AI LITERACY BETA

As of: 14 July 2026

Module 1: AI Everywhere

Teacher's Guide: the idea, the overview, and a step-by-step run plan

PARTYROCK FOR SCHOOLS

TIME SLOT	PLAY TIME	AGES	PREP	DEVICES
45 min	35–45 min	13+	None	1 per 2

The idea

A class game for a single lesson. The whole class plays together: each pair works at a device, but what they do flows back into the class, into a shared quiz, into the class's answer patterns, and into a leaderboard. You run the flow from the projector.

The through-line is three questions that build on each other. The first two show that AI is everywhere and often useful, but not for everything. The third explains *why* that is (AI guesses from data) and what to actually do when an answer looks shaky.

QUESTION 1

Where is AI?

AI sits inside everyday apps and devices, but it isn't behind every problem. Some things are solved by fixed rules (a calculator never miscalculates); AI instead estimates from data.

QUESTION 2

What is AI good for?

In real careers AI helps with a lot, but not with everything. Each pair researches a career in a chat and sees where AI is useful and where a human is needed.

QUESTION 3

Why does AI guess, and what do I do then?

Because AI estimates from data, it's reliable on the familiar and shaky on the rare, but it always sounds sure. The class learns to spot that, plus a few simple responses.

What students take away

- They spot where AI already shapes their daily life, in apps, feeds and search.
- They tell apart the questions where AI is on solid ground from those where it sounds surer than it can back up.
- They use a few concrete techniques to check AI on purpose, instead of taking it at face value or rejecting it wholesale.

Your role, and what we mean by "AI"

The game walks the class through most steps itself. You start the session, release the transitions, and step into the interesting moments.

We say "AI" broadly because it starts with spotting it. In the details, especially the chat and the reliability part, we specifically mean **chatbots** (language models).

Before you start

1. **PartyRock account with Educator status.** To start a class session you need a PartyRock account that's been enabled as an **Educator**. An **Educator link** (from an invitation email, a training, or a partner) grants the status right away. Without a link, you can **apply** for Educator status, which usually takes one to two weeks.
2. **Devices and a projector.** One laptop or tablet per two students, modern browser. A projector or large screen for your view. Phones are not supported.
3. **Open the session, show the join code.** Your view shows a code or link to project. Students need no account of their own, they just join with the code.
4. **Announce team names.** Names appear on the projector and in the leaderboard. Tell the class briefly: a team or play name, not a real name. The module also prompts for this itself.

IF THE TECH ACTS UP

Reloading the page and re-entering the code fixes most cases. If needed, two teams can briefly share one device; the game still runs.

Overview

Two parts that build on each other

Part 1 — Where is AI? The class finds AI in everyday apps, researches a career each in a chat, and turns that into a shared quiz.

Part 2 — Can you trust AI? The class's own answers make visible when AI is well-grounded and when it just predicts the plausible. Then the class practises pushing back.

Both parts stand on their own. If time is short, you can run Part 1 only.

Two views, one game

Projector (your view). Shows the current phase, each team's progress, the leaderboard, and the controls. Along the top runs a bar of numbers **1 to 13**, one per phase, which this plan follows.

Device (students). Each device shows its own journey and the score, top right. Most phases run at each team's own pace, but the results always flow back into the class.

The two characters

Rex

Narrator through every cutscene. An AI researcher who also happens to be a cat. Carries the "AI Olympiad" story and asks the in-between questions.

Alex

An invented person in the chosen career who loves AI. The class chats with Alex in Part 1. Important: Alex is not real.

Points & leaderboard

Across the module, teams collect **points** (called "stars" in the story) for correct answers, collected cards, and spotting bluffs. **Points are counted per device** (per team name). Rex frames it as the class competing together in an "AI Olympiad." You see the leaderboard in the transition phases, and at the end each student gets a certificate with their score and rank.

The run at a glance

Numbers 1 to 13 are the phases on your projector view; the detailed plan on the next pages follows the same order. Times are rough values from a test run, not enforced in the game.

NO.	PHASE	TIME	MODE	WHAT HAPPENS
START				
1	Lobby (joining)	~2 min	◆ TOGETHER	Join and pick team names.
PART 1 — WHERE IS AI?				
2	Intro	~5 min	▸ AT DEVICE	Rex explains how AI learns from data and guesses.
3	Warm-up	~3 min	▸ AT DEVICE	7 cards: is AI involved or not?
4	Career intro	~1 min	▸ AT DEVICE	Short scene that sets up the career research.
5	Pick a career	~4 min	▸ AT DEVICE	Enter a career, Alex is introduced.
6	AI chat & collect cards	↳ in No. 5	▸ AT DEVICE	Chat with Alex, collect AI uses as cards.
7	Build the quiz	~1 min	▸ AT DEVICE	Pick 3 real AI uses + 1 made-up one.
8	Play the quiz	~3 min	▸◆ DEVICE + TOGETHER	Solve the quiz, then review & leaderboards together.
PART 2 — CAN YOU TRUST AI?				
9	Intro	~2 min	▸ AT DEVICE	Rex bridges into the reliability question.
10	Trivia round	~3 min	▸◆ DEVICE + TOGETHER	7 questions, no right/wrong. The answers become class data.
11	The class's answer patterns	~3 min	▸◆ DEVICE + TOGETHER	See what agreement and spread reveal about AI.
12	Strategies	~5 min	▸◆ DEVICE + TOGETHER	6 scenarios voted on together: accept, check, or opinion?
WRAP-UP				
13	Wrap-up & certificate	~2 min	◆ TOGETHER	Leaderboard, a personal certificate per student.

Step-by-step run plan

Per phase: the number bar shows where you are on the projector. Below it, what students see, what you see, and where it fits an optional discussion idea.

Lobby — Joining · Start

~2 min · TOGETHER

1 2 3 4 5 6 7 8 9 10 11 12 13

STUDENT VIEW

"Join Session": enter a name, with the prompt *"Choose something fun other than your name!"* Then: *"You're in! Waiting for the teacher to start..."*

PROJECTOR

Join code or link, clearly visible. Live count of names. **"Start Module"** activates as soon as the first team has joined.

> **GOOD TO KNOW**
> The game waits for your click here; nothing advances automatically.

Intro · Part 1 — Where is AI?

~5 min · AT DEVICE

1 2 3 4 5 6 7 8 9 10 11 12 13

STUDENT VIEW

A cutscene with Rex: an invitation to an AI Olympiad. Rex explains that AI learns from many examples and then makes predictions, unlike a calculator that simply knows the answer. Quick prompts award points (e.g. *"What is 1 + 1?"*).

PROJECTOR

Title card **"Where Is AI?"**, with the leaderboard and who's still in the scene. Advance with **"Let's go →"**.

> **GOOD TO KNOW**
> Each team plays the scene at its own pace; the module doesn't advance on its own, you release the transition.

Warm-up — AI or not? · Part 1

~3 min · AT DEVICE

1 2 3 4 5 6 7 8 9 10 11 12 13

STUDENT VIEW

7 everyday-scenario cards. Per card: *"AI or not?"* and two buttons. After answering, a line explains the mechanism, e.g. *"Your phone unlocks the moment it sees your face"* → AI matches the shape of the face. Correct = one point.

PROJECTOR

"Warm-up progress": per team "Question n of 7" or "Finished". When all are through: *"Everyone's done."* Advance with **"Next"**.

> **GOOD TO KNOW**
> Runs itself; the projector shows each team's status. Move on when nearly all show "Finished".

OPTIONAL — DISCUSSION IDEA

This phase doesn't advance on its own, so there's room for a quick round. Hook: which card surprised you most?

Career intro · Part 1

~1 min · AT DEVICE

1 2 3 **4** 5 6 7 8 9 10 11 12 13

STUDENT VIEW

A short Rex scene bridges into the career research: you're about to meet AI through someone who uses it every day.

PROJECTOR

"Career Research", progress in percent per team. Advance with **"Finish scene"**.

> **GOOD TO KNOW**
> Very short bridge, most are through in seconds.

Pick a career · Part 1

~4 min (with No. 6) · AT DEVICE

1 2 3 4 **5** 6 7 8 9 10 11 12 13

STUDENT VIEW

Enter a career ("*e.g. Doctor, Architect, Musician...*") and confirm. A short Rex scene then introduces **Alex**, an invented person in exactly that career.

PROJECTOR

"Chat with a professional", per team "Picking a career…". No. 5 and No. 6 share this one projector view.

> **GOOD TO KNOW**
> The module catches nonsense or inappropriate input and suggests a career itself.

AI chat & collect cards · Part 1

together with No. 5 · AT DEVICE

1 2 3 4 5 **6** 7 8 9 10 11 12 13

STUDENT VIEW

The class asks Alex how AI helps in the career; suggested questions help them start. From Alex's replies they tap interesting bits and **collect them as cards** (one point each): 3 real AI uses and 1 made-up one, something AI doesn't actually do.

PROJECTOR

Same view as No. 5. Per team: "{career} — collecting cards: x AI, y not AI", "ready". Advance with **"Build the quiz"** once enough are ready.

> **GOOD TO KNOW**
> The richest phase, teams need the most time here. Advancing early costs progress; a warning appears. Best to wait until nearly all show "ready".

OPTIONAL — DISCUSSION IDEA
While they collect, a quick round works well. Hook: which career, and what was the most surprising AI thing?

Build the quiz · Part 1

~1 min · AT DEVICE

1 2 3 4 5 6 **7** 8 9 10 11 12 13

STUDENT VIEW

"Build your quiz": from their cards they pick **3 real AI uses** and **1 made-up one** ("no AI"). The others will try to spot the bluff. Then: "*Quiz submitted! Waiting for everyone else...*"

PROJECTOR

"Build the quiz": per team "Submitted ✓" or "Building question…". **"Start quiz"** builds the shuffled class quiz from all submissions.

> **GOOD TO KNOW**
> Exactly 3 + 1 are required, otherwise it won't submit. Anyone short goes "back" and taps more highlights.

Play the quiz · Part 1

~3 min · DEVICE, THEN TOGETHER

1 2 3 4 5 6 7 **8** 9 10 11 12 13

STUDENT VIEW

Teams solve the whole class's quiz questions (their own is skipped). Per card: a career, 4 options, "*Pick the 3 real ways AI is used. One of the 4 options is fake.*" Correct = one point. Then a waiting screen; how many you fooled stays hidden until the teacher reveals it.

PROJECTOR

Three steps **you control**: (1) go through each career question together and reveal the bluff, (2) show **"Best guessers"** (who spotted the most bluffs), (3) show **"Best foolers"** (whose card fooled the most). Then on to Part 2.

> **GOOD TO KNOW**
> The first real class moment; it takes as much time as you give it. The leaderboards appear only when you reveal them.

OPTIONAL — DISCUSSION IDEA
While reviewing, before the leaderboards: why did this bluff work so well? The friction around a wrong guess is the natural hook here.

Intro · Part 2 — Can you trust AI?

~2 min · AT DEVICE

1 2 3 4 5 6 7 8 **9** 10 11 12 13

STUDENT VIEW

A Rex scene bridges over: AI can also be wrong. Key line: "*AI is always guessing, but often it guesses right when trained on enough data.*" Then the title card **"Can you trust AI?"**

PROJECTOR

Title card, leaderboard alongside. Advance with **"Start Game 2 →"**.

> **GOOD TO KNOW**
> Short scene at each team's pace. Move on when nearly all show "Finished".

Trivia round · Part 2

~3 min | DEVICE + TOGETHER

1 2 3 4 5 6 7 8 9 **10** 11 12 13

STUDENT VIEW

7 trivia questions, deliberately **without right/wrong and without points**. Mixed: clear fact questions ("*Capital of France?*") and opinion questions ("*Best pizza topping?*"). Then: "*Your answers just became data.*"

PROJECTOR

"Students answer trivia. Their answers shape the next activity." **"Next"** computes the class's answer patterns.

> **GOOD TO KNOW**
> No right/wrong here is intentional: the class's answers become the lesson material in a moment. The module withholds that on purpose.

OPTIONAL — DISCUSSION IDEA

Before moving on, a nice question to the room: would you trust a model trained only on the answers of this class? It sets up the next step, where it becomes visible what agreement and spread reveal about AI.

The class's answer patterns · Part 2

~3 min | DEVICE + TOGETHER

1 2 3 4 5 6 7 8 9 10 **11** 12 13

STUDENT VIEW

The class's answers appear as charts. Students see the difference between **agreement** (nearly everyone picked the same) and **spread** (lots of different answers), and what that says about AI. A takeaway message sums it up, e.g. "*SOUNDS SURE ≠ IS RIGHT. CHECK IT.*"

PROJECTOR

"Students read the patterns of the class's answers." Progress per team. Advance with **"Next"**.

> **GOOD TO KNOW**
> This is how the phase is built, the heart of Part 2: where everyone agrees, AI is usually right; where everyone disagrees, AI is guessing, even when it sounds sure.

OPTIONAL — DISCUSSION IDEA

The class's answer patterns are right here, a natural point for a round. Hook: for which of the trivia questions would you believe AI right away, and for which not?

Strategies — accept, check, or opinion? · Part 2

~5 min · DEVICE + TOGETHER

1 2 3 4 5 6 7 8 9 10 11 **12** 13

STUDENT VIEW

6 short chat scenarios, played through together like a class quiz. Each shows a confident-sounding AI reply and asks *"What would you do?"* Every team votes on the same scenario at the same time; on reveal, the class sees the split of votes and the correct move. The right answer is **not** always "check": sometimes you accept it (days of the week, a capital), sometimes you check (a made-up number), sometimes it's opinion (best game). Correct answers get a ✅ and a point; other valid pushback moves get a 🟡; a plainly wrong move gets a ❌.

PROJECTOR

"AI Strategies", leaderboard alongside. Per scenario, two controls: **"Reveal votes"** shows the live distribution; **"Next scenario"** moves the class on. After the last one, **"See results"**.

> **GOOD TO KNOW**
> Teacher-paced, in lockstep across the class. The whole point is the room seeing the split of votes on scenarios where the "check" reflex is wrong. Two of the six scenarios reward accepting everyday knowledge, not checking. It's about telling cases apart, not about distrusting everything.

OPTIONAL — DISCUSSION IDEA
Before you reveal, when the votes are split: ask the room why they chose what they chose. The disagreement is the teachable moment.

Wrap-up & certificate · Wrap-up

~2 min · TOGETHER

1 2 3 4 5 6 7 8 9 10 11 12 **13**

STUDENT VIEW

A personal **Certificate of Completion**: name, final score, and rank in the class. A trophy badge for 1st place.

PROJECTOR

"You completed Module 1! 🎉 **"** with the final leaderboard. Use the phase bar to return to the lobby for the next class.

OPTIONAL — DISCUSSION IDEA
A natural point for a short closing round. Hook: when do you believe AI, and when do you push back?

Phase 12 up close — the six scenarios

This is not an answer key. It's what to expect and how to steer the moment. Every "correct" here is only correct in the game's logic; the room might land somewhere else, and that's the point. When votes split, don't rush to the reveal. Ask why, let the class defend their picks, and treat "check", "believe" and "opinion" as things worth arguing about.

Legend: ✅ the game's correct pick · 🟡 a valid move but not the best fit here · ❌ a plainly wrong move. Award points only on ✅, but praise reasoning on any pick that's defensible.

SCENARIO 1 · CHECK THE SOURCE

"Fill in the blank: eating carrots improves night vision by ___%."

> STUDENT PROMPT
> Poster on healthy eating, wants a percentage in the sentence.

> AI REPLY
> "…improves your night vision by 17%. That boost comes from the vitamin A in carrots."

✅ **Ask for the source** — a precise number the AI can't source is usually invented. Fastest test.

🟡 **Ask "are you sure?"** — it'll dodge the number and reassure you. Doesn't catch its own mistake.

❌ **Use it** — sounding sure isn't being right.

> IF VOTES SPLIT
> "How would you find out if 17% is a real number without asking the AI again?"

SCENARIO 2 · BELIEVE IT

"How many days in a week, and how often is a leap year?"

> STUDENT PROMPT
> A plain everyday-facts question.

> AI REPLY
> "Seven days. Leap year every four years, February gets a 29th day."

✅ **Use it** — everyday facts are what AI gets right. Save your checking for the rare stuff.

🟡 **Ask for the source** — it'll name a real one easily (a calendar, Britannica), but you don't need to ask for common knowledge.

❌ **Treat it as opinion** — the number of days in a week isn't taste.

> IF VOTES SPLIT
> "Where's the line between 'I need to check this' and 'I already know this'?"

SCENARIO 3 · CHECK THE SOURCE

"What % of people forget dreams within 5 minutes? Just the number and year."

STUDENT PROMPT
Wants one stat for a presentation.

AI REPLY
"73%, from a 2019 study."

✅ **Ask for the title and author** — either a real one shows up in seconds, or it can't name one and you've caught a fabrication.

🟡 **Ask "how do you know?"** — you'll get more confident-sounding detail, no source.

❌ **Use it** — "a study" with no title, no author, no link is exactly how a made-up fact dresses up.

IF VOTES SPLIT
"What's the difference between a source and just more explanation?"

SCENARIO 4 · THAT'S AN OPINION

"In one sentence, no 'it depends' — what's the single best video game ever?"

STUDENT PROMPT
Prompt forbids hedging, forces a commitment.

AI REPLY
"Breath of the Wild, for its open world and total freedom."

✅ **Treat it as the AI's opinion** — "best" is taste, not a fact. Nothing to fact-check; not the AI's to settle.

🟡 **Ask for the source** — you'll get real awards and Metacritic scores, but those are still more opinions piled up.

❌ **Use it as fact** — it was stated like a fact, but "best" is taste.

IF VOTES SPLIT
"When AI states an opinion like a fact, whose opinion is it, really?"

SCENARIO 5 · BELIEVE IT

"What's the capital of France?"

STUDENT PROMPT
Everyday well-known fact.

AI REPLY
"Paris. Been the capital for centuries, home to the Eiffel Tower."

✅ **Use it** — well-known facts are exactly what AI gets right.

🟡 **Check it yourself** — you could, but checking what you already know just slows you down.

❌ **Don't trust any of it** — refusing everyday facts is its own mistake, the mirror image of trusting everything.

IF VOTES SPLIT
"If we check every single answer, what have we gained? And what have we lost?"

SCENARIO 6 · CHECK OUTSIDE

"How many moons does Jupiter have?"

STUDENT PROMPT
Finishing a space project.

AI REPLY
"95 moons, the most of any planet."

✅ **Check a current source yourself** — this number genuinely changes. Astronomers keep confirming new Jovian moons; the AI only knows its training cutoff.

🟡 **Ask if it's up to date** — a good model will admit its cutoff and send you to a live source, so you end up checking anyway.

❌ **Use it** — a count like this keeps changing; the AI might be behind.

IF VOTES SPLIT
"What kinds of facts age? Which ones stay put?"

Reading the room. If the class is landing on ✅ every time, push harder: ask what would change their mind, or invent a case that flips the answer. If the class keeps voting "check" on everything, that's the failure mode Phase 12 was built to interrupt: name it and slow down on S2 and S5. Correctness isn't the point; noticing that different questions want different moves is.

Four rules of thumb for dealing with AI

What the module builds toward: four simple if-then rules for dealing with a chatbot. They're built so they cover the opposite too: not distrusting everything, but telling cases apart. The foundation: **A chatbot guesses the most likely words, it doesn't look things up, and it always sounds sure. So judge what it says, not how confident it sounds.**

1. IF it's an exact detail you couldn't know yourself (a number, source, name, date) → THEN check it before you use it.

2. IF it's everyday knowledge everyone knows → THEN you can usually accept it, without checking everything.

3. IF it's about "the best / worst / should" (a matter of taste) → THEN it's an opinion, not a fact to verify.

4. IF you'll use it for something that matters → THEN check it outside the chat. Asking the chatbot again doesn't count.

Rule 2 is deliberate and the real core: it guards against kids learning "AI is unreliable, so distrust everything." That's exactly what Phase 12 practises, where "accept" is the right answer twice.

What's next

Module 1 is the entry point. It's meant as "day one" of an AI unit or as a standalone lesson, and more modules are coming, each going deeper on one aspect, for example:

- **Talking to AI well (prompting)**: how to phrase questions so you get useful answers.
- **When AI makes things up (hallucinations)**: why it happens and how to spot it, in depth.
- **Sources and trust**: when an AI answer is genuinely backed up, and how to check sources.

The modules build loosely on each other but can be played individually. Which ones ship, and when, depends partly on your feedback.

This version is a beta

The module runs stably and in full. A few spots we're still developing, and that's exactly where your feedback helps:

- How AI learns from data, we'll make interactive and hands-on instead of just narrated.
- Pacing cues are coming directly into the projector view.
- Wait times at the transitions, when teams finish at different speeds, we're smoothing out.
- Certificate design and end-of-session recap, we're still iterating on.

FEEDBACK

On the module overview page, right under the title, there's a **"Share feedback"** button. What worked, what snagged, and where does the module fit into your teaching? Every reply feeds the next version.