WEEK Ten Positive & Creative Intentions

1) To Educate or Explain (learning and understanding)

Example: A student uses AI to create an image showing how volcanoes erupt, helping the class visualise the process for a science lesson.
Why helpful: It supports learning by making complex ideas easier to understand.
Signs: The image is used for schoolwork or presentations, clearly labelled as AI-generated, and accurately represents the topic.
What to do: Use AI images to illustrate real information, cite your sources, and check that the image matches the facts.

2) To Inspire Creativity (art and storytelling)

Example: A class uses AI to design fantasy creatures for a collaborative storybook project.
Why helpful: It encourages imagination, teamwork, and visual storytelling.
Signs: The images are original, labelled as AI-created, and part of a creative or artistic activity.
What to do: Use AI to explore new ideas, mix creativity with critical thinking, and share your work responsibly.

3) To Create Stories (imagination and storytelling)

Example: Students use AI to generate images of characters, settings and scenes for a class storybook or digital comic.
Why helpful: It brings stories to life, encourages creativity and helps students visualise their ideas in new ways.
Signs: The images are clearly fictional, support the story's message and show imagination rather than deception.
What to do: Use AI to illustrate your stories, combine visuals with your own writing and always acknowledge that AI helped you imagine the world you created.

4) To Solve Problems or Design Solutions (innovation)

Example: A group of students use AI to visualise ideas for improving their school playground or classroom layout.
Why helpful: It helps people imagine practical solutions and improves collaboration.
Signs: The images are used to brainstorm improvements or prototypes, not to deceive.
What to do: Label designs as AI-generated ideas and use them to start real discussions or projects.

5) To Entertain or Amuse (fun and humour)

Example: A student uses AI to create a funny picture of a penguin DJ at a disco for a class comic strip.
Why helpful: It adds humour, builds engagement, and shows creative use of technology.
Signs: The image is clearly fictional, made for fun, and shared in a positive, respectful way.
What to do: Enjoy AI creativity responsibly, keep humour kind, avoid targeting real people, and share only in appropriate spaces.

WEEK Ten Negative or Harmful Intentions

1) To trick or deceive people (fake news / deepfakes)

Example: Someone creates a realistic short video that looks like a local politician saying something they never said and shares it on social media to make people angry.
Why harmful: It misleads people, damages reputations and can cause panic or unfair consequences.
Signs: odd lip syncing, mismatched lighting or shadows or the story is only on one suspicious account.
What to do: Check trusted news sources, look for the original video on official channels & tell a teacher or parent before sharing.

2) To hide the truth or spread lies (false quotes / distorted facts)

Example: Someone uses AI to generate a fake screenshot of a school email announcing a cancelled exam and sends it to students to get them out of class.
Why harmful: It spreads false information and disrupts school life or trust.
Signs: unusual sender email address, poor grammar or no confirmation from teachers/office.
What to do: Verify with the teacher or office directly; do not forward the message.

3) To bully or humiliate (targeted mean images or captions)

Example: A student makes an AI image showing a classmate in an embarrassing or cruel situation and posts it to tease them.
Why harmful: It's cyberbullying and can seriously hurt someone's feelings and wellbeing.
Signs: the image targets a real person, is shared only among a group or is labelled "funny" but is mean.
What to do: Support the person targeted, report the post to the teacher or platform and keep a screenshot for evidence.

4) To scam or steal (fraud, impersonation, fake documents)

Example: Someone creates a realistic-looking award certificate with another student's name to trick teachers into giving them a prize or to try to get personal info.
Why harmful: It's dishonest, can lead to losing privileges, and can be used to steal or cheat.
Signs: official documents with odd fonts, spelling mistakes or requests for passwords/personal details.
What to do: Never give out passwords or personal details. Ask an adult to verify documents or messages.

5) To manipulate opinions or push agendas (targeted persuasion)

Example: A group uses AI to make many similar posts claiming a new school rule is unfair to get votes to change it but the posts exaggerate facts to sway people.
Why harmful: It manipulates people's feelings and decisions with misleading information.
Signs: many similar posts from new or anonymous accounts, emotional language, or no reliable sources cited.
What to do: Look for balanced information, ask for both sides and discuss with a teacher before forming an opinion.