single right answer. What matters is that someone says: "We made up the hero and we made the decisions. The AI wrote the sentences."



VARIATIONS

- *Easier:* one shared story for the whole group. Each pair adds one card, and the trainer builds the prompt from them.
- *Harder:* a "step by step" story. The AI only writes the beginning and ends with the question "What happened next?" The group decides and dictates the next prompt. Prompt: "Write the beginning, 3 sentences. At the end, ask us what happened next."

- *Independently (adults only):* pairs work on Duck.ai on their own devices with the prompt cheat sheet, while the trainer moves around the room.
- *Without internet:* the trainer has printouts of stories generated in advance for example heroes. The group chooses the one closest to their hero and "corrects" it with a pencil.
- *For people who don't speak:* the person points to the cards, and their partner or the trainer turns them into a sentence and says it into the microphone. The person approves with a thumbs-up.

WHAT TO WATCH OUT FOR

- Check the text before reading it out. The AI may bring in something unsuitable (violence, a sad ending). Then say: "The AI came up with something that doesn't fit. Let's ask for a change."
- The microphone also picks up noise in the room. Ask for quiet during dictation (e.g. with a "hand up" signal).
- Remember the daily limit in Duck.ai. It is better to use short, specific prompts and start a new chat for each pair. DuckDuckGo advises starting a new conversation when you change the topic, because long conversations use up the limit faster[1].
- We don't type participants' names into the prompt. The authors will sign the booklet by hand.

W1.3 I speak to the AI

What do you do?

You speak to the computer. The AI writes a story about your hero.

A **prompt** is an instruction for the AI. You say what the AI must do.

Steps

1. Take the sheet with your hero.
2. Say the prompt into the microphone.
3. Look at the screen. Are the words right?
4. Listen to the story from the AI.
5. Do you like it? Show a card:
6. Do you want to change something? Say: "Change...".

My prompt (fill in or stick on the cards)

Write a short story.

The hero is _____ .

The hero lives _____ .

The hero wants _____ .

But _____ .

Write 5 short sentences. Use simple words.

What did the AI write? Draw one scene.

space for drawing

I want to change: ☐ nothing ☐ the beginning ☐ the ending

☐ add _____

How did I do?

☐ ☐ ☐

Activity 4. Shorter and simpler

Aim: to see that AI can turn a text into an easier one, but the result has to be checked. Participants are the "easy text experts": they are the ones who judge whether a text is easy to understand.

Time: 25 minutes

Materials: the stories from activity 3 on the screen, one example of a "difficult" text (e.g. swimming pool rules or instructions, 4–5 sentences), worksheet W1.4, coloured highlighters.

STEP BY STEP

1. Show the difficult text on the screen (e.g. part of the swimming pool rules). Read it out loud quickly and in an official tone. Ask: "Do you understand?" If you see puzzled faces or hear laughter, that's good.
2. Say: "We're going to ask the AI to turn this into an easy text." Dictate the prompt: "Turn this text into Easy Read. Short sentences, up to 10 words. No difficult words. One idea in each sentence." Paste the difficult text underneath.
3. Read the result. Ask: "Is it better now?" Participants show their thumbs.
4. Hand out worksheet W1.4. Participants get a printout of their story from activity 3 (or look at the screen).
5. In pairs, they check the story using the list on the worksheet: are the sentences short, are there difficult words, is it clear who is doing what? They highlight difficult words in yellow.
6. If a pair has found difficult words, the trainer asks the AI: "Replace these words with simpler ones: [words]". The pair checks whether it is better.
7. Sum up: "AI helps us write more simply. But you know best what is easy. You do the checking."

VARIATIONS

- *Easier:* check only one thing: "Are there any difficult words?" Participants point to them on the printout.

- *Harder:* the pair asks the AI for two versions of the same sentence ("one very simple, one for adults") and chooses the one that suits them better.
- *For people who don't read:* the trainer or the partner reads sentence by sentence, and after each sentence the person shows a card: I understand / I don't understand .

WHAT TO WATCH OUT FOR

- When it simplifies, AI sometimes changes the meaning or adds new things. Check whether the hero still wants the same thing.
- Don't say that a story is "bad". Say: "This sentence is long. Let's make it shorter."
- For some people, this activity may be their first experience of being an expert. Make a point of it: "Your opinion matters. People who write easy-to-read texts check them with people like you."

W1.4 Is this easy?

What do you do?

You check your story. Is it easy to read?

Steps

1.  Read the story. You can listen to it.
2.  Check the list below.
3.  Mark difficult words in yellow.
4.  Tell the trainer the difficult words.
5.  Listen to the new version. Is it better?

My list

The sentences are short. ☐ yes ☐ no

The words are easy. ☐ yes ☐ no

I know who the hero is. ☐ yes ☐ no

I know what happens. ☐ yes ☐ no

The hero wants the same thing. ☐ yes ☐ no

Difficult words (write them or say them):

1. _____

2. _____

3. _____

How did I do?

☐  ☐  ☐ 

Activity 5. My mini booklet

Aim: to turn the story into a real little book that participants can take home. To combine working with AI and working with your hands.

Time: 30 minutes

Materials: A4 sheets (including coloured ones), printed stories (sentences cut into strips or a printout to copy from), scissors, glue, crayons, felt-tip pens, "Made with AI" badges, worksheet W1.5 with folding instructions, a finished booklet as an example.

STEP BY STEP

1. Show the finished booklet. Leaf through it slowly: front cover, 6 pages of story, back cover.
2. Fold together, step by step, all at the same time. You do each step on a large sheet (A3 or A2) in front of the group, and then everyone repeats it. The steps are on worksheet W1.5:
    - fold the sheet in half lengthwise, then unfold it;
    - fold it in half widthwise;
    - fold it in half widthwise once more; unfold the whole sheet (you can see 8 rectangles);
    - fold it in half widthwise; from the folded edge, cut along the middle line to the halfway point of the sheet (only between the two middle rectangles);
    - unfold, then fold lengthwise; push the ends together so that the middle "opens" into a plus shape;
    - fold the pages into a booklet.
3. Assistants and the trainer make the cut for people who don't use scissors. The cutting is done by an adult or by a participant who wants to and knows how.
4. Participants stick the strips of text onto the pages in order (1–2 sentences per page) or copy out the sentences. On the cover: the title, the hero's name and a drawing.

5. They draw illustrations in the empty spaces. The illustrations are hand-drawn, not made with AI. Workshop 2 is about AI pictures.
6. On the back cover they stick the "Made with AI" badge and sign as authors: "Written by: ____ together with AI".

VARIATIONS

- *Easier:* the trainer prepares booklets folded in advance and strips of text cut to fit the pages. Participants stick and draw.
- *Harder:* participants add speech bubbles with dialogue to the booklet, or an "About the author" page (with no personal data: what I like, my favourite colour).
- *For people with difficulties using their hands:* a larger sheet (A3), ready-made stickers instead of drawing, and the pair shares the tasks.
- *Digital version:* instead of paper, the booklet is made in a simple presentation editor (one slide = one page) and shown on the screen in activity 6.

WHAT TO WATCH OUT FOR

- Some people find folding difficult. Don't judge crooked folds. What matters is that the booklet closes.
- Have 2–3 spare sheets per person.
- Keep pointed scissors with you and hand them out on request.

W1.5 I make a small book

What do you do?

You make a small book. Your story is inside.

Steps

1. Take a sheet of paper. Fold it in half. Open it.
2. Fold the sheet in half the other way.
3. Fold it in half again. Open it. You can see 8 boxes.
4.  The trainer helps you cut the middle.
5. Fold the sheet into a book.
6.  Stick the sentences on the pages.
7.  Draw pictures.
8.  Stick the "Made with AI" badge on the back.

My book – plan of the pages

Cover: title _____

Page 1: the beginning. Who is it?

Page 2: where does the hero live?

Page 3: what does the hero want?

Page 4: what gets in the way?

Page 5: what does the hero do?

Page 6: how does it end?

Back: written by _____ together with AI

How did I do?

☐ ☐ ☐

Activity 6. The author's chair

Aim: to present your story and enjoy a moment of being an author. To practise speaking in front of a group in a safe setting.

Time: 25 minutes

Materials: the "author's chair" (a special chair), a microphone (it can be switched off, but it helps as a prop), the booklets, read-aloud in the browser (variation), worksheet W1.6.

STEP BY STEP

1. Place the author's chair in front of the circle. Explain: "Whoever sits on this chair is an author. Everyone listens. At the end we clap."
2. Show three ways of presenting (the participant chooses and ticks one on worksheet W1.6):
    - I read it myself,
    - I read it with help (my partner reads, I show the pages),
    - the computer reads (the trainer switches on read-aloud for the text from activity 3), and I show the pictures.
3. Volunteers go first. Don't force anyone; a person can just show the cover.
4. After each presentation, the group claps and one person says what they liked ("I liked the dragon"). You can hand out an "I like..." card with pictures to point to.
5. At the end, take a group photo of the booklets on the table (just the booklets, no faces) or make a "booklet wall".

VARIATIONS

- *Easier:* present only the cover and one sentence.
- *Harder:* the author answers one question from the audience ("What was the hardest part?").
- *For people who are anxious about presenting:* they present at a table, only to the trainer or their partner.

- *For people who don't speak:* they present using read-aloud on the computer or an AAC device; the author shows the pictures and decides when to turn the page.

WHAT TO WATCH OUT FOR

- Keep the room quiet during presentations, but without being strict. A shared signal (e.g. a raised hand) is enough.
- Photos: only of the booklets or hands, unless you have image consent for a specific purpose.
- Leave time for the closing and evaluation. If there are lots of presentations, set a limit of 1 minute.

W1.6 I am an author

What do you do?

You show your book. You are an author.

An **author** is a person who makes up a story.

Steps

1. Choose how you show your book.
2. Sit on the author's chair.
3. Show the cover. Say the title.
4. Read the story or listen to the computer.
5. Listen to the clapping. Well done!

How will I show my book?

- [ ] I read it myself.
- [ ] I read it with help.
- [ ] The computer reads. I show the pictures.
- [ ] I only show the cover.

What did I like in other books? (draw or write)

space for drawing

How did I do?

Summary and evaluation

Sit in a circle with the booklets on your laps. Each person finishes the sentence "Today I made..." or shows their booklet. Ask two questions and collect the answers with thumbs:

- "Did the AI help you write?"
- "Who decided what is in the story: you or the AI?"

Hand out the W0.3 evaluation sheets (shared by all workshops) and the "Author" certificates. Finish with a clap together.

For yourself, note down: whether dictation worked well with the participants' speech (people with speech difficulties may get poorer results; this is important information for the next sessions), how much of the Duck.ai limit you used, and whether everyone finished their booklet.

IDEAS FOR FOLLOW-UP

- A group library: the booklets go on a shelf at the organisation, and later groups write sequels.
- A guide booklet: use the same method to make Easy Read instructions, e.g. "How to get to the sessions" or "What we do in the workshop room". Participants are the experts and check the text.
- A radio play: the story recorded in the participants' voices (see Workshop 3).
- AI illustrations for the story (see Workshop 2).

Additional materials

Cut-out cards: Who? Where? What do they want? What gets in the way?

Print them on thicker paper, each category in a different colour from the palette. Each card has a large pictogram and one or two words. Leave 2 blank cards in each colour for participants' own ideas.

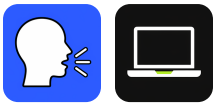
WHO? (blue)	WHERE? (orange)	WHAT DO THEY WANT? (magenta)	WHAT GETS IN THE WAY? (lime)
a cat	in space	to find a friend	is scared of the dark
a dragon	at school	to win a competition	it is raining
a robot	in the forest	to bake a cake	lost the keys
a girl on a skateboard	on the beach	to become a singer	is very tired
a detective dog	at the zoo	to find treasure	someone is laughing
an alien	in a shop	to get a new dog	the bus did not come
a footballer	in a castle	to go to the seaside	cannot swim
a grandma on a bike	on the sports field	to learn to dance	the phone broke
a tortoise	at a concert	to help a friend	it is too loud
a ghost	in the kitchen	to make a film	the wind blew the map away
a boy in a wheelchair	in the mountains	to be a YouTuber	got lost
a unicorn	on the bus	to eat ice cream	the shop is closed
____	____	____	____
____	____	____	____



Prompt cheat sheet W1 (1 per pair)

W1.S

Cheat sheet: how to talk to the AI



What do you do?

You choose a sentence. You say it to the AI.

Start a story

"Write a short story about ____. Write 5 short sentences."

Change the story

"Change the ending. Make it funny."

"Add ____ to the story."

"Give the hero a friend."

Make it easier

"Write it more simply. Use short sentences."

"Change the difficult word ____ to an easy word."

Ask

"Think of 3 titles for this story."

"What can happen next? Give 3 ideas."

Do not say your surname or your address.

How did I do?

☐ 😀 ☐ 🙂 ☐ 😐

"Made with AI" badges

Print a sheet of round badges (about 3 cm in diameter) with a robot and pencil pictogram and the words "Made with AI". You can cut them out and glue them on, or print them on sticker paper. Use them in all the workshops.



"Author" certificate

CERTIFICATE

_____

(name)

is the **author** of the story

"_____"

They wrote it together with AI

at the "My Story with AI" workshop.

Date: _____ Trainer's signature: _____

space for a drawing of the hero

★ Well done!

Pictures for the W1 plan for the day

For worksheet W0.2, prepare six activity pictures: two signs, person/robot (activity 1), cards with a hero (activity 2), a microphone and a speech bubble (activity 3), a magnifying glass over text (activity 4), a small booklet (activity 5), a chair with a star (activity 6).

NOTES

1 DuckDuckGo, *Does Duck.ai have usage limits?*, duckduckgo.com/duckduckgo-help-pages/duckai/usage-limits.

2 DuckDuckGo, *Duck.ai Privacy Policy and Terms of Use*, duckduckgo.com/duckai/privacy-terms.

3 Microsoft, *Microsoft Copilot Supplemental Terms of Use*, version in force from 18.08.2026, microsoft.com/en-us/microsoft-copilot/for-individuals/termsofuse.

4 Microsoft, *Lista krajów lub regionów, w których obowiązują ustawowe limity wieku dla dzieci*, support.microsoft.com.

5 Microsoft, *Używaj dyktowania, aby rozmawiać zamiast pisać na komputerze* (Polish version of the help page "Use voice typing to talk instead of type on your PC"), support.microsoft.com.

6 Google, *Głosowe wprowadzanie tekstu – Gboard – Pomoc* (Polish version of the Gboard help page on voice typing), support.google.com/gboard/answer/2781851.

W2

Pictures Talk



Overview

Participants learn to "order" pictures from AI. They build a prompt from coloured blocks: who, what they are doing, where, which colours, which style. They play a prompt-guessing game, make a "This is me" poster (without a photo of their face) and a three-panel comic. At the end they open a gallery and talk about how an AI picture differs from a photo.

Aims

FOR PARTICIPANTS (IN EASY READ)

- I will tell the AI what picture I want.
- I will build a prompt from coloured cards.
- I will make a poster about me.
- I will make a short comic.
- I will say how an AI picture is different from a photo.

FOR THE TRAINER

- Participants know that an image generator creates a new picture based on a description, rather than looking for an existing photo.
- Participants build a prompt from several elements and see how changing one element changes the picture.
- Participants describe pictures in words (who, what, where, colours), which develops vocabulary and observation skills.
- Participants understand that an AI picture can show things that never happened, and that this is why we label it.
- Participants present themselves through symbols and interests, without publishing their image.

Final outcome

Each person has a "This is me" poster (A4 or A3, printed AI pictures + their own collage) and a 3-panel comic. The work will hang in the group's gallery with a "Made with AI" badge.

Preparation

Equipment

- the trainer's computer with a projector,

- a microphone or dictation (Win + H), so that participants can speak their prompts,
- 1 device per pair (for adult participants working on their own),
- a colour printer (the most important piece of equipment for this workshop; check the ink),
- a USB stick or the trainer's cloud folder for saved pictures.

Tools

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
Bing Image Creator (bing.com/create)	Free. 15 fast generations a day, then slower standard generation; up to 200 prompts per day[1].	Requires a personal Microsoft account (doesn't work with a work/school account)[1]. In Poland, the account of a person under 16 is managed by a parent[2].	Browser, internet.	Craiyon
Microsoft Designer (designer.microsoft.com)	Free; if you create a lot, you may need a subscription. Licence for personal, non-commercial use[3].	Microsoft account. AI features are only available to people who meet the age requirements in their region[3].	Browser or mobile app.	Craiyon
Craiyon (craiyon.com)	Free with a limited number of pictures, with a watermark; pictures from the free plan are public (anyone with the link can see them). When you use a picture, you must credit craiyon.com as the source[4].	The site states that "anyone can create for free"[4]; in 2026, reviews appeared saying the free plan requires logging in with a Google account[5]. Check before the session.	Browser, internet; there may be queues at busy times.	–

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
Crayons, scissors, glue	–	–	–	Every activity has a variation without a computer

FOR THE TRAINER

The most reliable set-up is this: you generate the pictures in Bing Image Creator on your account, on the projector, and the participants dictate the prompts and choose the results. 15 fast generations isn't much for a whole group, but once they are used up the tool still works, just more slowly[1]. So generate some of the pictures (for the game in activity 3 and the examples) the day before. Treat Craiyon as a backup tool and check a few days before the workshop whether it works without logging in. Remember that pictures from the free version of Craiyon are public, so don't type anything personal into the prompt.

Printable materials

- worksheets W2.1–W2.6 (1 per person),
- prompt blocks to cut out in 5 colours (additional materials; 1 set per pair),
- 6–8 AI pictures for the "Guess the prompt" game (generated in advance, printed in A4), together with slips of paper showing their prompts,
- 4 "photo and AI picture" pairs for activity 6 (photos under free licences, e.g. the trainer's own photos, and AI pictures on the same topic),
- comic template (worksheet W2.5) in A4 or A3,
- prompt cheat sheet W2,
- "Made with AI" badges (from Workshop 1), "AI Artist" certificates,
- A3 card for the posters, old newspapers for collage, stickers, crayons, felt-tip pens, glue, scissors, masking tape, string and clothes pegs for the gallery.

Room preparation

Leave the middle of the room free for "living pictures" (activity 1). Hang a string with clothes pegs along one wall: this will become the gallery. Arrange the tables in islands for pairs, with collage supplies on each table. The printer should be close to the trainer so that printouts reach participants quickly.

Accessibility

- The prompt blocks have pictograms, so a prompt can be put together without reading.
- A person who doesn't speak arranges the blocks, and the trainer or their partner reads them into the microphone.
- Printouts can be enlarged to A3 for people with low vision.
- In the collage, scissors can be replaced by tearing or by ready-cut elements.
- For people with visual sensitivity: warn them that AI pictures may be "strange", and give them the option to look away. Don't generate frightening pictures.

Timetable

Time	Activity	Min	Method	Worksheet
0:00	Welcome, plan for the day, rules	10	circle, routine	**W0.1**, **W0.2**
0:10	1. Living pictures	20	movement game, describing a picture	**W2.1**
0:30	2. A prompt from blocks	35	pairs, generating on the projector	**W2.2**
1:05	**Break**	**15**	–	–
1:20	3. Guess the prompt	25	team game	**W2.3**
1:45	4. "This is me" poster	45	generating + collage	**W2.4**
2:30	**Break**	**20**	–	–
2:50	5. A 3-panel comic	35	pairs, generating, creating	**W2.5**

Time	Activity	Min	Method	Worksheet
3:25	6. Gallery: photo or AI?	25	exhibition opening, discussion	**W2.6**
3:50	Closing and evaluation	10	circle, smiley faces	**W0.3**
4:00	End			

Activity 1. Living pictures

Aim: to get the group moving and practise describing a picture in words: who, what they are doing, where. This prepares participants for writing prompts.

Time: 20 minutes

Materials: 3–4 AI pictures generated in advance (e.g. "a cat playing the guitar in a park", "a robot cooking soup in a kitchen", "a girl jumping over a puddle in the rain"), projector, worksheet W2.1.

STEP BY STEP

1. Show the first picture on the screen. Ask: "Who is here? What are they doing? Where are they?" Write the answers on the board in three columns with pictograms.
2. Ask 2–3 volunteers: "Make this picture with your bodies. Stand like the people in the picture and don't move. This is a living picture." The group claps.
3. Turn the task around. A small group (2–3 people) comes to the middle and creates their own living picture, e.g. "we're playing football on the beach". The others guess: who, what they are doing, where.
4. Repeat 3–4 times so that everyone gets a chance to perform or guess.
5. On worksheet W2.1, participants draw or tick what they saw in one picture.
6. Sum up: "For AI to make a picture, we have to tell it: who, what they are doing, where. Just like we did a moment ago."

VARIATIONS

- *Easier:* only "who" and "what they are doing". The trainer gives hints for words using pictures.

- *Harder:* add a mood to the living picture ("happy", "scary", "calm"), and the group guesses the mood too.
- *For people with physical disabilities:* a seated living picture, using only the face and hands. Every picture can be done from a chair.
- *For people who don't speak:* they guess by pointing to pictograms on the board.

WHAT TO WATCH OUT FOR

- Nobody has to perform. Guessing is taking part too.
- Don't take photos of the living pictures without consent.

W2.1 What do I see in the picture?

What do you do?

You look at a picture. You say what you see.

Steps

1. Look at the picture on the screen.
2. Say: who is it?
3. Say: what is it doing?
4. Say: where is it?
5. Make this picture with your body.

My work

WHO? _____

DOING WHAT? _____

WHERE? _____

WHICH COLOURS? ☐ red ☐ blue ☐ green ☐ yellow ☐ other ____

Draw this picture with a few small lines:

space for drawing

How did I do?

☐ ☐ ☐

Activity 2. A prompt from blocks

Aim: to build a prompt from coloured blocks and see how each block changes the picture.

Time: 35 minutes

Materials: prompt blocks (5 colours), worksheet W2.2, projector, Bing Image Creator on the trainer's account (or Craiyon), microphone.



STEP BY STEP

1. Show the 5 block colours and pin one of each to the board: WHO? (blue), DOING WHAT? (orange), WHERE? (magenta), WHICH COLOURS? (lime), WHICH STYLE? (white: e.g. cartoon, comic, modelling clay, watercolour, video game).
2. Together with the group, build the first prompt from blocks, e.g. "a dog / riding a skateboard / on the Moon / rainbow colours / cartoon". Read it as a sentence: "A dog riding a skateboard on the Moon. Rainbow colours. Cartoon style."

3. Type or dictate the prompt into the generator. While the picture is being created, ask the group to guess how it will turn out (thumbs up if they think it will be good).
4. Show the result. Ask: "Did the AI do what we asked? What's missing?"
5. Change just one block (e.g. the style: "modelling clay"). Generate again. Compare the two pictures side by side. This is the most important moment of the activity: one block changes the whole picture.
6. Now each pair builds their own prompt from 5 blocks and sticks it on (or copies it onto) worksheet W2.2.
7. The pairs take turns to come to the computer and dictate their prompt. Each pair gets one picture and one block change. You print the pair's favourite picture.
8. While pairs wait for their turn, they draw on the worksheet what they think the picture will look like.

VARIATIONS

- *Easier:* only 3 blocks (WHO, DOING WHAT, WHERE). The trainer chooses the colours and style.
- *Harder:* the pair adds a sixth block, "MOOD" (happy, mysterious, calm) or "TIME OF DAY" (morning, night).
- *Independently (adults with an account):* pairs work on their own devices; the trainer keeps an eye on the limit and the content.
- *Without a computer:* a pair puts together a prompt from blocks, and another pair draws a picture based on it. Then they compare: did they get what they wanted?

WHAT TO WATCH OUT FOR

- Bing Image Creator and Designer have content filters. Some words (even innocent ones) may block a picture. If that happens, say: "The computer didn't understand. Let's change one word."
- Generating takes time, especially once the fast generations are used up. Fill the waiting time with guessing.

- Generators are sometimes more accurate with prompts in English, but they also understand other languages. Speak in your group's language. If the result is very far from the prompt, you can show how the trainer "translates" the prompt into English and compare the results.
- AI pictures often have mistakes: extra fingers, strange text. That isn't a problem; it is material for activity 6. Save the best "blunders".

W2.2 My prompt from blocks

What do you do?

You build a prompt from coloured cards. The AI makes a picture.

A **prompt** is an instruction for the AI. You say what the AI must do.

Steps

1. Choose 5 cards with your partner. Take one card of each colour.
2. Put the cards in a row.
3. Stick the cards here or write the words below.
4. Say the prompt into the microphone.
5. Look at the picture. Is it good?
6. Change one card. Look at the new picture.

My prompt

- WHO? _____
- DOING WHAT? _____
- WHERE? _____
- WHICH COLOURS? _____
- WHICH STYLE? _____

I change this card: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I think the picture will look like this (draw):

space for drawing

How did I do?

☐ ☐ ☐

Activity 3. Guess the prompt

Aim: to practise "reading" a picture and working out its prompt through a game. To reinforce the five blocks.

Time: 25 minutes

Materials: 6–8 AI pictures generated in advance (A4 printouts or on the screen), envelopes with the prompt for each picture, prompt blocks, worksheet W2.3, a scoreboard.

Preparation before the session: generate pictures from simple five-block prompts, e.g. "a frog / playing the drums / on a stage / green and purple / comic", "a grandma / riding a scooter / in a city / orange / watercolour". Write each prompt on a slip of paper and put it in an envelope with the picture's number.

STEP BY STEP

1. Divide the group into 2–3 teams. Each team has a set of blocks.
2. Show picture no. 1. The teams have 2 minutes to put together, from the blocks, the prompt they think created this picture.
3. Each team shows its blocks. You open the envelope and read the real prompt.
4. Points: 1 point for each correct block (e.g. correct WHO and WHERE = 2 points). Write the scores on the board.
5. After 4–6 pictures, turn the game around: one team secretly chooses blocks, the trainer generates a picture (without showing the prompt), and the other teams guess.
6. At the end, ask: "Which blocks are easy to guess? Which are hard?" WHO and WHERE often turn out to be easier than STYLE. The lesson for the group: the more precisely we describe a picture, the better the AI understands us.

VARIATIONS

- *Easier:* the teams only guess WHO and DOING WHAT; the trainer offers 3 blocks to choose from for each category.
- *Harder:* the team has to guess all 5 blocks and gets a bonus for a full match.

- *Without competition:* the whole group guesses together and collects points against "the AI" (e.g. for every correct block the group gets a point, for every wrong one the AI does).
- *For people who don't speak:* they guess by pointing to blocks; this is the natural way to play this game.

WHAT TO WATCH OUT FOR

- Don't let arguments about points start. The trainer has the final say, and the points are "just for fun".
- Make sure everyone in a team can add a block. You can introduce a rule: each person places one block.

W2.3 I guess the prompt

What do you do?

You look at a picture from AI. You guess what the prompt was.

Steps

1. Sit with your team.
2. Look at the picture.
3. Put the cards in a row. Think: what was the prompt?
4. Listen to the real prompt.
5. Tick what you guessed right.

My work

Picture 1: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Picture 2: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Picture 3: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Picture 4: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Picture 5: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Picture 6: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Easiest to guess: ☐ WHO ☐ DOING WHAT ☐

WHERE ☐ COLOURS ☐ STYLE

Our points: _____

How did I do?

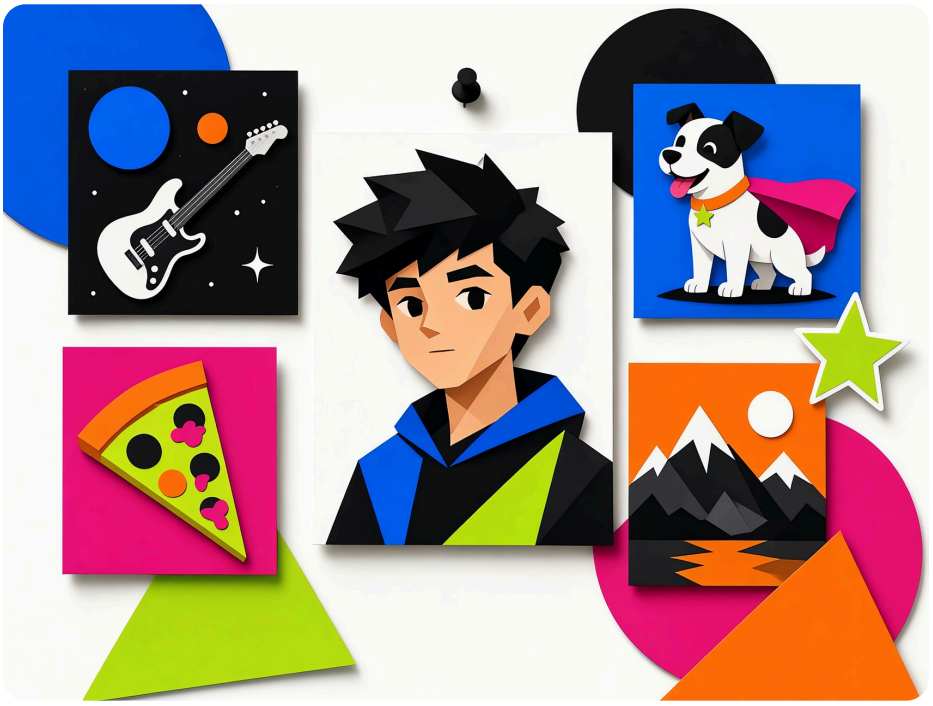
☐ ☐ ☐

Activity 4. "This is me" poster

Aim: to create a poster about yourself from AI pictures and your own elements. To present yourself through the things you like, without a photo of your face and without personal data.

Time: 45 minutes

Materials: worksheet W2.4, A3 card, printed AI pictures, newspapers for collage, stickers, crayons, glue, scissors, "Made with AI" badges, an image generator on the projector.



STEP BY STEP

1. Show a finished example poster (make one about yourself before the session). Say: "This is me. There's no photo of me here. There are things I like."
2. Hand out worksheet W2.4. Each person chooses 3 things about themselves: what I like doing, my favourite animal or place, my favourite colour, what I dream about. They can tick pictures on the worksheet.

3. Each person turns one or two of these things into a prompt from blocks. Example: "I like basketball" → "a giraffe / playing basketball / on the roof of a skyscraper / orange and navy / cartoon". Help them turn "I like" into a picture that is funny and surprising.
4. Participants take turns to dictate their prompt. The trainer generates and prints the chosen picture (ideally 2 pictures per person, about 10×10 cm). Meanwhile, the others start their collage: they draw their avatar (a character that represents them), cut things out of newspapers, and write or stick on their name (first name or nickname only).
5. Participants stick the AI pictures onto the poster and draw extra elements.
6. The poster must have a "Made with AI" badge next to the AI pictures. Explain: "People should know which picture the AI made and which one you made."
7. Put the posters aside for the gallery (activity 6).

VARIATIONS

- *Easier:* one thing about yourself, one AI picture, and the rest is stickers and drawings.
- *Harder:* the poster is divided into "Now" and "In 5 years" (my dream), with an AI picture for each part.
- *Digital version:* adult participants with an account can make the poster in Microsoft Designer (poster templates, adding pictures).
- *For people with difficulties using their hands:* the trainer or assistant sticks things on following the participant's directions ("here", "higher"). The participant decides on the layout.
- *Without a computer:* instead of an AI picture, the participant draws a "picture from a prompt" drawn from a classmate's ideas.

WHAT TO WATCH OUT FOR

- Don't generate pictures of participants based on their photos, or pictures "like me" from a description of their appearance. Participants draw their avatar themselves, or the avatar is an animal, a fantasy character or a symbol.
- The poster has no surname, address or school. If the poster is going to hang in a public place, a first name or nickname is enough.

- Printing takes time. Print as you go and hand the pictures out straight away rather than saving everything for the end.
- Some participants will want to ask for characters from films and games. Explain that cartoon and game characters belong to someone. Suggest their "own" version: "a dragon detective in a video game style" rather than a specific character.

W2.4 This is me

What do you do?

You make a poster about you. The poster shows things you like.

Steps

1. Tick what you like.
2. Make a prompt from the cards. Say it to the AI.
3. Take the printed picture.
4. Draw your character on the poster.
5. Stick on the pictures. Draw more things if you want.
6. Stick on the "Made with AI" badge.
7. Write only your first name. Do not write your surname.

What do I like?

☐ music ☐ sport ☐ animals

☐ games ☐ food ☐ dancing

☐ nature ☐ cars ☐ other _____

My favourite colour: _____

I dream about: _____

My prompt

WHO? _____ DOING WHAT? _____

WHERE? _____ COLOURS? _____ ☐ STYLE? _____

How did I do?

☐ ☐ ☐

Activity 5. A 3-panel comic

Aim: to tell a short story in pictures: beginning, middle, end. To discover that AI finds it hard to "keep" the same character across several pictures, and that you have to describe the character to it precisely.

Time: 35 minutes

Materials: comic template (worksheet W2.5), printouts, glue, felt-tip pens, speech bubbles to cut out (additional materials), image generator.

STEP BY STEP

1. Draw three rectangles on the board and label them with pictograms: 1. BEGINNING, 2. PROBLEM, 3. ENDING. Tell an example: "1. A dog goes to the park. 2. It starts to rain. 3. The dog dances in a puddle."
2. Pairs think up their own story in 3 sentences (they can use their hero from Workshop 1). They write it down or sketch it on worksheet W2.5.
3. Pairs choose one style for the whole comic and describe their hero precisely, e.g. "a small green dragon in a red cap". They repeat this description in each of the three prompts. Explain: "The AI doesn't remember what the dragon looked like. We have to tell it every time."
4. The trainer generates three pictures for the pair (or the pair works on their own if they are adults and have an account).
5. The pair compares the pictures: does the dragon look the same? If not, they choose the most similar versions or add details by hand.
6. The pair sticks the pictures into the panels, adds speech bubbles and writes (or dictates to an assistant) short sentences: what the characters are saying.
7. The comic gets a "Made with AI" badge and goes into the gallery.

VARIATIONS

- *Easier:* only 2 panels (before and after). Or the trainer generates panel 1, and the pair only does panels 2 and 3.
- *Harder:* 4 panels; the pair tries to keep the same character appearance and the same setting.

- *For people who don't write:* speech bubbles with ready-made words and emojis to cut out ("Hey!", "Oh no!", "Great!", "?", "!", ❤️) or blank bubbles with a drawing.
- *Without a computer:* hand-drawn panels based on a prompt the pair came up with.

WHAT TO WATCH OUT FOR

- The generator may add text with mistakes to the picture. Say straight away: "AI isn't good at writing on pictures. We do the words ourselves, in speech bubbles." Designer also warns that text in generated pictures may contain errors[3].
- With three pictures per pair, you will use up the fast generations. Plan the order and print as you go.

W2.5 My comic

What do you do?

You make a comic. The comic has 3 pictures. The pictures tell a story.

Steps

1. Make up a short story with your partner.
2. Describe the hero. What colour is the hero? What is the hero wearing?
3. Say 3 prompts. Use the same hero description each time.
4. Stick the pictures into the boxes.
5. Add speech bubbles. What do the characters say?
6. Stick on the "Made with AI" badge.

My hero: _____

My style: ☐ cartoon ☐ comic ☐ modelling clay ☐ watercolour ☐ _____

My comic

1. BEGINNING	2. PROBLEM	3. ENDING

1. _____ 2. _____ 3. _____

How did I do?

☐ ☐ ☐

Activity 6. Gallery: photo or AI?

Aim: to show your own work and appreciate other people's work. To talk about how an AI picture differs from a photo and why we label AI pictures.

Time: 25 minutes

Materials: string with clothes pegs or tape, posters and comics, star stickers (3 per person), 4 "photo and AI picture" pairs (printouts), worksheet W2.6.



STEP BY STEP

1. Hang the work on the string together. Each author hangs their own work (or points to where it should go).
2. Announce the "exhibition opening" (you can hand someone a symbolic ribbon to cut). Participants walk around and put star stickers next to the work they like. Rule: you can't give a star to yourself.

3. Sit down in a circle. Show the first pair of pictures: a real photo (e.g. one you took of a dog in a park) and an AI picture on the same topic, made in a "photo-like" style. Ask: "Which picture is the photo? Which one did the AI make?" Participants vote with cards.
4. After each pair, talk about it: "How can you tell?" Collect the answers: strange fingers, skin that's too smooth, text that makes no sense, "fairy-tale" lighting, things that can't happen.
5. Explain the main difference in simple words: "A camera takes a photo. A photo shows something that really happened. A computer made the AI picture. What it shows may never have existed."
6. Ask: "Why do we stick on the 'Made with AI' badge?" Let the group work out the answer: so that nobody is fooled, so that it's fair.
7. Participants fill in worksheet W2.6.

VARIATIONS

- *Easier:* only 2 pairs of pictures with very clear differences (e.g. an AI picture of a cat with six legs).
- *Harder:* talk about when an AI picture could harm someone (e.g. a fake photo showing someone doing something bad). Workshop 5 develops this topic.
- *For people who don't speak:* voting with a card, pointing to places in the picture ("there's a mistake here").

WHAT TO WATCH OUT FOR

- For the comparisons, use your own photos or photos under a free licence, with the author credited. Don't use photos of real people.
- It is getting harder and harder to tell an AI picture from a photo. Don't promise that "you can always tell". A better thing to say is: "Sometimes you can't tell. That's why we label AI pictures and check where they come from."
- Stars: make sure every piece of work gets at least one. The trainer and assistants give stars too.

W2.6 A photo or an AI picture?

What do you do?

You look at two pictures. You guess: is it a photo or an AI picture?

A **photo** is made by a camera or a phone. A photo shows something real.

An **AI picture** is made by a computer. Maybe this thing never happened.

Steps

1. Look at the two pictures.
2. Think: which one is the photo?
3. Show a card: photo or AI.
4. Say or show: how do you know?

My work

Pair 1: left ☐ ☐ right ☐ ☐

Pair 2: left ☐ ☐ right ☐ ☐

Pair 3: left ☐ ☐ right ☐ ☐

Pair 4: left ☐ ☐ right ☐ ☐

How do you know it is an AI picture? (tick)

- ☐ strange hands or fingers
- ☐ words that make no sense
- ☐ everything is too pretty
- ☐ something that cannot happen
- ☐ _____

Why do we write "Made with AI"?

☐ to be fair ☐ so nobody is fooled

How did I do?

☐ ☐ ☐

Summary and evaluation

Stand by the gallery. Each person shows their poster or comic and says (or points to) one thing: "What I like most is...". Ask the group:

- "What do we need to tell the AI so that it makes a picture?" (answer: the blocks: who, doing what, where, colours, style),
- "How is a photo different from an AI picture?"

Hand out the W0.3 evaluation sheets and the "AI Artist" certificates. The posters can stay in the room until the next workshop or go home. Before you hang the work in a public place, make sure there is no personal data on it.

For yourself, note down: how many generations you used, which blocks caused problems, whether Craiyon worked without logging in (this will be useful for other trainers).

IDEAS FOR FOLLOW-UP

- Illustrations for the booklets from Workshop 1.
- A group calendar: each month is an AI picture from a different participant's prompt.
- A poster or invitation for an event at the organisation (with the real information added by hand).
- A cover for the song from Workshop 3.
- Picture detectives: taking the conversation about fake photos further in Workshop 5.

Additional materials

Prompt blocks to cut out

Print each colour on different paper (or with a coloured border). Each block has a pictogram and a word. Leave some blank blocks for the group's ideas.

WHO?	DOING WHAT?	WHERE?	WHICH COLOURS?	WHICH STYLE?
a dog	riding a skateboard	on the Moon	rainbow colours	cartoon
a cat	playing the guitar	in a park	blue and yellow	comic
a robot	cooking soup	in a kitchen	green and purple	modelling clay
a dragon	reading a book	in a library	red and orange	watercolour
a giraffe	playing basketball	on a roof	black and white	crayon drawing
a girl	dancing	on a beach	pastel colours	video game
a boy	painting a picture	in a forest	gold	paper cut-out
a grandma	riding a scooter	in a city	autumn colours	toy bricks
an alien	eating ice cream	under water	neon colours	stained glass
a frog	playing the drums	on a stage	turquoise and navy	oil painting
a penguin	singing	in the mountains	dark colours	soft toys
a unicorn	sleeping	in space	bright colours	mosaic
____	____	____	____	____



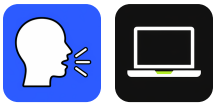
Speech bubbles to cut out

A sheet of 12 bubbles: 4 blank, 8 with short words and emojis: "Hey!", "Oh no!", "Great!", "Help!", "Ha ha!", "What's that?", "!", " ❤️ ". Speech bubbles (round with a tail) and thought bubbles (clouds).

Prompt cheat sheet W2 (1 per pair)

W2.S

Cheat sheet: how to order a picture



What do you do?

You tell the AI what picture you want. You use 5 cards.

A prompt from 5 cards

WHO? + DOING WHAT? + WHERE? + COLOURS? + STYLE?

Example:

"A cat plays the guitar in a park. Blue and yellow colours. Comic style."

Do you want to change it?

"Make the same picture, but at night."

"Change the style to modelling clay."

"Add a dog next to the cat."

The same hero in a comic

Always say the whole description: "a small green dragon in a red cap".

Do not make pictures of real people.

Do not write your surname or address.

Write: "Made with AI".

How did I do?

"AI Artist" certificate



CERTIFICATE

_____

(name)

is an **AI artist**.

They can build a prompt from 5 cards.

They made a "This is me" poster and a comic

at the "Pictures Talk" workshop.

Date: _____ Trainer's signature: _____

★ Well done!

Pictures for the W2 plan for the day

For worksheet W0.2: a figure in a "freeze-frame" pose (activity 1), a row of coloured blocks (activity 2), a question mark over a picture (activity 3), a poster with a star (activity 4), three comic panels (activity 5), a string with pictures (activity 6).

NOTES

1 Microsoft, *Bing Image Creator – FAQ*, microsoft.com/en-us/bing/features/bing-image-creator.

2 Microsoft, *Lista krajów lub regionów, w których obowiązują ustawowe limity wieku dla dzieci*, support.microsoft.com.

3 Microsoft, *Frequently asked questions about Microsoft Designer*, support.microsoft.com.

4 Craiyon, *Free AI Image Generator – FAQ* and *Pricing*, craiyon.com/en, craiyon.com/en/pricing.

5 Scrutool, *Craiyon AI Review 2026*, scrutool.com/review/craiyon-ai. The review describes the experience of one user.

W3

My Sound, My Film



Overview

Participants start with the rhythm of their own bodies and transfer it to a colourful grid in Chrome Music Lab. Then they write the words of a song about the group together and "order" the music for it from AI. They record their own voices and edit a 30-second "This is me" clip in which their face doesn't have to appear. The workshop ends with a film festival and a red carpet.

Aims

FOR PARTICIPANTS (IN EASY READ)

- I will play a rhythm with my hands.
- I will make a tune on the computer.
- I will write the words of a song with my group. AI will make the music.
- I will record my voice.
- I will make a short film about me.

FOR THE TRAINER

- Participants connect the experience of rhythm in their bodies with how it is shown on the screen (the Song Maker grid).
- Participants know that AI can create music and singing from a description and lyrics, and they judge the result.
- Participants record their voices or choose another form of expression (a speech synthesiser, sounds).
- Participants plan a short film (3 shots) and edit it with help.
- Participants learn the basic rules: consent for the use of their image, we don't use other people's music, we label AI content.

Final outcome

Each person has their own tune (a link or a WAV file from Song Maker) and a 30-second "This is me" clip with music and their own voice (or captions or a speech synthesiser). The group has a shared song created with AI.

Preparation

Equipment

- the trainer's computer with a projector and a good speaker,
- 1 laptop or computer per pair, with headphones (ideally a headphone splitter so the pair can listen together),

- phones or tablets for recording (these can be participants' own phones if they agree, or the organisation's equipment),
- an external microphone (variation),
- a cable or another way of transferring files from a phone to the computer (e.g. a USB cable, a USB stick, the trainer's cloud folder),
- a phone tripod or a pile of books (for steady shots).

Tools

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
Chrome Music Lab – Song Maker (musiclab.chromeexperiments.com/Song-Maker)	Completely free. Saving via a link; download as WAV and MIDI files; the microphone button turns sung notes into grid squares[1][2].	No account, no age limit.	Browser (preferably Chrome), internet; a microphone for the singing feature.	– (this is the no-account option)
Suno (suno.com) – songs made with AI	Free plan: 50 credits a day, renewed daily; according to Suno this is about 10 songs a day[3]. Since 3.09.2026, a free account has a total of no more than 7 song downloads (for the "lifetime" of the account); listening and sharing via a link are unlimited[4]. Personal, non-commercial use only[5].	Account required. Minimum age 13; people under 18 only with the explicit, prior consent of a parent or guardian[6].	Browser or app, internet.	Song Maker + the group's own rap or singing to the beat
Voice recorder on a phone	Free, built in.	No account.	Phone.	–
Vocaroo (vocaroo.com) – voice recording in the browser	Free. A recording can be downloaded as an MP3 file. Recordings are not stored forever, so download the file straight away[7].	No account.	Browser, microphone.	Voice recorder on a phone

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
Clipchamp (app.clipchamp.com) – video editor	Free plan with a personal account: export without a watermark up to 1080p, automatic captions, text-to-speech (in many languages, including Polish)[8][9]. Premium elements are marked and paid.	Microsoft account. In Poland, the account of a person under 16 is managed by a parent[10].	Edge or Chrome browser, or the Windows app.	Shotcut
Shotcut (shotcut.org) – video editor	Free open-source program, no subscription[11].	No account.	Installed on Windows, macOS or Linux. Harder to use than Clipchamp.	–

FOR THE TRAINER

You operate Suno yourself, on your own account, on the projector. Participants write the words, choose the style and vote. Because the free account has a limit of 7 downloads in total, you only download one chosen song for the group. The group listens to the other versions in Suno or via a link. If you'd rather not use Suno, you can run the whole workshop with Song Maker: activity 3 then becomes a "group song" that participants sing or rap over their own backing track.

Clipchamp also requires an account. The simplest approach: participants record the shots on a phone, and you edit together with them on your computer, step by step, on the projector. Shotcut doesn't need an account, but it has more buttons. It works well if you know it or if there are people in the group with editing experience.

Printable materials

- worksheets W3.1–W3.6 (1 per person),
- Easy Read image consent sheets (template in the additional materials) and the list of consents from the organisation,
- "music block" cards for the song (topic, mood, style, instruments, tempo),

- film plan – 3 frames (worksheet W3.5) in A3 for the trainer,
- "My Sound, My Film Creator" certificates, festival badges,
- red fabric or paper for the "red carpet", optionally popcorn for the screening.

Room preparation

A circle of chairs for the rhythm activities. Tables for pairs with laptops and headphones. Set up a "recording corner": the quietest spot in the room or a separate room, with a blanket or curtain behind the speaker (a blanket reduces echo). For the festival, arrange chairs in rows in front of the screen and lay out the "red carpet".

Accessibility

- Headphones for each pair reduce noise in the room. For people with sound sensitivity: headphones with volume control, and the option to work in the quiet corner.
- You use Song Maker by clicking coloured squares. It doesn't require reading or knowing how to read music.
- A person who doesn't speak can record sounds, music or a gesture for their clip, or use the speech synthesiser in Clipchamp (they type or choose a sentence and the computer reads it).
- The clip doesn't have to show a face: hands, objects, drawings or the poster from Workshop 2 are enough.
- Captions help people who are hard of hearing. Clipchamp can create them automatically; check and correct them by hand.

Timetable

Time	Activity	Min	Method	Worksheet
0:00	Welcome, plan for the day, rules	10	circle, routine	**W0.1**, **W0.2**
0:10	1. Name rhythms	20	movement, body music	**W3.1**
0:30	2. The colourful grid (Song Maker)	35	pairs at a computer	**W3.2**

Time	Activity	Min	Method	Worksheet
1:05	**Break**	**15**	–	–
1:20	3. The group's AI song	40	group, working with AI on the projector, voting	**W3.3**
2:00	4. My voice	25	pairs, recording	**W3.4**
2:25	**Break**	**20**	–	–
2:45	5. A 30-second "This is me" clip	45	planning, filming, editing	**W3.5**
3:30	6. Film festival	20	screening, applause	**W3.6**
3:50	Closing and evaluation	10	circle, smiley faces	**W0.3**
4:00	End			

Activity 1. Name rhythms

Aim: to get the group moving and feel rhythm in the body. To prepare for writing a rhythm in squares, as in Song Maker.

Time: 20 minutes

Materials: chairs in a circle, a large grid drawn on the board (8 columns × 2 rows), worksheet W3.1, coloured crayons.

STEP BY STEP

1. Clap a simple rhythm (4 claps). The group repeats it like an echo. Then do rhythms on your knees, stamping and clicking your fingers. Change the tempo: slow, fast.
2. Show how a name turns into a rhythm: "O-la" is two claps, "Ma-te-usz" is three. Each person says their name and claps the syllables, and the group repeats.
3. Join the names into a "circle song": everyone in turn claps their name, without a pause, at the same tempo.
4. Show the grid on the board: "Each square is one step in time. A coloured square is a clap. An empty square is silence." Colour in the rhythm of one person's

name and play it together, pointing at the squares.

5. On worksheet W3.1, participants colour in their own rhythm (their name or any rhythm). Partners clap the rhythm from their worksheet to each other.
6. Say: "In a moment these squares will be on the computer. The computer will play our rhythm."

VARIATIONS

- *Easier:* echo rhythms only, without writing them down. The trainer colours in the grid.
- *Harder:* two rows in the grid: clap and stamp. The pair plays the rhythm in two parts.
- *For people with physical disabilities:* rhythm by tapping a finger, nodding, hitting a small drum or the table, or even blinking or making a vocal sound.
- *For people with sound sensitivity:* quiet versions: rubbing hands, tapping a knee, noise-cancelling headphones.

WHAT TO WATCH OUT FOR

- A name rhythm is linked to identity. If someone doesn't want to use their name, they can choose a word ("piz-za", "bas-ket-ball").
- Don't correct people who are "off the beat" in front of the group. Playing along with them is enough.

W3.1 My rhythm

What do you do?

You clap a rhythm. You write the rhythm in boxes.

Steps

1. Listen to the rhythm. Clap the same way.
2. Say your name. Clap each part of your name.
3. Colour in boxes. A colour means a clap.
4. An empty box means silence.
5. Play your rhythm to your partner.

My work

My rhythm 👏 (clap):

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

My rhythm 🦵 (stamp):

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

My word for the rhythm: _____

How did I do?

☐😀 ☐🙂 ☐😐

Activity 2. The colourful grid (Song Maker)

Aim: to create your own tune and rhythm in Song Maker. To see and hear how squares turn into music.

Time: 35 minutes

Materials: laptops with headphones, Song Maker open in the browser, the W3.1 worksheets from activity 1, worksheet W3.2.



STEP BY STEP

1. Show Song Maker on the projector. Click a few squares in the upper part (melody) and a few circles in the lower part (drums). Click "Play". Show that a clicked square lights up when it plays.
2. Show the 4 buttons participants will need: Play, change the melody instrument, change the drum instrument, Tempo (faster/slower). You can put coloured dots on them on the projector screen or show them on worksheet W3.2.

3. Pairs transfer the rhythm from worksheet W3.1 to the lower part (drums): a coloured square on the worksheet = a clicked circle on the screen.
4. Now they add a melody: they click coloured squares in the upper part. Starting rule: "One square in each column." After that they can add more.
5. The pair changes the instrument (e.g. piano, marimba, strings) and the tempo. They listen to find the one they like best.
6. Show the microphone feature: a person hums or sings a short note, and Song Maker turns it into squares[2]. This can be very funny.
7. Save each pair's tune: the Save button, then either the link (paste it into a shared document with the pairs' names) or a WAV file into a folder on the computer. The WAV file will be useful in activity 5 as music for the clip.
8. A short concert: each pair plays their tune on the speaker (15–20 seconds). The group claps along.

VARIATIONS

- *Easier:* drums only (the bottom row). The trainer adds the melody.
- *Harder:* the pair creates two parts, a "verse" (calm) and a "chorus" (faster), and saves them as two links.
- *For people with physical disabilities:* Song Maker also works on a touchscreen tablet; you can tap with a finger or a stylus. The pair can also share the tasks: one person points, the other clicks.
- *Without internet:* prepare a printed A3 grid in advance; the pair places coloured counters on it, and the trainer "plays" it on instruments (bells, a small drum).

WHAT TO WATCH OUT FOR

- Set the laptops to a low volume at the start. Song Maker can get loud at a fast tempo with lots of squares.
- A tune's link opens it for anyone who has the link and lets them edit a copy[1]. This is good for group work. Don't put names next to links published online.
- Save the downloaded WAV file straight away with a clear name (e.g. "pair3_dragon.wav"). By the end of the day it is easy to get lost among the files.

W3.2 My tune

What do you do?

You make a tune on the computer. You click colourful boxes.

Steps

1. Sit with your partner. Put on headphones.
2. Click the circles at the bottom. This is your rhythm from the sheet.
3. Click the colourful boxes at the top. This is the tune.
4. Click ▷ "Play". Listen.
5. Change the instrument. Change the speed.
6. Sing into the microphone. Look at the boxes.
7. Click "Save". Save your tune.

My tune

Instrument: ☐ piano ☐ marimba ☐ strings ☐ synthesiser ☐ wind

Drums: ☐ drum kit ☐ wood blocks ☐ electronic ☐ congas

Speed: ☐ slow ☐ medium ☐ fast

My tune is: ☐ happy ☐ calm ☐ mysterious ☐

_____

Name of my tune: _____

How did I do?

☐ ☐ ☐

Activity 3. The group's AI song

Aim: to write short song lyrics about the group together and create music for them with AI. To see how describing a style changes the song, and to judge the result.

Time: 40 minutes

Materials: board, music blocks to choose from (topic, mood, style, instruments, tempo), worksheet W3.3, Suno on the trainer's account, speaker, voting cards (lime, orange, pink).

STEP BY STEP

1. Ask the group: "What will our song be about?" Suggest 3 topics with pictures: our group, our town, the weekend. Vote with hands.
2. Collect words on the board. Each person says, points to or draws one word about the topic (e.g. "pizza", "laughing", "bus", "friends"). Write them in large letters.
3. Use these words to make 4 short lines for the verse and 2 lines for the chorus. The trainer helps to join them, but the words come from the group. Example chorus: "We're together, we are here, / we play loud, we play today." Rhymes are optional.
4. Choose the music blocks: mood (happy, calm, energetic), style (pop, rap, rock, disco, reggae, sea shanty), instrument (guitar, piano, drums), tempo (slow, fast). Write the choices on worksheet W3.3 in large letters on the projector.
5. In Suno, enter the group's text as the song lyrics (custom lyrics mode) and the style description from the blocks. Don't type artists' names or the titles of well-known songs: this is our own song.
6. Suno usually creates more than one version. Play each one. The group votes with cards after each.
7. If the group doesn't like either version, change one block (e.g. the style from "rock" to "disco") and generate again. Compare.
8. Ask: "Did the AI sing our words well? Did it get anything wrong?" AI may stress words in the wrong place or change their pronunciation, especially in languages

other than English. This is a good topic for discussion: "The computer doesn't know us. We know our lyrics."

9. Download the winning version (one download from the limit) into the workshop folder. It will be the music for the clips in activity 5 or for the festival screening.
10. Sing the chorus together with the song. Even if only a few people sing and the rest clap, this is a shared moment for the group.



VARIATIONS

- *Easier:* only the chorus (2 lines). The AI writes the rest, and the group checks whether it fits. In Suno you can also give just a description of the song without your own lyrics.
- *Harder:* two teams make two versions in different styles and hold a "battle". The version with more lime cards wins.
- *Without Suno:* the group writes the lyrics and raps or sings them over a backing track from Song Maker (the tune of one of the pairs from activity 2). You record it on a phone.

- *For people who don't speak:* they choose words for the song from pictures or an AAC board; they vote by holding up a card.

WHAT TO WATCH OUT FOR

- Suno's terms of use include an age limit: from 13, under 18 with the consent of a parent or guardian[6]. Participants don't create accounts. The trainer uses their own account.
- Songs from the free plan are for personal, non-commercial use only[5]. You can play them in sessions and share them with families via a link. Don't make money from them and don't upload them to music streaming services.
- The 7-download limit applies to the whole account, not per day[4]. Only download the chosen version.
- Listen to the song before you play it out loud if the lyrics contain words the AI might misunderstand. When the lyrics are your own, the risk is small.
- Don't put surnames, addresses or the name of the organisation in the lyrics if the song is going to be posted online.

W3.3 We order a song

What do you do?

You write the words of a song with your group. The AI makes the music.

Steps

1. Choose a topic for the song with your group.
2. Say one word for the song.
3. Choose the mood, the style and the instrument.
4. Listen to the song from the AI.
5. Show a card: I like it a little no.
6. Sing or clap the chorus.

Our song

Topic: ☐ our group ☐ our town ☐ the weekend ☐ _____

My word: _____

Mood: ☐ happy ☐ calm ☐ full of energy

Style: ☐ pop ☐ rap ☐ rock ☐ disco ☐ reggae ☐ sea shanty

Instrument: ☐ guitar ☐ piano ☐ drums

Speed: ☐ slow ☐ fast

Version 1: ☐ ☐ ☐

Version 2: ☐ ☐ ☐

Did the AI sing our words well? ☐ yes ☐ a little ☐ no

How did I do?

☐ ☐ ☐

Activity 4. My voice

Aim: to record a short text about yourself in your own voice (or choose another form). To get used to recording yourself and listening back.

Time: 25 minutes

Materials: phones with a voice recorder or laptops with Vocaroo, the recording corner, worksheet W3.4, headphones.

STEP BY STEP

1. Show how to record: the red dot button (start), the square (stop), the triangle (play back). Record yourself and play it back. Say: "Everyone thinks their voice sounds strange on a recording. That's normal."
2. On worksheet W3.4, each person prepares three "This is me" sentences: "My name is...", "I like...", "My dream is...". They can write, choose pictures or dictate to an assistant.
3. Pairs take turns to go to the recording corner. One person speaks, the other holds the phone about 20–30 cm from their mouth and records. Then they swap.
4. Listen to the recording. If the person wants to, they record again (no more than 3 times, so they don't get stuck).
5. Save the recording with a name (e.g. "voice_Ola.m4a" or a nickname). In Vocaroo, download the MP3 file straight after recording.
6. When everyone has finished, play 2–3 recordings from volunteers to the group.

VARIATIONS

- *Easier:* one sentence: "My name is ... and I like ...".
- *Harder:* a recording with background music (a Song Maker tune played quietly from another device) or a short rap to the rhythm from activity 1.
- *For people who don't speak:* the three sentences are turned into speech with a speech synthesiser (the text-to-speech feature in Clipchamp supports many languages, including Polish[9]) or with the participant's AAC device; the

participant chooses the voice. Or a recording of sounds only: a rhythm, the sound of a favourite instrument, laughter.

- *For people who feel anxious:* the recording is not played to others, only listened to on headphones.

WHAT TO WATCH OUT FOR

- A voice is personal data too. Store recordings on the organisation's computer or your own, and don't send them to public places without consent.
- In the "This is me" sentences, a first name or nickname is enough. No surname, address or school.
- Noise in the room spoils recordings. The recording corner should be as far from the speaker as possible.

W3.4 My 3 sentences

What do you do?

You record your voice. You say 3 sentences about you.

Steps

1. Finish 3 sentences. You can draw.
2. Go to the recording corner with your partner.
3. Your partner presses ● . The phone records.
4. Say your 3 sentences.
5. Your partner presses ▢ . The recording ends.
6. Listen to the recording ▷ .

My 3 sentences

1. My name is _____ .
2. I like _____ .
3. My dream is _____ .

I only say my first name. I do not say my surname.

How do I speak?

- ▢ with my own voice
- ▢ with a computer voice
- ▢ with sounds and music

How did I do?

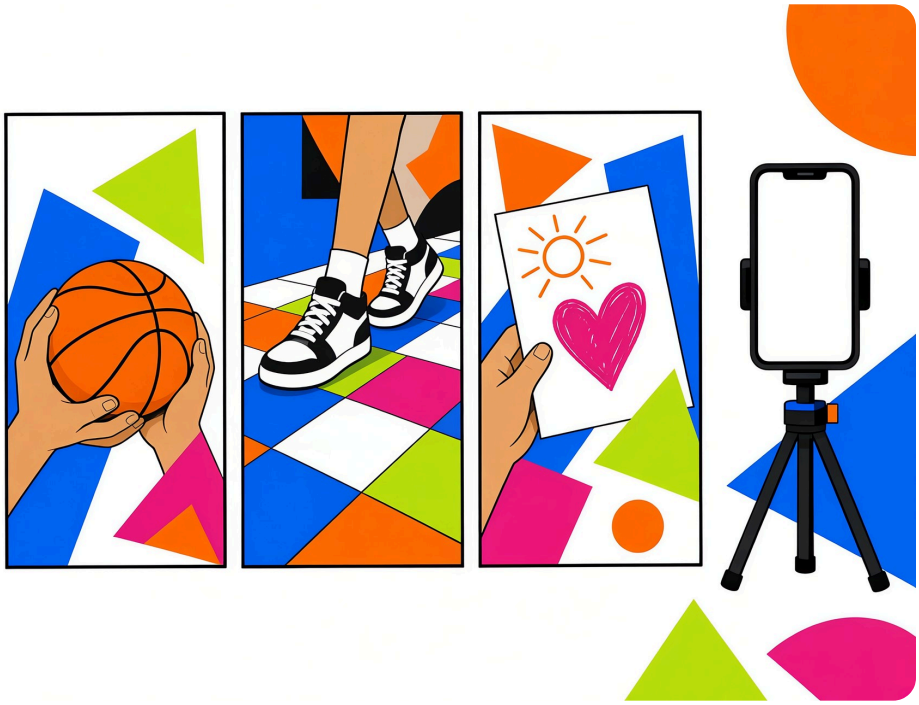
▢ ▢ ▢

Activity 5. A 30-second "This is me" clip

Aim: to plan, record and edit a short film about yourself: 3 shots of about 10 seconds each, with music and your voice.

Time: 45 minutes

Materials: worksheet W3.5 (film plan), phones, a tripod or pile of books, props (favourite objects, posters from Workshop 2, booklets from Workshop 1), voice recordings from activity 4, music from activities 2 and 3, Clipchamp on the trainer's computer, or Shotcut.



STEP BY STEP

1. Show an example clip (make one about yourself in advance, without your face). Count the shots together: "One, two, three. Each one lasts as long as 10 claps."
2. **Plan (10 minutes).** Each person fills in worksheet W3.5: what I will show in shots 1, 2 and 3. Hint: shot 1 – "what I like" (an object), shot 2 – "where I like to be" (a place in the room, outside the window, a drawing), shot 3 – "my work" (a

poster, a booklet). Check the consent list to see who can show their face. People without consent plan shots without their face.

3. **Recording (15 minutes).** Pairs record the shots on a phone held horizontally. Rules on the worksheet: hold the phone sideways, don't move the phone, count to 10. Partners help each other.
4. **Editing (20 minutes).** The trainer collects the files on the computer (cable, USB stick or cloud). You edit on the projector, step by step, everyone watches, and the author of the clip decides:
    - drag the 3 shots onto the timeline,
    - add music (the Song Maker tune or the group song) and turn it down,
    - add the voice recording,
    - add the title "This is me: [name]" and, at the end, the caption "Music made with AI" (if it came from Suno),
    - export in 720p or 1080p.
5. With a larger group, edit two clips at once with the help of an assistant, or let adult participants with an account edit on their own in pairs. Meanwhile, the others make a "film poster" (a cover for the festival screening).

VARIATIONS

- *Easier:* one group clip: each person records one 5-second shot, and the trainer edits everything into one film with the group song.
- *Harder:* a clip with captions (automatic captions in Clipchamp, corrected by hand) and transitions between shots.
- *Without an account:* editing in Shotcut (a program with no account)[11] or a "film" in the form of a slideshow of photos and a voice recording.
- *For people with physical disabilities:* the phone is on a tripod, and the participant only presses the record button, or says "start" and their partner presses it.
- *For people who don't speak:* a voice from a speech synthesiser, captions, or just music with the participant's rhythm.

WHAT TO WATCH OUT FOR

- **Consent.** Before someone shows their face in the film, check their consent. Without consent: hands, shoes, objects. At the festival we only show the films in the room. Publishing online requires separate, written consent to distribute the person's image[12].
- **Music.** We don't use other people's songs from the radio, YouTube or music streaming services. They are protected by copyright. We have our own music from Song Maker and Suno.
- **Other people in the shot.** Make sure there is nobody in the background who doesn't want to be filmed (e.g. other groups in the corridor).
- **Participants' phones.** If you record on personal phones, after transferring the files to the computer, ask the owner whether they want to keep the recordings. We delete recordings of other people from personal phones.
- **Files.** Save the project in Clipchamp as you go and name each clip with the author's first name or nickname.

W3.5 My film plan

What do you do?

You make a film about you. The film has 3 parts. Each part is 10 seconds long.

Steps

1. Draw a plan. What do you show in part 1, 2 and 3?
2. Do you want to show your face? Ask the trainer.
3. Hold the phone sideways ↔.
4. Do not move the phone. Count to 10.
5. Choose music for the film.
6. Did the AI make the music? Add the words "Made with AI".

My plan

1. WHAT I LIKE	2. WHERE I LIKE TO BE	3. MY WORK

1. _____ 2. _____ 3. _____

Music: ☐ my tune ☐ the group song ☐ no music

Voice: ☐ my voice ☐ a computer voice ☐ words on the screen

My face in the film: ☐ yes (I have a consent form) ☐ no

How did I do?

☐ ☐ ☐

Activity 6. Film festival

Aim: to present the films in a festive atmosphere and appreciate everyone's work. To talk about where a film can be shown and who decides that.

Time: 20 minutes

Materials: projector, speaker, chairs in rows, "red carpet", film posters, worksheet W3.6, festival badges, optionally popcorn.

STEP BY STEP

1. Invite everyone onto the "red carpet". Each author walks (or rolls) along the carpet with their film poster, or the carpet is laid out next to a table. The group claps.
2. Screening: play each clip twice (30 seconds is very short, and the second time people notice more). After the clip, the author stands up or raises a hand and gets a round of applause.
3. After each clip, one person in the audience says or shows: "I liked...".
4. After the screening, sit in a circle. Ask: "Do you want to show your film to someone at home? What about online?" Explain: "You decide where your film goes. If someone else is in the film, they decide too."
5. On worksheet W3.6, participants tick where they agree to show their film. This isn't legal consent, just a conversation. Legal consent is a separate document.
6. Hand out the festival badges ("Best rhythm", "Best music", "Best idea", "Bravest voice"). Everyone gets a badge.

VARIATIONS

- *Easier:* show one shared group film and the song.
- *Harder:* participants introduce their films as if at a festival ("And now the film 'This is me', directed by Ola").
- *For people with sensory sensitivity:* a lower volume for the screening, the option of watching from the quiet corner.
- *With guests:* the festival as a mini event for families or another group at the organisation (only with the consent of all the authors).

WHAT TO WATCH OUT FOR

- We only show films whose authors want them shown. Someone may change their mind at the last minute, and that's fine.
- Badges: every person gets one. Nobody leaves without an award.
- After the workshop, agree with the organisation where the films will be stored and when they will be deleted.

W3.6 At the festival

What do you do?

You watch the group's films. You show your film.

Steps

1. Walk on the red carpet.
2. Watch the films. Listen to the music.
3. Clap after each film.
4. Say what you like.
5. Decide where you show your film.

I can show my film:

- [ ] only in this room
- [ ] to my family
- [ ] at my centre, on a screen
- [ ] on the internet (only with a signed consent form)
- [ ] nowhere. The film is only for me.

The film I liked most: _____

How did I do?

Summary and evaluation

In the circle, each person finishes the sentence or shows with a gesture: "Today I made... (a rhythm, a tune, a song, a recording, a film)". Ask two questions:

- "What did the AI do, and what did we do?" (us: the words, rhythms, tunes, shots, decisions; the AI: the music and singing of the song),
- "Who decides where my film goes?"

Hand out the W0.3 evaluation sheets and the certificates. Finish by singing the group song's chorus together.

For yourself, note down: whether the recordings were clear (noise, distance), how many Suno downloads are left on the account, where the files are saved and when you will delete them.

IDEAS FOR FOLLOW-UP

- A radio play from the Workshop 1 stories: participants' voices, a Song Maker backing track.
- A group music video for the AI song (with shots that don't show faces, or with animated drawings).
- An Easy Read audio guide to the organisation or the local area.
- A conversation about fake voice recordings and videos (deepfakes) in Workshop 5.

Additional materials

Music blocks to cut out

💬 TOPIC	😄 MOOD	🎤 STYLE	🎸 INSTRUMENT	⏱ TEMPO
our group	happy	pop	guitar	slow
our town	calm	rap	piano	medium
the weekend	energetic	rock	drums	fast

TOPIC	MOOD	STYLE	INSTRUMENT	TEMPO
friendship	mysterious	disco	violin	
food	funny	reggae	trumpet	
holidays	romantic	sea shanty	synthesiser	
my dog	festive	lullaby	accordion	
____	____	____	____	

Easy Read image consent (template to adapt)

NOTE

This template helps you explain to participants what they are agreeing to. It doesn't replace the formal consent form prepared by the organisation or the organiser. The formal consent is signed by the person entitled to sign it (the participant, a parent or a legal guardian). Agree this with the organisation before the workshop.

W3.Z My consent

What do you do?

You decide if someone can show your face and your voice.

Your **image** is your face and body in a photo or in a film.

Steps

1. Listen. What does the trainer want to film?
2. Think: do I agree?
3. Tick your choice.
4. You can change your mind. Tell the trainer.

My choice

My face in a film in our sessions: ☐ yes ☐ no

My voice in a film in our sessions: ☐ yes ☐ no

A film with my face on the internet: ☐ yes ☐ no

Photos of my face from the workshop on the internet: ☐ yes ☐ no

First name or sign: _____

How did I do?

☐ ☐ ☐

Cheat sheet W3: recording and editing

W3.S Cheat sheet: I record and edit

What do you do?
You look at the cheat sheet when you record and make a film.

I record

 ↔ Hold the phone sideways.

 Do not move the phone.

 Count to 10.

 The room is quiet.

 Use a lot of light. The window is in front of you, not behind you.

I edit

1. Put the 3 parts of the film in order.
2. Add music. Make the music quieter.
3. Add your voice.
4. Add a title: "This is me: ___".
5. Did the AI make something? Add the words "Made with AI".
6. Save the film.

Song prompt (for the trainer in Suno)
Lyrics: [our lyrics]. Style: [style], [mood], [instrument], [tempo].

 We do not use other people's songs.

 Your face in a film only if you agree.

How did I do?

☐ ☐ ☐

Festival badges and certificate

Badges (round, about 6 cm) with pictograms: a drum ("Best rhythm"), a music note ("Best music"), a light bulb ("Best idea"), a microphone ("Bravest voice"), a film clapperboard ("Best film"), a star ("Best teammate"). Add the words during layout.





CERTIFICATE

_____

(name)

is a **creator of sound and film**.

They made a tune, a recording and a "This is me" film

at the "My Sound, My Film" workshop.

Date: _____ Trainer's signature: _____

★ Well done!

Pictures for the W3 plan for the day

For worksheet W0.2: clapping hands (activity 1), a colourful grid (activity 2), a music note and a speech bubble (activity 3), a microphone (activity 4), a phone with a camera (activity 5), a red carpet and a clapperboard (activity 6).

NOTES

1 Google, *Simple music-making for everyone* (about Song Maker), blog.google.

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W4

My Data, My Secret



Overview

Participants learn which information about themselves they can show others and which is a secret. They sort data cards using traffic lights: lime, orange and pink. They make a strong password from three random words and play the Tower of Treasure game in Interland. They listen to a computer imitating a human voice and practise, in role plays, what to do when someone calls and asks for money. At the end, they check the privacy settings in an AI chat and make their own "Who I will ask for help" plan.

Aims

FOR PARTICIPANTS (IN EASY READ)

- I know what I can tell other people. I know what my secret is.
- I do not write secrets to the AI.
- I can make a strong password from three words.
- I know that a computer can copy a voice and a face.
- When something worries me, I hang up and ask a trusted person.
- I know who I will ask for help.

FOR THE TRAINER

- Participants can tell the difference between data they can share, data they share only with trusted people, and data they don't give to anyone online or to AI tools.
- Participants create a password using three (or more) random words and know that a password isn't given to anyone except a trusted carer.
- Participants know that AI can fake a voice, a photo and a video (deepfake) and know a simple response: hang up, call back on a saved number, ask for the family password, tell a trusted person.
- Participants know that an AI chat may save conversations, and they have seen where to switch off history saving and the use of conversations for model training.
- Each person has their own help plan with the names or photos of trusted people and important phone numbers.

The workshop corresponds to area 4, "Safety", of the DigComp framework: protecting devices, protecting personal data and privacy, protecting health and well-being (see chapter 1.5).

Final outcome

Each person leaves with three things: a "My data traffic lights" card (W4.1), their own "Who I will ask for help" plan (W4.6) to put up at home, and a "Data Guardian"

badge. Anyone who wants one also gets an Interland certificate with their name. The passwords from activity 2 stay in the participants' heads: we don't write them on worksheets that stay in the room.

Preparation

Equipment

- the trainer's computer with a projector and speakers (for the NASK videos and the role plays with a computer voice),
- 1 device per pair of participants (laptop, computer or tablet) for activity 3 (Interland), with a mouse or keyboard; on tablets the game works by touch,
- 2 "pretend" phones (old phones, cardboard phones or sheets of paper with a phone drawn on them) for the role plays in activity 4,
- a printer.

Tools

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
Interland (Google, "Be Internet Awesome" programme), Polish version "Interlandia": beinternetawesome.withgoogle.com/pl_all/interland	Free browser game. Four worlds, including Tower of Treasure ("Protect your secrets"). Unlimited games[1].	No account and no login. The game doesn't collect personal data. The programme is designed for school-age children, but there is no age limit[1].	Browser, internet. Controlled with the arrow keys and space bar or the mouse; by touch on a tablet.	– (this is the no-account option)

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
Duck.ai (duck.ai) – an AI chat from DuckDuckGo	Free, with a daily usage limit that depends on the model and the length of the conversation[2]. By default it doesn't store conversations on its servers, and model providers may not use them for training[3].	No account. Terms: 18+, younger people under the supervision of a parent or legal guardian[4]. With minors, the trainer operates it on the projector.	Browser, internet.	– (this is the no-account option)
ChatGPT (chatgpt.com) without logging in	Free, with a limit. Without logging in, the conversation isn't saved in the chat list. The *Improve the model for everyone* setting (using conversations to improve the model) can also be switched off without logging in[5].	Can be used without an account in Europe. Terms: 13+, under 18 with the consent of a parent or guardian[6]. With minors, the trainer operates it on the projector.	Browser, internet.	Duck.ai
NASK videos "Jak rozpoznać deepfake?" ("How to spot a deepfake?", 6 episodes, in Polish)	Free, on the NASK website and on YouTube[7].	Watching without an account.	Browser, speakers.	Printout of the NASK tips (additional materials)
"Read aloud" in the Microsoft Edge browser (or another speech synthesiser)	Free, built in.	No account.	Edge browser.	The trainer reads the text in a "robotic" voice

FOR THE TRAINER

In this workshop **we don't record or clone participants' voices or faces**. A voice and a person's image are personal data, and voice cloning tools require an account and send recordings to companies' servers. To show deepfakes, you use the public NASK videos and the speech synthesiser in the browser. If you want to demonstrate a cloned voice, prepare a recording in advance, using only your own voice, and tell the group how it was made.

Printable materials

- worksheets W4.1–W4.6 (1 per person),
- data cards to cut out (additional materials, 1 set per 3–4 people; ideally on thicker paper),
- 3 large A4 circles: lime, orange, pink (or coloured hoops, mats, or chairs with a coloured sheet),
- random word cards for the password (additional materials, 1 set per pair) and an opaque bag or box per pair,
- role-play cards for activity 4 (additional materials),
- "Safe AI chat" cheat sheet (1 per person),
- "When someone calls and asks for money" poster (A3, 1 per room),
- "Data Guardian" badges,
- plan for the day (W0.2) and rules poster (W0.1) from the introduction to Part 2,
- crayons, felt-tip pens, glue, scissors (including easy-grip ones), tape, coloured dot stickers (lime, orange, pink).

Room preparation

Leave a free space in the middle of the room and put three circles on the floor: lime, orange and pink, 2–3 metres apart (activity 1). Place the tables for pair work along the walls, with the devices for Interland. Before activity 4, prepare a "stage": two chairs back to back (a phone call). Put up the rules poster and the plan for the day. The quiet corner should be ready from the start: the topic of scams and harm may be difficult for some people.

The day before:

1. Launch Interland on one device and complete the first level of Tower of Treasure. Check that the sound works and that the game is in the right language.
2. Open the NASK video about mistakes in a voice and check that it plays.
3. Open Duck.ai or ChatGPT without logging in and check where the settings are. Take screenshots (plan B for activity 5).
4. Type the text of the role play from activity 4 into the speech synthesiser and check how it sounds.

Accessibility

- The data cards have pictures. People who don't read can sort them on their own.
- In the movement game, wheelchair users or people who find walking difficult hold up a coloured card instead of moving to a circle.
- A three-word password can be made from pictures, without reading or writing.
- Interland can be played in pairs: one person controls the game, the other reads the questions or listens while the trainer reads them.
- In the role plays, a person who doesn't speak answers with a "STOP" card and an "I will call my mum / carer" card.
- The help plan can be made from photos or drawings instead of names.
- The NASK videos have spoken commentary. Before showing them, say in one sentence what we are looking for, and pause the video after each tip.

Timetable

Time	Activity	Min	Method	Worksheet
0:00	Welcome, plan for the day, rules (fixed routine)	10	circle, routine	**W0.1**, **W0.2**
0:10	1. Data traffic lights	30	movement game, sorting cards	**W4.1**

Time	Activity	Min	Method	Worksheet
0:40	2. A three-word password	30	pair work, drawing cards, drawing	**W4.2**
1:10	**Break**	**15**	–	–
1:25	3. Tower of Treasure	25	computer game in pairs	**W4.3**
1:50	4. A voice that sounds real	40	video, listening, role plays	**W4.4**
2:30	**Break**	**20**	–	–
2:50	5. The AI chat and my secrets	30	working with an AI chat on the projector	**W4.5**
3:20	6. Who will I ask for help?	30	making a poster	**W4.6**
3:50	Closing and evaluation	10	circle, smiley faces	**W0.3**
4:00	End			

The routine for the welcome, breaks and closing is described in the introduction to Part 2. In this workshop, during the welcome, ask: "Who has a phone? Who has a password on their phone?" Don't ask what the password is. If someone starts saying it, interrupt kindly: "Stop! A password is a secret. We'll see why in a minute."

Activity 1. Data traffic lights

Aim: to get the group moving and teach a simple way of dividing information about yourself into three colours. Lime: I can show it. Orange: only to trusted people. Pink: a secret, I don't give it out online or to AI.

Time: 30 minutes

Materials: three coloured circles on the floor, data cards to cut out (additional materials), worksheet W4.1, dot stickers in three colours, crayons.

STEP BY STEP

1. Show some traffic lights (a picture or a toy). Ask: "What does a green light mean? And a red one?" Collect the answers: green – I go, yellow – I'm careful,

red – stop.

2. Say: "Information about us has colours too. Our cards have three: lime like a green light, orange like a yellow one, pink like a red one. Today we're going to sort it." Show the three circles and write one sentence with a pictogram on each:
   - lime: "I can show it",
   - orange: "Only to trusted people",
   - pink: "A secret. I don't write it online or to the AI".
3. Show the first card, e.g. "My favourite colour". Read it out loud. Ask everyone to go to the circle that fits. People who don't walk hold up a card in that colour.
4. Ask 1–2 people: "Why here?" Then give the answer from the key (below) and explain briefly.
5. Repeat with the next cards. In 15 minutes you can get through 10–12 cards. Start with easy ones (colour, dog's name), then move on to harder ones (a photo in pyjamas, an address, a phone unlock code).
6. Sit down at the tables. Groups of 3–4 get a set of small data cards and sort them on a sheet with the three colours. This reinforces the rule.
7. Each person fills in worksheet W4.1: they stick on dots or colour in the circles next to the pictures.
8. Sum up: "We don't write pink information online and we don't write it to AI. An AI chat isn't a friend. It's a program that belongs to a company."

KEY TO THE CARDS (A SUGGESTION FOR DISCUSSION)

Colour	Example cards	Why
Lime – I can show it	favourite colour, favourite food, favourite animal, what I like doing, my drawing (without a signature with my surname), favourite team	This information doesn't let anyone find me or steal anything.
Orange – only to trusted people	my full name, my photo, where I go to school, my phone number, my birthday, where I'm going on holiday, how I feel today, my illness or disability	This information says who I am and where I am. We give it to people we know in real life. We don't type it into AI.

Colour	Example cards	Why
Pink – a secret	password, PIN, BLIK code (Polish mobile payment code), national ID number (PESEL), a photo of my ID card or student card, my address in a message to a stranger, a photo of me in underwear or without clothes, bank card number	Someone could steal money, pretend to be me or hurt me. I don't give it to anyone online. Only a trusted carer knows my password and PIN, if needed.

Not everything is black and white. A name and a photo may be lime within the family but orange online. It's good if the group argues about this: it means they are thinking. What matters is that the pink cards stay pink.

VARIATIONS

- *Easier:* only two colours: lime ("I can show it") and pink ("a secret"). 8 cards with large pictures.
- *Harder:* participants invent their own cards (e.g. "my username in a game") and convince the group which colour they should be.
- *For people with physical disabilities:* everyone has three coloured cards and holds one up.
- *For people who don't speak:* when asked "why?", they point to pictures on the board: "money", "someone will find me", "embarrassing", "nothing will happen".

WHAT TO WATCH OUT FOR

- Don't ask participants to give real data. The cards say "my address"; they don't give an address.
- The "photo without clothes" card may cause laughter or embarrassment. Say calmly and matter-of-factly: "We don't send photos like that to anyone online. If someone asks for one, you tell a trusted person. It's not your fault." If the group includes younger or particularly sensitive people, leave this card out of the movement game and discuss the topic at the table.
- Information about a disability is health data. Participants have the right to talk about it with whoever they choose. Stress that they decide, but that we don't type it into AI.

W4.1 My data traffic lights

What do you do?
You check what you can show. You check what is a secret.

Steps

1. Look at the picture.
2. Think: what colour is it?
3. Colour in the circle or stick on a dot.

Lime = I can show it.

Orange = only to trusted people.

Pink = a secret. I do not write it on the internet. I do not write it to the AI.

My work

Picture	Information	My colour
	My favourite colour	◯
	My favourite animal	◯
	My first name and surname	◯
	My photo	◯
	My address	◯
	My phone number	◯
	My password	◯
	My PIN and my BLIK code	◯

My secret is: ☐ password ☐ PIN ☐ address ☐ _____

How did I do?

☐ ☐ ☐

Activity 2. A three-word password

Aim: to teach a simple method of creating a strong password: several random words that don't go together. To understand that a long password is stronger than a short one with strange characters, and that we don't tell other people our password.

Time: 30 minutes

Materials: random word cards (additional materials) in bags, worksheet W4.2, crayons, glue. For you: a board or flipchart.

BACKGROUND FOR YOU

CERT Polska recommends passwords made of 4–5 random, unrelated words, at least 14 characters long. Length matters more than complicated characters. Every account should have a different password. It is also a good idea to switch on two-step verification and to keep passwords in a password manager[8]. The UK's National Cyber Security Centre (NCSC) teaches a simpler version: three random words[9]. With young people we start with three words, and those who manage well add a fourth.

The passwords participants make in the session are **practice passwords**. A participant sets the real password for their phone or account at home, with a trusted person. If a participant has a carer who helps them with digital matters, the carer may know the password. That is the only exception.

STEP BY STEP

1. Ask: "What is a password for?" Collect the answers. Show a picture of a padlock: "A password is like a key to a door. Whoever has the key can get in."
2. Write some bad passwords on the board: "123456", "qwerty", "Kasia2010", "password". Ask: "Would a thief guess these easily?" Explain: "Thieves try passwords like these first. Your name and date of birth are bad passwords too, because other people know them."
3. Show a good password: three pictures, e.g. cauliflower, umbrella, bike. Say: "Three words that don't go together. Easy to remember. Hard to guess." Tell a funny little story that helps you remember it: "The cauliflower holds an umbrella and rides a bike."

4. Each pair draws three word cards from the bag. They don't show them to the other pairs.
5. The pair makes up a story and draws it on worksheet W4.2 in the "My story" box. They don't have to write the words.
6. Pairs who want to show their drawing and tell their story. The group doesn't guess the words out loud. This is a practice, not a real password.
7. Go through the "Strong password" checklist on the worksheet together: is it long? random words? not my name? not my birthday? I don't tell other people?
8. Sum up with three rules on the board, with pictograms: "Three random words", "A different password for every account", "A password is a secret".

VARIATIONS

- *Easier:* the pair draws two words and chooses the third from pictures. The trainer helps them make up the story.
- *Harder:* four words. Also show on the projector what a three-word password looks like written without spaces, e.g. CauliflowerUmbrellaBike, and talk about two-step verification (an SMS code or a notification on your phone).
- *For people who don't write or read:* a password made of pictures. The person remembers the story, and a trusted person helps them type the password into the phone. You can mention that many phones let you unlock the screen with a fingerprint or your face.

WHAT TO WATCH OUT FOR

- Don't ask participants to write real passwords on worksheets that stay in the room.
- Don't check passwords with online "password strength testers". We don't type passwords into unfamiliar websites.
- Some people with intellectual disabilities keep their password written on a piece of paper in their wallet. Don't make them feel ashamed. Say: "If you write your password down, keep the paper at home in a safe place. Don't carry it with your phone."

W4.2 My strong password

What do you do?

You make a password from three words. You draw a little story.

Steps

1. Take 3 word cards from the bag.
2. Make up a little story with these words.
3. Draw the story.
4. Do not tell the words to other people.

Bad password: 123456 ✗ My name ✗ My birthday ✗

Good password: 3 words that do not go together ☑

For example: cauliflower + umbrella + bike

My story

Is it a strong password? Check.

- ☐ It has 3 words or more.
- ☐ The words do not go together.
- ☐ It is not my name.
- ☐ It is not my birthday.
- ☐ I do not tell other people my password.

How did I do?

☐ ☐ ☐

Activity 3. Tower of Treasure

Aim: to reinforce what participants have learned about passwords and secrets through a game. To practise using a browser and a game in pairs.

Time: 25 minutes

Materials: devices with Interland (1 per pair), worksheet W4.3. For you: the game on the projector.

BACKGROUND FOR YOU

Interland is part of Google's *Be Internet Awesome* programme. It has a Polish version and doesn't require logging in. It has four worlds: Kind Kingdom, Reality River, Mindful Mountain and Tower of Treasure[1]. In this activity we play **Tower of Treasure**, which teaches how to protect secrets and create strong passwords. The game needs quick movements and reading short questions. It will be too fast for some participants, so we play in pairs and with the trainer's help. On the programme's website you will also find lesson plans for teachers.

STEP BY STEP

1. Show the game on the projector. Go to the website and choose Tower of Treasure. Play the first 2 minutes and say out loud what you are doing: "I use the arrows to go left and right. I press the space bar to jump."
2. Show a question from the game and read it out loud. Ask the group what to choose. Point out that the questions are similar to activities 1 and 2.
3. The pairs sit down at the devices. One person controls the game, the other reads the questions and helps choose the answer. They swap every 5 minutes (ring a little bell or clap).
4. Go from pair to pair. Read the questions to people who don't read. Help anyone who gets stuck.
5. After 15 minutes, ask everyone to stop the game. The pairs fill in worksheet W4.3.
6. A short discussion: "What did the game teach you?", "What was difficult?"

7. Anyone who finishes the Tower can print a certificate with their name (the game asks you to type a name for the certificate on that device; you can type just a first name or a nickname).

VARIATIONS

- *Easier:* the trainer plays on the projector, and the group suggests moves and answers with "yes/no" cards. Nobody has to control the game.
- *Harder:* pairs who finish move on to Reality River (about false information; we come back to it in workshop 5).
- *For people with difficulties using their hands:* control with a mouse or by touch on a tablet; the pair shares the tasks so that everyone does something.

WHAT TO WATCH OUT FOR

- The game has music and fast movement. Offer people who are sensitive to stimuli headphones with quiet sound, or switch the sound off.
- Some people will get upset when they lose. Say before the game: "In the game you can fall. Then you start again. That's normal."
- The game's interface may change. Check it the day before.

W4.3 Tower of Treasure

What do you do?

You play a game about secrets. You play with a partner.

Steps

1. Open the game Interland.
2. Choose Tower of Treasure.
3. One person plays. The other person reads.
4. Swap when you hear the bell.

My work

In the game I learned:

- [ ] A password is a secret.
- [ ] A strong password is long.
- [ ] I do not give my password to strangers.
- [ ] _____

The game was:

- [ ] easy
- [ ] a little difficult
- [ ] difficult

How did I do?

- [ ]
- [ ]
- [ ]

Activity 4. A voice that sounds real

Aim: to show that AI can fake a voice, a photo and a video (deepfake). To practise, through role plays, a simple response to a call or message asking for money, a code or a photo: **HANG UP – CALL BACK – TELL SOMEONE**.

Time: 40 minutes

Materials: projector and speakers, the NASK video about mistakes in a voice (about 3 minutes), the speech synthesiser in the browser, role-play cards (additional materials), 2 "pretend" phones, the "When someone calls and asks for money" poster, worksheet W4.4.

BACKGROUND FOR YOU

A deepfake is a picture, sound or video made or changed by AI so that it looks real. Scammers use deepfakes to pretend to be relatives, friends, bank staff and police officers. The Polish Police warn that a conversation with a "daughter" or "grandson" can sound completely real. In the first half of 2025, the Police recorded almost 52,000 online frauds[10]. The Polish Financial Supervision Authority (KNF) explains that scammers take voice samples from recordings on social media or from voice messages[11].

The Police advise: before you transfer money, hang up and call the person on the number saved in your contacts, not from the list of recent calls; agree a **family password** with your loved ones that only you know; never give anyone your BLIK code or login details[10]. NASK lists signs that may give a deepfake away: mistakes around the mouth, strange intonation and no natural pauses, sudden changes in volume, a "flat" voice without emotion, grammar mistakes with numbers, body language that doesn't match the words, a blurred or "jumping" picture[7][12].

Be honest with participants: deepfakes are getting better and often can't be recognised just by how they look or sound. That's why the response matters more than spotting mistakes: hang up, call back, tell someone.

STEP BY STEP

1. **A computer voice (5 min).** Type a short text into the speech synthesiser, e.g.: "Hi, it's your auntie. I've lost my purse. Send me a BLIK code quickly." Play it. Ask: "Who was speaking?" Explain: "That was a computer speaking. A computer can read text out loud. AI can even pretend to be the voice of a real person. This is called a deepfake."
2. **The NASK video (8 min).** Show the video about mistakes in a voice. Pause after each tip and repeat it in one sentence: "The voice talks without stopping, without breathing", "Sometimes loud, sometimes quiet", "The voice is flat, with no emotion". Write 3 tips on the board with pictures.
3. **The rule (5 min).** Show the "When someone calls and asks for money" poster and read it together. Three steps: Add a sentence to remember: "Nobody good asks for a BLIK code, a PIN or a password."
    - **HANG UP.** The red phone button.
    - **CALL BACK.** Call the person on the number in your contacts. Or ask for the family password.
    - **TELL SOMEONE.** Tell a trusted person: your mum, dad, carer or trainer.
4. **Role plays (17 min).** Put two chairs back to back. You play the "caller", and a participant answers the "pretend" phone. You read the scene from the card (or play it with the speech synthesiser so it sounds like a computer). The participant responds: they say "I don't talk about this on the phone", hang up and "call" a trusted person. The group holds up the STOP card at the moment when it's time to hang up. Act out 4–6 scenes; each one takes 2–3 minutes with discussion. After each one, ask: "What was strange? What did Ola do? What else could she do?"
5. **Worksheet (5 min).** Participants fill in worksheet W4.4. Encourage them to agree a family password at home: "Today at home, make up a family password with your family. Don't say it here."

ROLE PLAYS (CARDS TO CUT OUT IN THE ADDITIONAL MATERIALS)

1. A phone call: "Hi, it's me, your brother. I'm in trouble. Give me a BLIK code, I'll pay you back tomorrow." The voice sounds a bit strange.
2. A voice message: "It's Grandma. I've lost my phone and I'm writing from a new number. Send me a photo of your student card."

3. A video online: a famous singer says: "I'm giving away free phones! Click the link and type in your mum's card number."
4. A phone call: "Good morning, this is the bank. Someone is stealing money from your account. Please give me your PIN quickly."
5. A message from a "classmate", with his photo: "Hey, send me a photo of you in your pyjamas, it's just for a laugh."
6. A video call: the "trainer" says: "Give me the password for your phone, I want to check something." The picture goes blurry.

VARIATIONS

- *Easier:* only scenes 1, 3 and 4. The participant doesn't have to speak: they hold up the STOP card and the "I will call a trusted person" card.
- *Harder:* participants in pairs make up their own scam scene and act it out for the group. The group says how they recognised the scam.
- *For people who don't speak:* they answer with cards: STOP (I hang up), phone (I call back), person (I tell a trusted person).

WHAT TO WATCH OUT FOR

- Don't record or alter participants' voices or faces. Don't show deepfakes of real people the participants know.
- Scenes about money and photos may remind someone of a real situation. Watch the group. If someone says "that happened to me", thank them, don't ask questions in front of the group, and talk to them during the break. Follow your organisation's child protection standards (see chapter 1.6).
- Avoid scaring people. End each scene with a success: "Ola hung up. Ola is safe."
- If a participant has a problem with a message or photo in real life, give them the number 116 111 (for under-18s) and tell the person responsible for child protection about the situation.

NOTE

AI can also make a fake photo with the face of a real person, including a photo without clothes. This is a crime and causes harm, and from 2 December 2026 the AI Act bans systems in the EU that create such content without the person's

consent. If a participant says that someone has made or is sharing a photo like this, don't look at it and don't forward it. Report the matter according to your organisation's procedure, and report the content to Dyżurnet.pl (the Polish hotline for illegal online content). Tell the participant: "It's not your fault. It's good that you told me."

W4.4

When someone calls and asks for money

What do you do?

You learn what to do when someone asks for money or a code.

AI can copy a voice. The voice on the phone may not be real. This is called a **deepfake**.

Steps

1. **Hang up.** Press the red phone button.
2. **Call back.** Call the number in your contacts.
3. **Tell someone.** Tell a trusted person.

Nobody good asks for:

☐ a BLIK code ☐ a PIN ☐ a password ☐ a photo of your ID card

My work

Tick. What will you do?

"Hi, it's me, your brother. Give me a BLIK code!"

☐ I give the code. ☐ I hang up and call my brother.

"This is the bank. Give me your PIN!"

☐ I give my PIN. ☐ I hang up and tell my mum or my carer.

I will make up **our family password** at home. I do not write it here.

☐ Done

How did I do?

☐ ☐ ☐

Activity 5. The AI chat and my secrets

Aim: to show that an AI chat is a company's program that may save conversations. To teach how to turn a question with private data into a safe question. To show the privacy settings in an AI chat.

Time: 30 minutes

Materials: the trainer's computer with a projector, Duck.ai and ChatGPT without logging in (open in two tabs), screenshots of the settings (plan B), a lime and a pink card for each participant, the "Safe AI chat" cheat sheet, worksheet W4.5.

BACKGROUND FOR YOU

Different chats treat conversations differently. By default, **Duck.ai** doesn't save conversations on DuckDuckGo's servers, removes information such as the IP address from queries, and the companies that provide the models are not allowed to train on these conversations. Exceptions include images and files, which Duck.ai checks for child sexual abuse material[3]. **ChatGPT** without logging in lets you switch off the use of conversations to improve the model: in the settings (an icon or menu in the corner of the screen) you will find the *Improve the model for everyone* option[5]. When you are logged in, ChatGPT also has a *Temporary Chat* mode: such a conversation doesn't go into your history and isn't used for training, but it may be stored for up to 30 days for safety reasons[13]. Button names in other languages may differ from the English ones. Check them the day before.

Even the best settings don't replace the rule: **we don't type pink data into AI**. The AI Act requires a chat to tell users that it is AI (Article 50)[14]. That helps, but it doesn't change the fact that there is no friend on the other side.

STEP BY STEP

1. **Who is in the chat? (5 min).** Open Duck.ai on the projector. Type with the group: "Who are you?" Read the answer out loud. Ask: "Is it a person? Where is this program?" Explain: "An AI chat is a program on a big company's computer. The company may be able to see what we write. That's why we keep our secrets safe."

2. **Game: "Can I write this to the AI?" (10 min).** Read sentences from the list (below). Participants hold up a lime card ("I can") or a pink card ("I don't write it"). After a pink card, turn the sentence into a safe one together. Type the safe version into the chat and show the answer.
3. **Settings (8 min).** Show where the model improvement setting is in ChatGPT without logging in, and switch it off in front of the group. Say: "Here I tell the company: don't learn from my conversation." Show that in Duck.ai you don't need to log in and that the conversation isn't saved on the server. If the website looks different from yesterday, show the screenshots.
4. **Worksheet (7 min).** Participants fill in worksheet W4.5 and get the "Safe AI chat" cheat sheet to take home.

SENTENCES FOR THE GAME

Sentence	Card	Safe version
"Write a poem about a cat who likes pizza."	green	–
"My name is Ola Nowak, I live at 5 Lipowa Street. Write me a birthday message."	red	"Write a birthday message for a girl who likes cats."
"My phone password is cauliflower-umbrella. Is it a good one?"	red	"Is a password made of three random words a good one?"
"What animals live in the forest?"	green	–
"I have epilepsy and I take these medicines: ... What will help me?"	red	"Who can I go to when I have a question about my health?" (and best of all: ask a doctor)
"Here is a photo of my student card. What does it say?"	red	We don't send photos of documents. Ask a trusted person to read it.
"Think of a name for a dragon."	green	–
"My friend Kuba from class 2B is sad because..."	red	"How can I cheer up a friend who is sad?"

VARIATIONS

- *Easier:* only 4 sentences, each with a picture. Leave out the part about settings: the rule "I don't write secrets to the AI" is enough.

- *Harder:* adult participants in pairs on Duck.ai turn two sentences into safe ones themselves and check the chat's answer.
- *For people who don't speak or write:* they answer with cards. They choose the safe version from two picture sentences.

WHAT TO WATCH OUT FOR

- With participants under 18, you operate the chat yourself, on your own computer, on the projector. Participants dictate or make suggestions.
- Don't type any real data into the chat, not even in the "bad" examples. You only read the bad sentences out loud. You type only the safe versions into the chat.
- Menu and button names change often. Speak in general terms: "settings", "the cog icon or the three dots icon".

W4.5 The AI chat and my secrets

What do you do?

You check what you can write to the AI.

An AI chat is a program from a big company. The company can see what you write.

Steps

1. Read the sentence. Or listen.
2. Is there a secret here?
3. Tick: I can or I do not write it.

My work

"Think of a name for a dragon."

☐ I can ☐ I do not write it

"I live at 5 Lipowa Street."

☐ I can ☐ I do not write it

"Write a poem about a cat."

☐ I can ☐ I do not write it

"I take these medicines: ..."

☐ I can ☐ I do not write it

I do not write to the AI:

☐ my name and surname ☐ my address ☐ my password
☐ about my health ☐ photos of documents

How did I do?

☐ ☐ ☐

Activity 6. Who will I ask for help?

Aim: each person makes their own help plan: who they will ask for help at home, at school or at the centre, and which number they will call in a difficult situation. To end the workshop with a sense of safety.

Time: 30 minutes

Materials: worksheet W4.6 (ideally on thicker A4 or A3 paper), crayons, felt-tip pens, glue, stickers, printed helpline symbols, photos or drawings (if participants have brought photos of their loved ones, they work on copies).

STEP BY STEP

1. Ask: "What do you do when something on your phone or online worries you?" Collect the answers. Say: "You don't have to deal with it on your own. You can always ask for help."
2. Show an example plan (your own, filled in with made-up people). Explain the three boxes: "At home", "At school or at the centre", "Helpline".
3. Participants write or draw the people they trust. They can write a name, draw a face or stick on a symbol.
4. Add the numbers together: 116 111 (for children and young people under 18, 24 hours a day, free) and 112 (when someone's life is in danger). Give adult participants 116 123 as well (for adults in crisis; check the current hours) and explain that 116 111 is for people under 18.
5. At the bottom of the worksheet, participants tick the situations in which they will ask for help.
6. Anyone who wants to shows their plan in the circle. Don't force anyone.
7. Participants take the plan home. Suggest that they put it up by their desk or take a photo of it with their phone.

VARIATIONS

- *Easier:* one box: "My trusted person", plus the number 116 111 or 112 on a sticker.
- *Harder:* participants save a trusted person's contact in their phone as "ICE" (*In Case of Emergency*) and check where the emergency information is on their

phone. Only do this with people who have their own phone and want to do it.

- *For people who don't write:* a plan made of photos and symbols. A carer can help write the names in at home.

WHAT TO WATCH OUT FOR

- Not everyone has a safe home. Don't assume that the trusted person is a parent. Always give the option of writing in other people: a trainer, a school counsellor, a support worker from supported housing, someone from a sports team.
- If someone can't name any trusted person, treat this as an important signal. Talk to the person after the session and follow your organisation's procedure.
- Check the numbers and hours before printing.

W4.6 Who will I ask for help?

What do you do?

You make your help plan.

Steps

1. Draw or write the people you trust.
2. Write the important numbers.
3. Tick when you will ask for help.

My help plan

At home I will ask: _____

At school or at the centre I will ask: _____

Helpline:

116 111 – for children and young people under 18. Day and night. Free.

112 – when someone is in danger.

My important number: _____

I will ask for help when:

- ☐ someone asks for money or a code
- ☐ someone asks for my photo
- ☐ someone scares me on the internet
- ☐ I see something scary
- ☐ someone knows my password
- ☐ _____

How did I do?

☐ ☐ ☐

Summary and evaluation

You run the **closing (10 minutes)** following the fixed routine from the introduction to Part 2.

1. Sit in a circle. Show the three symbols of the day one by one: the traffic lights, the padlock and the red phone button. For each one, ask: "What do you remember?"
2. Each person finishes the sentence: "Today I learned...". People who don't speak point to a symbol.
3. Participants fill in the W03 evaluation sheet ("How was today?").
4. Hand out the "Data Guardian" badges.
5. Finish with a group clap.

WHAT TO LOOK FOR IN THE EVALUATION

- Can participants name at least one piece of pink information (password, PIN, address)?
- In the role plays, did they respond by hanging up or with the STOP card?
- Does each person have at least one trusted person in their help plan?

After the session, note down which scenes and cards were too difficult. This will be useful next time you run the workshop.

FOLLOW-UP

- Ask participants to agree a family password with their family at home and to show their help plan to someone.
- Send parents or carers a short note about the workshop with the "When someone calls and asks for money" poster.
- In the next session (e.g. W5 "Truth Detectives"), start with the question "Who has agreed a family password?" and with one phone role play.
- Anyone who wants to can play the other Interland worlds at home.

Additional materials

Data cards to cut out (24 cards, activity 1)

Print on thicker paper, 1 set per 3–4 people. Each card: a large pictogram or picture and a caption.

My favourite colour	My favourite food	My favourite animal	What I like doing
My drawing	My favourite song	What the weather is like today	What I like playing
My first name and surname	My photo	Where I go to school	My phone number
My birthday	Where I am going on holiday	How I feel today	My illness or medicines
My password	My PIN	BLIK code	A photo of my ID card or student card
My address	My national ID number (PESEL)	A photo of me in underwear	Bank card number



My favourite colour



My favourite food



My favourite animal



What I like doing



My drawing



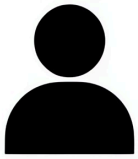
My favourite song



What the weather is like today



What I like playing



My first name and surname



My photo



Where I go to school



My phone number



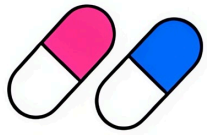
My birthday



Where I am going on holiday



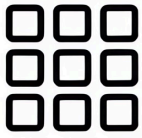
How I feel today



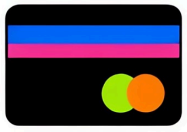
My illness or medicines



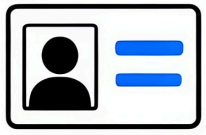
My password



My PIN



BLIK code



A photo of my ID card or student card



My address



My national ID number (PESEL)



A photo of me in underwear



Bank card number

Random word cards for the password (36 cards, activity 2)

Each word with a picture. Print 1 set per pair, cut them out and put them in a bag.

cauliflower, umbrella, bike, chest of drawers, television, wolf, coffee, mountain, balloon, giraffe, sock, rocket, cucumber, lamp post, penguin, guitar, kettle, cloud, banana, tractor, glasses, snail, ball, clock, cactus, dragon, tram, shell, fork, moon, hat, fish, bell, tomato, crocodile, ladder.

The list includes words from the CERT Polska examples (in English: "chest of drawers television bike cauliflower", "coffee umbrella mountain wolf")[8]. Don't use exactly these sets for a real password: they are publicly known.

Role-play cards (activity 4)

Print the 6 scenes from activity 4, each on a separate A5 card, with a picture: phone, voice message, video, bank, message with a photo, video call. On the back of each card: "HANG UP – CALL BACK – TELL SOMEONE".

"When someone calls and asks for money" poster (A3)



Poster text (add it under the pictures in large print, at least 28 pt):

1. **HANG UP.**
2. **CALL BACK** on the number in your contacts. Ask for the family password.
3. **TELL** a trusted person.

NOBODY GOOD ASKS FOR A BLIK CODE, A PIN OR A PASSWORD.

"Safe AI chat" cheat sheet (1 per person)

TIP

SAFE AI CHAT – 5 RULES

1. I do not write these to the AI: my name and surname, address, phone number, password, PIN.
2. I do not write about my health and medicines. I ask a doctor about my health.
3. I do not send photos of documents. I do not send photos of other people.
4. An AI chat is a company's program. It is not a friend.
5. When something worries me, I tell a trusted person.

NASK tips on deepfakes (printout for the trainer, plan B for activity 4)

What to look at and listen for	Example
Mouth and face	The mouth movements don't match the words; the teeth or chin look strange.
Voice	No pauses or breathing, sometimes loud and sometimes quiet, a "flat" voice without emotion, the accent changes.

What to look at and listen for	Example
Language	Grammar mistakes with numbers (in Polish, wrong case endings after numerals), repeated filler phrases such as "you know" or "just".
Body language	The gestures don't match the words.
Picture	Blurring, jumps in the picture, effects laid over it, a recording filmed off a TV screen.

Source: NASK, the "Jak rozpoznać deepfake?" ("How to spot a deepfake?") series[712].

"Data Guardian" badge



Under the badge: "**Data Guardian.** I know what my secret is. Name: _____. Date: _____." You can print the badge on sticker paper or attach it with a safety pin.

Pictures for the W4 plan for the day

For worksheet W0.2 (plan for the day), prepare 6 pictures: traffic lights (activity 1), a padlock with three pictures (activity 2), a tower (activity 3), a red phone button (activity 4), a chat bubble with a padlock (activity 5), a hand and a heart (activity 6), plus the break and closing symbols.

NOTES

1 Google, *Asy Internetu – Interlandia* (Be Internet Awesome – Interland, Polish version), https://beinternetawesome.withgoogle.com/pl_all/interland/.

2 DuckDuckGo, *Does Duck.ai have usage limits?*, https://duckduckgo.com/duckduckgo-help-pages/duckai/usage-limits.

3 DuckDuckGo, *How does Duck.ai protect my privacy?*, https://duckduckgo.com/duckduckgo-help-pages/duckai/ai-chat-privacy.

4 DuckDuckGo, *Duck.ai Privacy Policy and Terms of Use*, https://duckduckgo.com/duckai/privacy-terms.

5 OpenAI, *The ChatGPT home page*, OpenAI Help Center, https://help.openai.com/en/articles/9125172-the-chatgpt-home-page; OpenAI, *Data controls in ChatGPT*, https://help.openai.com/en/articles/7730893-data-controls-in-chatgpt.

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7 NASK, *Usta, głos, treść, tło. Umiesz rozpoznać deepfake? Sprawdź!*, 2025, https://nask.pl/aktualnosci/usta-glos-tresc-tlo-umiesz-rozpoznac-deepfake-sprawdz-pomoga-ci-w-tym-eksperci-nask.

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9 National Cyber Security Centre, *Three random words*, https://www.ncsc.gov.uk/collection/top-tips-for-staying-secure-online/three-random-words.

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11 Komisja Nadzoru Finansowego, CEBRF, *Podszycie pod znajomego*, https://cebrf.knf.gov.pl/podszycie-pod-znajomego.

12 NASK, *Jak rozpoznać deepfake po błędach w głosie?*, 23.01.2025, https://www.nask.pl/aktualnosci/jak-rozpoznac-deepfake-po-bledach-w-glosie; NASK, *Jak rozpoznać deepfake po błędach językowych?*, 06.02.2025, https://www.nask.pl/aktualnosci/jak-rozpoznac-deepfake-po-bledach-jezykowych.

13 OpenAI, *Data controls in ChatGPT*, OpenAI Help Center, https://help.openai.com/en/articles/7730893-data-controls-in-chatgpt.

14 Regulation (EU) 2024/1689 (Artificial Intelligence Act), Article 50, https://eur-lex.europa.eu/eli/reg/2024/1689/oj.

W5

Truth Detectives



Overview

Participants become detectives. They guess which pictures are real photos and which were made by AI, and discover that this can be very difficult. They learn three steps for any suspicious information: STOP – CHECK – ASK. They catch an AI chat making a mistake and use reverse image search to find out where a picture comes from. At the end, they make their own detective card and take part in a big quiz.

Aims

FOR PARTICIPANTS (IN EASY READ)

- I know that AI can make a picture that looks like a real photo.
- When something is strange, I do STOP – CHECK – ASK.
- I know that AI makes mistakes too.
- I can check where a picture comes from.
- I have my own detective card.

FOR THE TRAINER

- Participants know that AI-generated images can be impossible to tell apart from photos and that appearance alone isn't enough to judge whether something is true.
- Participants apply the STOP – CHECK – ASK pattern to messages, photos and videos that trigger strong emotions or ask them to do something.
- Participants experience an AI chat hallucinating on a topic they know well and know that AI answers need to be checked.
- Participants (with support) use reverse image search (Google Lens, TinEye) to find an earlier source of a picture.
- Participants create a personal cheat sheet with the checking steps and their trusted people.

The workshop corresponds to the competence "Evaluating data, information and digital content" in area 1 of the DigComp framework (see chapter 1.5).

Final outcome

Each person has their own detective card (W5.5) in ID-card format, to carry in a wallet or phone case, and a "Truth Detective" badge. The group has a STOP – CHECK – ASK poster on the wall and a "gallery of fakes" with examples they spotted themselves.

Preparation

Equipment

- the trainer's computer with a projector and speakers,
- 1 device per pair of participants (laptop or tablet) for activity 4; if there aren't many devices, run activity 4 on the projector,
- a printer (ideally colour: the pictures in activity 1 need to be clear),
- 3 large signs: a pink STOP, a orange CHECK (magnifying glass) and a lime ASK (speech bubble), e.g. on cardboard with a stick.

Tools

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
Which Face Is Real (whichfaceisreal.com) – the University of Washington's "Which face is real?" game	Free, unlimited[1].	No account, no age limit.	Browser, internet.	– (this is the no-account option)
Google Lens / Google reverse image search (images.google.com, camera icon; in Chrome: right-click on the picture)	Free[2].	No login. The results come from an ordinary search engine and may show unsuitable websites, so switch on SafeSearch.	Browser, internet.	TinEye

Tool	Free version and limits	Account / age	Requirements	Alternative without an account
TinEye (tineye.com) – reverse image search	Free for non-commercial use. Limit: 100 searches a day and 300 a week per IP address; the whole room usually shares one address, so sometimes you have to solve a CAPTCHA[3]. TinEye doesn't save the images you search for[4].	No account.	Browser, internet.	–
Duck.ai (duck.ai) or ChatGPT without logging in – for the hallucination test	Free, with a daily limit[5][6].	No account. Duck.ai: 18+ or under the supervision of a parent or guardian; ChatGPT: 13+, under 18 with a parent's consent[5][6]. With minors, the trainer operates it on the projector.	Browser, internet.	Printout of AI answers prepared in advance
Interland – Reality River (variation)	Free game[7].	No account, no age limit.	Browser.	–
Content Credentials Verify (verify.contentauthenticity.org) – "harder" variation	Free[8].	No account.	Browser, image file.	–
Kahoot! (quiz variation, activity 6)	Free plan for the trainer, with a player limit (up to 10 people per game)[9].	The trainer needs an account. Players join with a code, without an account.	Trainer's screen, players' devices.	Paper quiz with A–B–C cards (basic version)

FOR THE TRAINER

Prepare the AI images for activity 1 yourself before the session, on your own account in an image generator (e.g. Bing Image Creator or Microsoft Designer, which we use in Workshop 2). Take the real photos from your own collection (without people, or with people who have agreed) or from Wikimedia Commons, credited with the author and licence. Don't use photos of participants. Label each printout on the back: "AI" or "real", with the source and date.

Printable materials

- worksheets W5.1–W5.6 (1 per person),
- the gallery for activity 1: 8 numbered A4 colour pictures (4 real photos, 4 AI images),
- situation cards for activity 2 (additional materials),
- three STOP / CHECK / ASK signs (large ones for the game and small ones, 1 set per person),
- 2–3 pictures for activity 4, saved as files on the devices or available via a link (see the activity description),
- detective card to cut out and laminate (W5.5, ID-card format),
- the detectives' quiz (W5.6) and A–B–C answer cards (1 set per person),
- answer key for the quiz (for you),
- "Truth Detective" badges,
- plan for the day (W0.2) and rules poster (W0.1),
- magnifying glasses (toy or paper ones), detective hats (optional, lots of fun), crayons, scissors, glue, laminating film or wide tape.

Room preparation

On one wall, hang the gallery of 8 pictures at the eye level of people who are sitting (including wheelchair users). Leave a free space in the middle of the room: on the left, put a "TRUE" sheet with a green tick, and on the right a "FALSE" sheet with a red cross. On another wall, make space for the STOP – CHECK – ASK poster and the "gallery of fakes".

The day before:

1. Play 5 rounds of Which Face Is Real and remember 2–3 difficult pairs of faces.
2. Prepare the hallucination test (activity 3): ask the chat the questions from the list and write down the answers. Take screenshots. The AI's answers may be different every time. If the chat makes no mistakes at all, that's fine too: you will use the backup questions.
3. Check reverse image search on the participants' devices. Switch on SafeSearch in Google.

Accessibility

- In the gallery and the quiz, all answers can be given with a card or a movement, without speaking.
- The STOP – CHECK – ASK signs have three colours and three pictures: a hand, a magnifying glass, a speech bubble. People who don't read recognise them by the colour and the picture.
- Reverse image search needs several clicks. Pairs work with worksheet W5.4, where each step has a picture of the button. For some groups it's better to run the whole activity on the projector.
- Read the AI chat's texts out loud, or switch on read aloud in the browser.
- In activity 1, people with low vision get the pictures close up, on a tablet with zoom.

Timetable

Time	Activity	Min	Method	Worksheet
0:00	Welcome, plan for the day, rules (fixed routine)	10	circle, routine	**W0.1**, **W0.2**
0:10	1. Real or AI?	30	movement game, gallery, browser game	**W5.1**
0:40	2. STOP – CHECK – ASK	30	role plays, signs, movement	**W5.2**
1:10	**Break**	**15**	–	–

Time	Activity	Min	Method	Worksheet
1:25	3. AI makes mistakes too	30	working with an AI chat on the projector	**W5.3**
1:55	4. Where does this picture come from?	30	pair work on the computer	**W5.4**
2:25	**Break**	**20**	–	–
2:45	5. My detective card	30	making, drawing	**W5.5**
3:15	6. The big detectives' quiz	35	team game, quiz	**W5.6**
3:50	Closing and evaluation	10	circle, smiley faces	**W0.3**
4:00	End			

The routine for the welcome, breaks and closing is described in the introduction to Part 2. If Workshop 5 comes after Workshop 4, ask during the welcome: "Who remembers what we do when someone calls and asks for money?" The answer "I hang up, call back, tell someone" makes a good bridge to today's STOP – CHECK – ASK.

Activity 1. Real or AI?

Aim: to warm the group up with movement and show that AI makes images that look like real photos. To discover that you often can't tell just by looking.

Time: 30 minutes

Materials: "TRUE" and "FALSE" sheets on the floor, the gallery of 8 pictures on the wall, Which Face Is Real on the projector, worksheet W5.1, magnifying glasses.

STEP BY STEP

1. **Warm-up: "True or false?" (7 min).** Read simple sentences. Anyone who thinks "true" goes to the left, anyone who thinks "false" goes to the right. Start with funny ones: "Elephants can fly", "Water is wet", "Today is [day of the week]", "Cats have six legs". When you get to the elephants, show the picture from the workshop opening: "This elephant is flying. Is that true? No, AI made this

picture." At the end, say: "That was easy, because we know the world. On the internet it can be harder. Today we are detectives."

2. **Gallery (12 min).** Hand out the magnifying glasses and worksheets W5.1. Participants walk in pairs from picture to picture and tick on the worksheet: 📷 real photo or 🤖 AI. Give them time; don't rush them. Suggest what to look at: hands and fingers, writing, ears, teeth, background, shadows, faces that are "too perfect".
3. **The reveal (5 min).** Sit down in front of the gallery. For each picture, ask: "Who thinks it's AI? Who thinks it's real?" Count the hands. Turn the sheet over and show the answer. For the AI images, point out what might have given the AI away, but also say so when nothing did.
4. **Which face is real? (5 min).** Play 4–5 rounds of Which Face Is Real on the projector. The group votes with "left" and "right" cards. Explain: "One face is a photo of a real person. The other is a face made by a computer. That person doesn't exist."
5. **Conclusion (1 min).** "Sometimes AI makes mistakes and you can see them. More and more often you can't see anything. So a detective doesn't just look. A detective checks."

BACKGROUND FOR YOU

The Which Face Is Real game was created as part of the *Calling Bullshit* project at the University of Washington (Jevin West and Carl Bergstrom). The AI faces in this game were made with an older type of generator (StyleGAN), which more often leaves mistakes, e.g. around the ears, hair and background[1]. Newer generators make images that are much harder to recognise. Looking for mistakes is a good exercise in observation, but it doesn't give certainty. Don't promise participants that they will "always spot AI by the fingers".

VARIATIONS

- *Easier:* 4 pictures instead of 8, including 2 with obvious AI mistakes (e.g. six fingers, strange writing). Everyone works together, not in pairs.
- *Harder:* participants write on the worksheet how they recognised the AI. At the end, show an AI image with no mistakes at all and ask: "What now?"

- *For people with physical disabilities:* in the warm-up, "true/false" cards instead of moving; the trainer hands them the gallery pictures or shows them on a tablet.
- *For people who don't speak:* answers with cards and by pointing to the place in the picture that looks strange.

WHAT TO WATCH OUT FOR

- Don't use pictures that are frightening (disasters, injured people) or that make fun of real people.
- Don't show deepfakes of politicians or celebrities as "funny" examples. We talk about fakes, but we don't spread them.
- Once revealed, label each AI image in the gallery with a "Made with AI" sticker.

W5.1 Real or AI?

What do you do?

You look at pictures. You guess: is it a real photo or AI?

Steps

1. Look at the picture through a magnifying glass.
2. Tick: real or AI.
3. Listen to the answer.

Look at: hands ears writing background

My work

Picture 1:	☐	☐	Did I guess right? ☐
Picture 2:	☐	☐	Did I guess right? ☐
Picture 3:	☐	☐	Did I guess right? ☐
Picture 4:	☐	☐	Did I guess right? ☐
Picture 5:	☐	☐	Did I guess right? ☐
Picture 6:	☐	☐	Did I guess right? ☐
Picture 7:	☐	☐	Did I guess right? ☐
Picture 8:	☐	☐	Did I guess right? ☐

Was it easy to guess?

☐ yes ☐ a little ☐ no

How did I do?

☐ ☐ ☐

Activity 2. STOP – CHECK – ASK

Aim: to teach three steps that help you not to be fooled: stop, check somewhere else, ask a trusted person. To practise them with movement on simple situations.

Time: 30 minutes

Materials: three large signs (pink STOP, orange CHECK, lime ASK), small signs for everyone, situation cards (additional materials), worksheet W5.2.

STEP BY STEP

1. **Three signs (5 min).** Show the signs one by one and say what they mean. Each one has a movement: Repeat the movements three times, faster each time.
    - **STOP** (pink, hand): "I stop. I don't click. I don't forward it." Movement: hand held out.
    - **CHECK** (orange, magnifying glass): "I look somewhere else. Is anyone else writing about this? Where does it come from?" Movement: hands like binoculars in front of your eyes.
    - **ASK** (lime, speech bubble): "I ask a trusted person." Movement: hand by your mouth as if calling out.
2. **When do we STOP? (5 min).** Ask: "When do you need to stop?" Collect the answers and add three signals: a message **makes me very angry, scared or excited**; someone says **"quick!"**; someone wants me to **click, pay, give my details or forward it**.
3. **Situations (15 min).** Read the situation cards. After each one, the group shows with a movement and a sign what they do. Always STOP first. Then ask: "How do we CHECK? Who do we ASK?" Collect ideas: type it into a search engine, see whether big news websites or fact-checking sites (e.g. Demagog, Konkret24) are writing about it, call the person, ask the trainer.
4. **Worksheet (5 min).** Participants fill in worksheet W5.2. Put the STOP – CHECK – ASK poster up on the wall.

BACKGROUND FOR YOU

This pattern is close to what fact-checking organisations teach: stop before you share; check the source; look at what other sources say. In Poland, the truth of circulating information is checked by, among others, the Demagog Association (demagog.org.pl), Konkret24 (konkret24.tvn24.pl), AFP Sprawdzam (sprawdzam.afp.com) and FakeNews.pl[10]. For young people with intellectual disabilities, the most important step is ASK: it's easier to call a trusted person than to compare sources on your own.

VARIATIONS

- *Easier:* only two signs: STOP and ASK. Very short situations, with a picture.
- *Harder:* participants in pairs get a situation card and act it out, and the group says where the information could be checked. Show one real fact-checking site on the projector, e.g. Demagog.
- *For people who don't speak:* they hold up the signs. When asked "who will you ask?", they point to a photo or symbol of a person.

WHAT TO WATCH OUT FOR

- Choose neutral situations. Don't use real false news about politics, illness or war: it can cause fear or arguments.
- Don't judge beliefs a participant has brought from home ("my dad says that..."). Say: "Let's check together how we know that."

W5.2 STOP – CHECK – ASK

What do you do?

You learn three steps. These steps protect you from scams.

Steps

1. **STOP.** Stop. Do not click. Do not send it on.
2. **CHECK.** Look in another place. Where does it come from?
3. **ASK.** Ask a trusted person.

When do I STOP?

- [ ] The message makes me very angry or scared.
- [ ] Someone writes: "Quick!"
- [ ] Someone wants money or my details.
- [ ] Someone says: "Send this on!"

My work

"You have won a phone! Click quickly!"

What do you do first? ☐ I click ☐ STOP

Who will I ask? _____

How did I do?

☐ ☐ ☐

Activity 3. AI makes mistakes too

Aim: to catch an AI chat making a mistake (a hallucination) on a topic participants know well. To understand that an AI chat sounds confident even when it is wrong, and that AI answers need to be checked.

Time: 30 minutes

Materials: the trainer's computer with a projector, Duck.ai or ChatGPT without logging in, screenshots from the trial run the day before (plan B), "True ☑ / Mistake ✖" cards for everyone, worksheet W5.3.

BACKGROUND FOR YOU

A hallucination is an AI answer that sounds believable but is untrue (see chapter 1.1). AI chats make mistakes more often with questions about little-known facts, local matters, numbers and dates, counting letters in words, and questions that contain a false assumption. Large models are getting better and often correct a misleading question. That is also a good result for the activity: it shows that **we can't know in advance** when the AI will be wrong. The answers change every time you ask, so do a trial run the day before and keep screenshots.

TEST QUESTIONS (CHOOSE 4–5)

Type of question	Example	What we're looking for
False assumption	"Tell me briefly how Nicolaus Copernicus invented the bicycle."	Will the AI notice that Copernicus didn't invent the bicycle? Sometimes it makes up a story.
Local matter	"Who won the football tournament in [our town] last year?" or "What are the opening hours of [our centre]?"	Will the AI admit it doesn't know? Will it make up an answer? The group knows the truth.
Counting letters	"How many letters 'r' are there in the word 'strawberry'?"	Correct answer: 3. AI sometimes counts wrongly.
A topic the group knows well	A question about the participants' favourite cartoon, game or team, e.g. "What is the dog called in the cartoon ...?"	Participants are the experts and judge the answer.

Type of question	Example	What we're looking for
Source	"Give me a link to an article about our centre."	AI may give a link that doesn't work or leads somewhere else. Click it and check.

In questions about the town and the centre, use only public names. Don't type in participants' names or data.

STEP BY STEP

1. **Introduction (3 min).** Ask: "Can a computer make a mistake?" Say: "An AI chat knows a lot. But sometimes it makes things up. When it does, it sounds very sure. This is called a hallucination. Today we will try to catch the AI making a mistake."
2. **Test (17 min).** For each question: first the group says what the true answer is (if they know it). Then you type the question into the chat (participants can dictate it). Read the answer out loud. Participants hold up the ☑ or ✖ card. Ask: "How do we know it's a mistake?"
3. **Asking the AI again (5 min).** For one mistake, type: "Are you sure? Check again." See what happens. Sometimes the AI corrects the mistake, sometimes it adds a new one. Conclusion: "Asking the AI a second time isn't enough. We check somewhere else or ask a person."
4. **Worksheet (5 min).** Participants fill in worksheet W5.3.

VARIATIONS

- *Easier:* 3 questions: counting letters, the group's topic, a question about the centre. Answers printed in advance, no live work.
- *Harder:* adult participants in pairs on Duck.ai make up their own question to "catch out" the AI and compare the answers of two different models.
- *For people who don't speak:* voting with ☑ / ✖ cards; the questions are dictated by their partner or the trainer.

WHAT TO WATCH OUT FOR

- Don't ask the AI about health, medicines or diagnoses, or about real people the group knows.

- If the AI answers everything correctly, don't pretend it made a mistake. Show the screenshot from the day before and say: "Yesterday it made a mistake, today it didn't. We don't know when it will make a mistake. That's why we always check."
- Avoid the conclusion "AI is stupid". A better conclusion: "AI helps, but it isn't always right."

W5.3 AI makes mistakes too

What do you do?

You check if the AI tells the truth.

A **hallucination** is an AI mistake. The AI makes something up. But it sounds very sure.

Steps

1. Listen to the question.
2. Say what you know.
3. Listen to the AI's answer.
4. Tick: ☑ true or ✗ mistake.

My work

Question 1: ☑ ☐ ✗ ☐

Question 2: ☑ ☐ ✗ ☐

Question 3: ☑ ☐ ✗ ☐

Question 4: ☑ ☐ ✗ ☐

How many letters "r" are in the word "strawberry"? ____

Did the AI make a mistake?

☐ yes ☐ no

Remember: AI helps. AI sometimes makes mistakes. I check.

How did I do?

☐ ☐ ☐

Activity 4. Where does this picture come from?

Aim: to get to know reverse image search. To check whether a photo from a "news story" really is from today and from our town. To understand that an old photo with a new caption is also false information.

Time: 30 minutes

Materials: devices for pairs (or the projector), 2–3 pictures saved on the desktop of each device, worksheet W5.4 with pictures of the buttons.

PREPARATION BEFORE THE SESSION

Prepare two "fake posts", i.e. a printout or slide with a photo and a caption:

1. **Old photo, new caption.** Choose a well-known photo from Wikimedia Commons, e.g. a famous building or a weather event from years ago. Add a false caption: "TODAY in our town! Share!" Reverse image search should show that the photo has been online for a long time and comes from somewhere else.
2. **An AI image.** Take one of the AI images from activity 1 with the caption "A real photo of a rare animal". Reverse image search will probably find nothing, because the image was made yesterday.

Save the files on the desktop of the participants' devices with simple names: "picture1", "picture2". Check in advance what the results show.

BACKGROUND FOR YOU

Google Lens (Google reverse image search) works in the browser without logging in: on images.google.com you click the camera icon and upload a file or paste a link; in Chrome you can also right-click on a picture and choose to search with Google Lens[2]. The results show similar images and the pages where they appeared. Button names in your language may change. **TinEye** looks for exact copies of an image, including cropped and edited ones. It lets you sort the results from oldest to newest. The date in TinEye is the day TinEye found the image, not the day the image first appeared online[4].

Two important things to tell participants: if the search finds the same image from years ago, the "today" caption is false. If the search finds nothing, that **doesn't mean** the image is real.

STEP BY STEP

1. **A fake post (3 min).** Show the first post on the projector. Ask: "Is this true? How do we know?" Do STOP together.
2. **Demonstration (7 min).** Search for the image on the projector step by step and say out loud: "I open Google Images. I click the camera. I choose the file. I look at the results." Show the page where the photo appeared earlier. Ask: "Is this our town? Is this today?"
3. **Pair work (12 min).** Pairs do the same with picture 1 and picture 2, following worksheet W5.4. One person clicks, the other looks at the worksheet and says what comes next. Go from pair to pair.
4. **Conclusions (5 min).** Pairs say what they found. Write two sentences on the board: "The same picture from years ago = the caption is lying", "Nothing found = I don't know. I keep asking."
5. **Worksheet (3 min).** Participants finish worksheet W5.4.

VARIATIONS

- *Easier:* the whole activity on the projector. Participants say what to click and hold up "same photo" / "different photo" cards.
- *Harder:* pairs check the same image in Google Lens and in TinEye and compare the results. You can also show Content Credentials Verify: the website checks whether an image has a "label" (C2PA) saying it was made with AI. No label proves nothing, because it is easy to remove[8].
- *For people with difficulties using their hands:* the pair shares the roles; the person who finds it difficult says what to click.

WHAT TO WATCH OUT FOR

- Switch on SafeSearch. Reverse image search results are ordinary websites and may contain adverts or unsuitable content. Pairs work under your supervision.
- Don't search for photos of participants' faces or of other real people they know.

- TinEye counts the limit for the whole network. If a CAPTCHA appears, help solve it.

W5.4 Where does this picture come from?

What do you do?

You check where a picture comes from.

Steps

1. Open the Google Images website.
2. Click the camera .
3. Choose the picture on the desktop.
4. Look at the results. Is the same picture there?

My work

Picture 1:

Is the same picture on the internet? ☐ yes ☐ no

Is it our town? ☐ yes ☐ no ☐ I do not know

Is it from today? ☐ yes ☐ no ☐ I do not know

Picture 2:

Is the same picture on the internet? ☐ yes ☐ no

Remember:

The same picture from years ago = the caption is lying.

Nothing found = I do not know. I keep asking.

How did I do?

☐ ☐ ☐

Activity 5. My detective card

Aim: each person makes their own cheat sheet in ID-card format: the three steps, detective questions and trusted people. To reinforce what they learned during the day through a creative activity.

Time: 30 minutes

Materials: detective card template W5.5 (two sides in ID-card format, 8.5 × 5.5 cm, plus an enlarged A5 version for people who find fine hand movements difficult), crayons, felt-tip pens, stickers, scissors, laminating film or wide tape, the trainer's camera or phone (variation).

STEP BY STEP

1. Show your own detective card (an example). Say: "This is a detective ID card. You keep it in your wallet or phone case. When something is strange, you look at the card."
2. **Side 1 (10 min).** Participants draw themselves as a detective (or choose a symbol) and write their detective name or nickname. Their real surname isn't needed.
3. **Side 2 (10 min).** Participants colour in the three steps STOP – CHECK – ASK, tick their detective questions and write in one trusted person.
4. **Laminating (5 min).** Cut out the cards and laminate them (or cover them with tape).
5. **Show and tell (5 min).** Anyone who wants to shows their card and says one detective question.

DETECTIVE QUESTIONS (TO CHOOSE ON THE CARD)

- Who wrote this?
- Where does it come from?
- Is anyone else talking about it?
- Is it too good or too scary to be true?
- Does someone want me to do something quickly?

- Did AI make this?

VARIATIONS

- *Easier:* a card with ready-made pictures to colour in and one box for a name. A5 format.
- *Harder:* on the back, participants add the name of one fact-checking website (e.g. Demagog) and their own detective question.
- *For people who don't write:* the trusted person is stuck on as a photo or symbol; the trainer writes the name as the participant dictates.

WHAT TO WATCH OUT FOR

- If you write for a participant, use their words.
- Don't write private people's phone numbers on the card in case it gets lost. A name or role is enough ("mum", "Ola from the centre").

W5.5 My detective card

What do you do?
You make your detective card.

Steps

1. Draw yourself as a detective.
2. Write your detective name.
3. Tick your questions.
4. Cut out the card.

Side 1

TRUTH DETECTIVE CARD

draw yourself here

Detective name: _____

Side 2

STOP CHECK ASK

My questions:

- [ ] Who wrote this?
- [ ] Where does it come from?
- [ ] Did AI make this?
- [ ] Does someone say "Quick!"?

I will ask: _____

How did I do?

Activity 6. The big detectives' quiz

Aim: to go over what participants learned in this workshop (and in Workshop 4) through a team game. To end the day with fun and a sense of success.

Time: 35 minutes

Materials: quiz questions on the projector or printed (W5.6), A, B and C answer cards for each team, answer key, scoreboard, small prizes (stickers). Variation: a Kahoot! quiz on the trainer's account.

STEP BY STEP

1. Divide the group into 3–4 detective teams. Each team makes up a name (e.g. "The Magnifiers", "The Falcons").
2. Explain the rules: "I read a question and three answers. The team talks it over. When I give the signal, the team holds up card A, B or C."
3. Read the questions one by one, slowly, with a picture on the projector. Give 30–60 seconds for discussion.
4. After each question, give the answer and one sentence of explanation. A team gets a point for a correct answer.
5. After 12 questions, add up the points. All teams get a round of applause and stickers; the winning team chooses a song to finish with or starts a round of applause.
6. Participants fill in worksheet W5.6: they tick which question was the hardest.

QUIZ QUESTIONS

1. Someone writes: "You've won a phone! Click quickly!" What do you do first? A) I click. **B) STOP.** C) I send it to my friends.
2. Can AI make a photo of a person who doesn't exist? **A) Yes.** B) No. C) Only in fairy tales.
3. What is an AI hallucination? A) The AI is asleep. **B) The AI makes things up and sounds sure.** C) The AI is singing.
4. A photo has the caption "Today in our town". Reverse image search shows the same photo from 10 years ago, from another country. The caption is: A) true, **B)**

false, C) funny.

5. Reverse image search found nothing. What does that mean? A) The photo is definitely real. B) The photo is definitely made by AI. **C) I don't know. I keep asking.**
6. Who do you ask when something on the internet is strange? A) Nobody. B) A stranger from a chat. **C) A trusted person.**
7. A voice on the phone sounds like your mum and asks for a BLIK code. What do you do? A) I give the code. **B) I hang up and call my mum on the saved number.** C) I laugh.
8. Which of these is a strong password? A) 123456. B) My name. **C) Three random words, e.g. cauliflower umbrella bike.**
9. What can you write to an AI chat? **A) "Think of a name for a dragon."** B) My address. C) My password.
10. A message makes you very angry or scared. What do you do? A) I quickly send it on. **B) STOP – CHECK – ASK.** C) I reply with a rude word.
11. Is AI always right? A) Yes. **B) No, it sometimes makes mistakes.** C) Yes, because it's a computer.
12. How do you label a picture made by AI? A) "My photo". **B) "Made with AI".** C) I don't label it.

The correct answers are in bold. Remove the bold on the printout for participants.

VARIATIONS

- *Easier:* 6 questions (1, 2, 6, 7, 9, 11), answers A and B only, each with a picture.
- *Harder:* after each answer, teams say why. Or they make up their own quiz question for the other teams.
- *Kahoot!:* if the group has up to 10 players (or plays in teams on 10 devices), you can move the questions to Kahoot! on your account. Players join with a code, without creating an account. The paper version is always safer: it doesn't depend on the internet or on limits.
- *For people who don't speak:* teams answer with cards; a person who doesn't speak can be the "judge" who holds up a lime card for a correct answer.

WHAT TO WATCH OUT FOR

- Competition may upset someone. Emphasise teamwork, not the score. Give points for a good explanation too.
- Read each question twice. Don't rush.

W5.6

The big detectives' quiz

What do you do?

You play a quiz with your team.

Steps

1. Listen to the question.
2. Talk with your team.
3. Hold up card A, B or C.

My work

Our team: _____

Our points: ____

The hardest question was about:

- [ ] passwords
- [ ] a picture made by AI
- [ ] hallucination
- [ ] STOP – CHECK – ASK
- [ ] a call from "mum"

I am a truth detective!

How did I do?

Summary and evaluation

You run the **closing (10 minutes)** following the fixed routine from the introduction to Part 2.

1. Sit in a circle. Everyone shows the STOP – CHECK – ASK movements together.
2. Each person finishes the sentence: "Today, as a detective, I learned...". People who don't speak show a sign or their detective card.
3. Participants fill in the W0.3 evaluation sheet ("How was today?").
4. Hand out the "Truth Detective" badges.
5. Finish with a group clap.

WHAT TO LOOK FOR IN THE EVALUATION

- Do participants remember the three steps (or at least STOP and ASK)?
- Do they understand that we can't always recognise an AI image by how it looks?
- Did they answer quiz questions 5 and 11 correctly (the hardest ones conceptually)?

FOLLOW-UP

- Keep the STOP – CHECK – ASK poster up in the room. Start the next sessions with one "suspicious picture of the week".
- Anyone who wants to can play Reality River in Interland at home (the world about false information).
- Encourage participants to show their detective card at home and teach their family the three steps.
- For adult participants who read well, you can recommend the game Bad News (getbadnews.com, with a Polish version available in the language menu), in which the player learns the tricks used by people who create fake news. The game's language is difficult; it's best played in a pair with the trainer.

Additional materials

Situation cards for activity 2 (8 cards)

Print on A5 cards, each with a picture.

1. 📱 Text message: "Your parcel is waiting. Pay PLN 1. Click the link." (You aren't expecting any parcel.)
2. 🎁 Post: "We're giving away 100 phones! Share and type in your address!"
3. 🐊 Photo: "A crocodile in our river! Be careful!" The photo looks strange.
4. 🎤 Video: a famous singer says: "Buy this cream and you'll be healthy." The mouth doesn't match the words.
5. 😡 Message: "Your friend is writing nasty things about you. Look!" and a link.
6. 🏫 Message from an unknown number: "No school tomorrow! Tell everyone!"
7. 🤖 An AI chat writes: "The highest mountain in Poland is Giewont." (Poland's highest peak is Rysy.)
8. 🐶 A photo of a dog in a hat with the caption "Funny dog". Someone wants you to like it. (Nothing needs to be done here: not everything is dangerous. This card teaches that STOP means a moment to think, not fear.)

STOP – CHECK – ASK signs (to print and for the poster)



Under the signs, add in large print (at least 28 pt): **STOP** – Stop. **CHECK** – Look in another place. **ASK** – Ask a trusted person.

Cheat sheet of checking prompts (for the trainer and adult participants)

TIP

HOW TO CHECK AN AI CHAT'S ANSWER

- "How do you know that? Give me a source." → Click the link and check that it works and says the same thing.
- "Are you sure? What in this answer could be a mistake?"
- "Explain this in simple words, in three short sentences." → It's easier to notice a mistake in a short text.
- "What don't you know about this topic?"

- Ask the same question a second time or in a different chat. If the answers are different, check somewhere else.

Remember: no prompt will turn AI into a reliable source. The last step is always a person or a trusted website.

Where to check information

Website	What it does
Demagog (demagog.org.pl)	Checks statements and information circulating online; has a section on false information.
Konkret24 (konkret24.tvn24.pl)	A TVN24 service that checks facts and fake photos and videos.
AFP Sprawdzam (sprawdzam.afp.com)	AFP's Polish fact-checking service; checks false information.
FakeNews.pl (fakenews.pl)	Checks false information and teaches how to recognise it.
Google Lens, TinEye	Reverse image search: where a photo comes from.

Fact-checking websites are written in difficult language. For participants, the best "fact-checking service" is a trusted person.

Gallery key (activity 1) – template for the trainer

No.	Real / AI	Source or tool, date	What might give the AI away
1			
2			
3			
4			
5			
6			
7			

No.	Real / AI	Source or tool, date	What might give the AI away
8			

"Truth Detective" badge



Truth detective

Name: _____

Date: _____

Under the badge: "**Truth Detective.** I do STOP – CHECK – ASK. Name: _____. Date: _____."

Pictures for the W5 plan for the day

For worksheet W0.2 (plan for the day), prepare 6 pictures: a camera and a robot (activity 1), three signs (activity 2), a chat bubble with a question mark (activity 3), a magnifying glass over a photo (activity 4), an ID card (activity 5), a trophy (activity 6), plus the break and closing symbols.

NOTES

1 J. West, C. Bergstrom, *Which Face Is Real?*, University of Washington, Calling Bullshit, https://www.whichfaceisreal.com/.

2 Google, *Wyszukiwanie za pomocą obrazu w Google* (Search with an image on Google), Google Search Help, https://support.google.com/websearch/answer/1325808.

3 TinEye, *Is there a limit to how many searches I can do?*, https://help.tineye.com/article/240-is-there-a-limit-to-how-many-searches-i-can-do; TinEye, *I'm hitting my search limit with a shared IP address*, https://help.tineye.com/article/245-im-hitting-my-search-limit-with-a-shared-ip-address.

4 TinEye, *FAQ*, https://tineye.com/faq.

5 DuckDuckGo, *Duck.ai Privacy Policy and Terms of Use*, https://duckduckgo.com/duckai/privacy-terms; DuckDuckGo, *Does Duck.ai have usage limits?*, https://duckduckgo.com/duckduckgo-help-pages/duckai/usage-limits.

6 OpenAI, *Terms of Use*, https://openai.com/policies/row-terms-of-use/; OpenAI, *The ChatGPT home page*, https://help.openai.com/en/articles/9125172-the-chatgpt-home-page.

7 Google, *Asy Internetu – Interlandia* (Be Internet Awesome – Interland, Polish version), https://beinternetawesome.withgoogle.com/pl_all/interland/.

8 Content Authenticity Initiative, *Content Credentials Verify*, https://verify.contentauthenticity.org/.

9 Kahoot!, *Plans and pricing* and *Terms and Conditions*, https://kahoot.com/pricing/.

10 Stowarzyszenie Demagog (Demagog Association), https://demagog.org.pl/; Konkret24, https://konkret24.tvn24.pl/; AFP Sprawdzam, https://sprawdzam.afp.com/; FakeNews.pl, https://fakenews.pl/.

Glossary

This glossary is written in Easy Read. You can print it for participants or read it together with them. The words are in alphabetical order. Each word has a short explanation and an example. Some words also have a pictogram.

FOR THE TRAINER

Use the same words in all your sessions. If you sometimes say "instruction" and sometimes "prompt", explain that they mean the same thing. Explain foreign or technical words (e.g. "deepfake", "link") the first time you use them, and show a picture. The explanations are not legal or scientific definitions. You will find more detailed descriptions in Part 1.



A

AAC (augmentative and alternative communication)

AAC means ways to communicate without words or with help. For example pictures, symbols, boards, gestures, or devices that speak for us. AAC helps people who do not speak or who speak only a little.

Example: Ola points to the picture "drink" on her tablet. The tablet says: "I want a drink."

Account

An account is your own place in a program or an app. You log in to your account with your email address or phone number and a password. The program remembers what you do. Some programs only let you have an account from a certain age.

Example: This program needs an account. So in our sessions the trainer uses it on her own computer.

AI (artificial intelligence)

AI is a computer program. AI learns from very many texts and pictures. Then it can write, answer questions, and make pictures and music. AI is not a person. AI does not think or feel like a person.

Example: An AI chat wrote a poem about a cat for me.

AI chat

An AI chat is a program. You write to it or talk to it. You write a question. The AI chat answers. An AI chat is a program from a big company. It is not a friend.

Example: I ask the AI chat: "Think of a name for a dragon."

App

An app is a program on a phone, tablet or computer. For example a game, a map or a messaging app.

Example: I have a music app on my phone.

Artificial intelligence – see: **AI**.

B

Browser

A browser is a program for looking at websites. For example Chrome, Edge, Firefox or Safari.

Example: I open the browser. I type the address of the game.

C

Copyright

Copyright protects an author's work. An author is a person who made something. For example a photo, a song, a book or a drawing. You cannot take someone else's work and say it is yours. When you use someone else's work, write the author's name. Check if you are allowed to use it.

Example: I take a photo from the internet. I check who the author is. I check if I can use the photo.

D

Deepfake

A deepfake is a fake photo, voice recording or film. AI made it. It looks or sounds like a real person. Scammers use deepfakes. They pretend to be someone famous or someone from your family.

Example: On the phone I hear a voice like my brother's voice. It may be a deepfake. I hang up. I call my brother.

Dictation

Dictation means writing with your voice. You speak into the microphone. The computer or phone turns your words into text. You do not need to type on the keyboard.

Example: I press the Windows key and the H key. I say a sentence. The computer writes it.

E

Easy Read (ETR)

Easy Read is text written with simple words. The sentences are short. The text has pictures. People with intellectual disabilities check this kind of text. ETR is short for *easy-to-read*.

Example: This glossary is written in Easy Read.

Editing (a film)

Editing means putting a film together from parts. You choose the shots. You put them in order. You add music and words.

Example: In the editing program I put three shots in order. I add a song.

Export

Export means saving your finished work as a file. Then you can watch the file, send it or print it.

Example: I have finished my film. I click "Export". Now I have a file with my film.

F

Fake news

Fake news is a message that is not true. Someone wrote it on purpose. They want to trick us or make us angry. Fake news often says: "Quick! Send this on!"

Example: "No school tomorrow! Tell everyone!" This may be fake news. I do STOP – CHECK – ASK.

Family password

A family password is a word. Only the people close to you know it. Someone calls you. They say they are from your family. You can ask them for the family password. A scammer does not know it.

Example: "If it is really you, say our password."

Frame and shot

A frame is what you see in one photo or at one moment in a film. A shot is a part of a film. It is recorded without stopping. A film has many shots.

Example: In the first shot you see a forest. In the second shot you see a dog.

H

Hallucination (AI)

A hallucination is an AI mistake. The AI makes up something that is not true. The AI says it in a very sure way. So we check the AI's answers.

Example: The AI wrote that the highest mountain in Poland is Giewont. This is not true. The highest mountain in Poland is Rysy.

I

Image (your image)

Your image is how you look in a photo or in a film. Your image is your personal data. Nobody can show your photo on the internet if you do not agree.

Example: You can see my face in a photo from our session. This is my image.

Image consent

Image consent means permission. You say or sign: "You can show my photo." Sometimes a parent or carer signs too. You can say "no". You can also change your mind later.

Example: I do not want my photo on the website. I do not give my consent.

Image generator

An image generator is an AI program. It makes pictures. You write or say what you want in the picture. The program makes the picture.

Example: I write: "A dog in a hat on the beach." The generator makes this picture.

L

Limit (free)

A limit is how much you can do. In the free version of a program you can only do a few things. For example make a few pictures a day or a few songs. Then you have to wait or pay. In our sessions we do not pay. We wait until the next day.

Example: We have used up the free limit. Tomorrow we can make pictures again.

Link

A link is the address of a page on the internet. When you click a link, the page opens. A link in a strange message can lead to scammers. Do not click if you do not know where the link comes from.

Example: A text message says: "Pay PLN 1 for your parcel. Click the link." I do not click. I ask a trusted person.

M

"Made with AI"

These are the words we put on work we made with help from AI. These words tell other people that an AI program helped. This is honest.

Example: Under my picture I write: "Made with AI".

P

Password

A password is a secret word or a few words. A password opens a phone, an account or a game. A password is a secret. You do not tell it to other people. The only exception is a trusted carer who helps you.

Example: A strong password is three words that do not go together.

Personal data

Personal data is information about you. It tells people who you are. For example your name and surname, your address, your phone number, your photo, your national ID number (PESEL). Information about your health is very important data. We do not write it to the AI.

Example: My address is my personal data. I do not write it to strangers.

PIN and BLIK code

A PIN is a secret number for a bank card or a phone. A BLIK code is a number for paying with your phone. Your PIN and your BLIK code are secrets. Nobody good asks for them on the phone or in a message.

Example: Someone on the phone asks for my BLIK code. I hang up.

Privacy

Privacy is your right to have secrets. You decide what other people know about you. Programs have privacy settings. There you can switch off some things. For example saving your conversations.

Example: In the chat settings I stop the company using my conversations to improve the model.

Prompt (instruction for the AI)

A prompt is an instruction for the AI. You write or say what the AI should do. The more exactly you say it, the better the AI understands.

Example: Prompt: "Write three short sentences about a cat. Use simple words."

R

Reverse image search

Reverse image search means searching the internet with a photo, not with words. The program shows where else the photo is. This is how you check where a picture comes from.

Example: In Google Images I click the camera. I choose a photo. I see that the photo has been on the internet for 10 years.

S

Scam

A scam is a lie to get something from someone. For example money, a password or a photo. Scammers write messages and make phone calls. They often say: "Quick!"

Example: "You have won a phone! Give us your card number!" This is a scam.

Secret

A secret is information only for you or for people you trust very much. Your password, your PIN and your BLIK code are secrets. We do not write secrets on the internet or to the AI.

Example: My password is my secret.

Settings

Settings are a place in a program. There you change how the program works. You often see a picture of a cog  or three dots.

Example: In the settings I make the letters bigger.

Source

A source is the place where information comes from. For example a website, a book, a newspaper or a person. A good source tells you who wrote the text and when.

Example: I ask: "How do you know that?" I look for the source.

Speech synthesiser

A speech synthesiser is a program that reads text out loud. The computer speaks with a computer voice. This helps people who do not read or who prefer to listen.

Example: I click "Read aloud". The computer reads the text to me.

T

Terms of use

Terms of use are the rules of a program or a website. They say what you can do and what you cannot do. They also say how old you must be to use the program. Terms of use are usually long and difficult. The trainer or a carer can help you understand them.

Example: The terms of use say that people aged 18 and over can use this chat.

Trusted person

A trusted person is someone you know in real life. They want to help you. For example your mum, your dad, a carer, a trainer or a teacher. You tell a trusted person when something worries you.

Example: I got a strange message. I show it to my trusted person.

Two-step verification

This is extra protection for your account. First you type your password. Then you get a code in a text message. Or you confirm on your phone that it is you. A thief may know your password. But the thief does not have your phone.

Example: I log in. My phone asks: "Is this you?" I press "Yes".

W

WAV / MP3 file

WAV and MP3 are kinds of sound files. A sound file can have a song, a voice recording or a sound in it. An MP3 file is smaller. A WAV file has better sound, but it is bigger.

Example: I save my song as an MP3 file.

Watermark

A watermark is a mark on a picture or in a file. It says who made the picture. Or it says that AI made the picture. Sometimes you can see the watermark. For example words in the corner. Sometimes it is hidden. Only a computer can see it.

Example: There is a small logo of the program in the corner of the picture. This is a watermark.

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Terminology glossary PL → EN

BREAK BARRIERS WITH AI! – English edition of „PRZEŁAMUJ GRANICE Z AI!"

Working file for translators, editors and the typesetter. The English terms below are used consistently in all files in `tekst_en/`.

1. Title, parts, workshops

PL	EN	Note
PRZEŁAMUJ GRANICE Z AI!	BREAK BARRIERS WITH AI!	Keeps the energy and imperative of the original.
skrypt / podręcznik	handbook	
Wstęp	Introduction	
Część 1 / Część 2	Part 1 / Part 2	
scenariusz (zajęć / warsztatu)	workshop plan	
warsztat	workshop	
zajęcia	session(s)	
W1 Moja historia (z AI)	W1 My Story (with AI)	
W2 Obraz mówi	W2 Pictures Talk	
W3 Dźwięk i film / Mój dźwięk, mój film	W3 Sound and Film / My Sound, My Film	Both forms appear in the source.
W4 Moje dane, mój sekret	W4 My Data, My Secret	
W5 Detektywi prawdy	W5 Truth Detectives	
Słowniczek	Glossary	Easy Read.
Bibliografia	Bibliography	Source titles are not translated.

2. People

PL	EN	Note
prowadzący / prowadząca, trener / trenerka	trainer	One term throughout; pronoun *they* when gender is unknown.
osoba pracująca z młodzieżą	youth worker	
uczestnik / uczestniczka	participant	
opiekun / opiekunka	carer	Parent or carer = *parent or carer*.
asystent / asystentka	assistant	
zaufana osoba	trusted person	
samorzecznik / samorzeczniczka	self-advocate	
osoby z niepełnosprawnością intelektualną	people with intellectual disabilities	People-first language.
Strażniczka / Strażnik danych	Data Guardian	Badge, W4.
Detektywka / Detektyw prawdy	Truth Detective	W5.
bohater / bohaterka (historii)	hero	W1.

3. Structure of workshop plans

PL	EN
karta pracy	worksheet
ćwiczenie	activity
cele	aims
materiały	materials
przebieg	procedure / steps
wariant	variation
rozgrzewka	warm-up

PL	EN
podsumowanie	wrap-up
ściąga	cheat sheet
dyplom	certificate
kącik wyciszenia	quiet corner
krzesło autora	author's chair
klocki promptu	prompt blocks
galeria fałszywek	gallery of fakes
„Co robisz?”	"What do you do?"
„Kroki”	"Steps"
„Moja praca”	"My work"
„Jak mi poszło?”	"How did I do?"

4. AI and digital terms

PL	EN	Note
sztuczna inteligencja (AI)	artificial intelligence (AI)	
czat AI	AI chat	"Chatbot" avoided for consistency with the Easy Read glossary.
polecenie / prompt	prompt (instruction for the AI)	
generator obrazów	image generator	
halucynacja AI	AI hallucination	
syntezator mowy	speech synthesiser	
dyktowanie	dictation / voice typing	
montaż	editing	

PL	EN	Note
kadr / ujęcie	frame / shot	
eksport	export	
znak wodny	watermark	
„Zrobione z AI”	"Made with AI"	Label on participants' work.
deepfake	deepfake	
fake news	fake news	
wyszukiwanie obrazem	reverse image search	
Google Grafika	Google Images	
strony fact-checkingowe	fact-checking sites	
regulamin	terms of use	
ustawienia	settings	
weryfikacja dwuetapowa	two-step verification	
limit (darmowy)	(free) limit	
konto	account	
przeglądarka	browser	
tekst łatwy do czytania (ETR)	Easy Read (ETR)	
AAC (komunikacja wspomagająca i alternatywna)	AAC (augmentative and alternative communication)	

5. Safety and data

PL	EN
dane osobowe	personal data
prywatność	privacy

PL	EN
wizerunek	image (a person's image)
zgoda na wizerunek	image consent
hasło	password
hasło rodzinne	family password
sekret	secret
oszustwo / oszust	scam / scammer
światła drogowe danych / moje światła danych	data traffic lights / my data traffic lights
STOP – SPRAWDŹ – ZAPYTAJ	STOP – CHECK – ASK
ROZŁĄCZ SIĘ – ODDZWOŃ – POWIEDZ	HANG UP – CALL BACK – TELL SOMEONE
PIN, kod BLIK	PIN, BLIK code

6. Law and institutions

PL	EN
RODO	GDPR
akt w sprawie sztucznej inteligencji (akt o AI)	AI Act (Artificial Intelligence Act)
Europejski akt o dostępności	European Accessibility Act
KPON (Konwencja o prawach osób niepełnosprawnych)	CRPD (Convention on the Rights of Persons with Disabilities)
numer PESEL	national ID number (PESEL)
Dz.U.	Journal of Laws
Dz.Urz. UE	OJ
dostęp:	accessed:
tamże / op. cit.	op. cit.

PL	EN
GUS	Statistics Poland (GUS)
KNF	Polish Financial Supervision Authority (KNF)
PSONI	Polish Association for Persons with Intellectual Disability (PSONI)
Stowarzyszenie Demagog	Demagog Association
NASK, CERT Polska, Dyżurnet.pl	unchanged, briefly explained on first mention

7. Tools and games

PL	EN
Asy Internetu	Be Internet Awesome
Interlandia	Interland
krainy: Wieża Skarbów, Rzeka Rzeczywistości (i dwie pozostałe)	worlds: Tower of Treasure, Reality River, Kind Kingdom, Mindful Mountain (official English names)
other tool names (Copilot, Duck.ai, Suno, Clipchamp, Craiyon, TinEye…)	unchanged

8. Insert labels (marker names stay in Polish)

Marker names `ILUSTRACJA`, `PROMPT`, `KARTA PRACY`, `TABELA`, `RAMKA`, `PIKTOGRAM` and pictogram names are left in Polish because the typesetting parses them. Suggested English display labels for layout:

RAMKA type	Display label
Wskazówka	Tip
Uwaga	Note
Ciekawostka	Did you know?
Dla trenera	For the trainer

PIKTOGRAM	Display name	PIKTOGRAM	Display name
czytaj	read	pomoc	help
pisz	write	gwiazdka	star
mów	speak	AI	AI
słuchaj	listen	stop	stop
rysuj	draw	sprawdź	check
komputer	computer	kłódka	padlock
telefon	phone	uwaga	warning
para	pair	czas	time
grupa	group	przerwa	break
ruch	move	zaznacz	tick
wytnij	cut		

BREAK BARRIERS WITH AI!

This handbook is for trainers who work with young people with intellectual disabilities.

Part 1 of the handbook describes this risk in more detail. Part 2 offers five ready-to-use workshops in which young people learn to use AI creatively and safely.

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