SAINTS GLOBAL

ACTIVITY PLAN

ARTIFICIAL INTELLIGENCE

INTELLECTUAL CORE

Version 2026.1

Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

THE CULMINATING EVENT

The service-project demonstrations

In Session 4, each saint runs his AI-assisted project or delivers his short teaching lesson to the group. He explains what the AI did, what he did himself, where his judgment changed the result, and how it serves someone else. This is the in-session culmination of Step 3d and the badge's standard for responsible use.

INDOOR — SAME MEETING SPACE, WITH ONE LAPTOP OR PHONE PER SAINT WITH MODEL ACCESS

4 SESSIONS IN THIS PLAN

SESSION 1 · INTELLECTUAL CORE

60 min target

Discover what AI actually is

Get hands on a real model before talking about it.

SESSION AIM

Run Step 1 — the working vocabulary and five real uses. Saints define the terms in their own words, run a real model on a small task, and inventory the AI already woven into ordinary services they use. They leave with Step 1 marked and a habit of naming what a tool actually is before using it.

WALK AWAY WITH

- Can define AI, machine learning, automation, data, algorithms, and narrow vs. general AI in his own words
- Has run a real prompt on a real model and seen the output it produced
- Can name at least five everyday services that use AI, and what data each uses

BRING / SET UP

- One laptop or phone with model access per pair of saints (a free chatbot is fine)
- Printed term cards (AI, machine learning, automation, data, algorithm, narrow AI, general AI), one set per saint
- Printed everyday-uses worksheet with eight ordinary services listed
- A short prepared task for the model run (e.g., 'summarize this paragraph in one sentence')
- BRC printouts and pens

THE HOUR

BLOCK 1 · DISCUSSION **Opener — What you've already used** 5 min

Ask the group: 'What is one time in the last week you typed something into a chatbot, or had your phone finish a sentence, or got a recommendation that felt creepy-accurate?' Take three or four answers, briefly. The point is to put AI on the table as something the saints already use, not a future invention.

SESSION 1 · DISCOVER WHAT AI ACTUALLY IS (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Name the terms in your own words

15 min

1. Hand out the term cards. Each saint reads one card aloud and tries to define it in his own words, without checking the reference yet.
2. After each attempt, the group helps tighten the definition. Then check the reference. Note where the saint's words were close and where they missed.
3. Cover the seven terms in order: AI (a program that imitates a thinking task), machine learning (the program learns patterns from data), automation (a fixed task triggered by a rule), data (the examples the model learned from), algorithm (the recipe the program follows), narrow AI (good at one task — today's chatbots, image tagging), general AI (good at any task — still theoretical).
4. For each term, name one concrete example the saints have already used: spam filter = ML; an alarm at 7am = automation; a chatbot = narrow AI.
5. Each saint writes the seven definitions on his worksheet in his own words. Vague words make vague reasoning about what the tool is doing.

REQ 1A

BLOCK 3 · SKILL PRACTICE Run the model on a real task

25 min

1. In pairs, open the chatbot. Each pair runs the same prepared task: paste the paragraph in, ask for a one-sentence summary, read the output.
2. Now change one thing about the request and run it again. Each pair picks the change: shorter, longer, friendlier, more critical, or aimed at a younger reader. Read the new output side by side with the first.
3. Walk the room. Each pair shows the group one thing the model did well and one thing it got wrong or weak. Be specific — not 'pretty good,' but 'it cut the fact about the date.'
4. Discuss what just happened: the model is narrow AI, trained on text examples, predicting word by word. It does not understand the paragraph; it has learned what summaries of paragraphs usually look like.
5. Each saint writes one sentence on his worksheet: 'In this run, the model did X well and got Y wrong.' Concrete observations, not general impressions.

REQ 1A REQ 1B

SESSION 1 · DISCOVER WHAT AI ACTUALLY IS (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION Inventory the AI you already use

10 min

1. Open the everyday-uses worksheet. Walk the eight services together: a recommendation feed, a navigation app's traffic prediction, autocomplete, photo tagging, a voice assistant, a spam filter, a chatbot, a translation tool.
2. For each, name in one line: what the AI does, and what data it uses to do it. Most services use data the saint has given them — sometimes knowingly, sometimes not.
3. Each saint picks five and writes them on his BRC sheet. The five he picks should include at least one he was surprised used AI.
4. Brief discussion: which of the five would still work without the AI, and which would not? This is the difference between AI as a feature and AI as the whole product.

REQ 1B

BLOCK 5 · REFLECTION Close — Step 1 marked

5 min

1. Confirm on each saint's BRC: 1a and 1b are marked. Step 1 completes in-session.
2. Each saint says one term aloud — the one whose definition he is least sure of. The group answers it together before he leaves.
3. Next week the group compares AI and automation by sorting real tasks, then builds the milestone timeline. Bring the worksheet.

AT THE CLOSE · DEBRIEF

1. Which term did you have the hardest time defining in your own words?
2. What did the model get wrong on your paragraph that you would have caught yourself?
3. Which of the five everyday uses on your sheet surprised you most?

Mark 1a and 1b after this session — Step 1 completes in-session. Make sure each saint's seven definitions are in his own words, not copied from the term card.

SESSION 2 · INTELLECTUAL CORE

60 min target

Plan: tell AI from automation

Pick the right tool before you build with it.

SESSION AIM

Run Step 2 — the difference between AI and automation, and the timeline of how the field got here. Saints sort real tasks into the two buckets, defend each call, and build a five-milestone timeline they can explain. They leave with the difference in hand and Step 2 marked on the BRC.

WALK AWAY WITH

- Can sort a real task into AI or automation and explain triggers, workflows, and variables
- Has a five-milestone AI timeline written in his own handwriting
- Can explain how AI and automation are often combined in a useful system

BRING / SET UP

- Printed task-sort cards (12 real-life tasks: school bell, photo face-tagging, calendar reminder, draft a thank-you note, etc.) — one set per pair
- Printed timeline strip (a blank horizontal line with year-tick marks from 1950 to today), one per saint
- A short reference page with eight candidate milestones (Turing test, ELIZA, expert systems, Deep Blue, ImageNet, AlphaGo, modern LLMs, image generation)
- BRC printouts and pens

THE HOUR

BLOCK 1 · DISCUSSION **Opener — Last week, in one line** 5 min

Round the room, one line each: 'Name one term from last week, and one place you noticed AI in the wild this week.' Keep it short. The opener catches up anyone who missed a session and surfaces real examples the group can use in Block 2.

SESSION 2 · PLAN: TELL AI FROM AUTOMATION (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Sort the tasks — AI or automation

18 min

1. Hand each pair the task-sort cards. Each card names a real task: a school bell that rings at 8:00 sharp, a photo app that finds faces, a thermostat that turns on at 65°, a chatbot that drafts a thank-you note, a calendar that reminds you of a meeting.
2. In pairs, sort the twelve cards into two piles: automation (a fixed rule, a fixed trigger, no learning) and AI (the program learned patterns from data and produces a different output each time).
3. Walk the room. For each card, one saint reads it and his pair calls the answer with a one-sentence defense — name the trigger (what kicks it off), the workflow (what it does), and the variables (what changes between runs).
4. Discuss the hardest calls. Some tasks are both — a system that uses an AI suggestion fed into an automated workflow. Name two such combinations the saints have used.
5. Reinforce the practical point: pick the right tool for the task. A reminder at 8pm doesn't need an AI. A draft of a thank-you note does not need a fixed rule.

REQ 2A

BLOCK 3 · CREATIVE Build the milestone timeline

22 min

1. Hand out the blank timeline strip and the reference page of eight candidate milestones (Turing test 1950, ELIZA 1966, expert systems 1980s, Deep Blue beats Kasparov 1997, ImageNet 2012, AlphaGo beats Lee Sedol 2016, modern large language models 2022, image generators 2022–2024).
2. Each saint picks five milestones to put on his timeline. He must be able to explain in one sentence what changed because of each.
3. For each milestone the saint picks, write the year, the name, and one sentence on what it changed. Use his own words — not the reference's.
4. Take five minutes for the group to share. Each saint names one milestone and what it changed. Where saints disagree on what changed, discuss briefly — multiple things can be true.
5. Note that most of the timeline sits within the saints' parents' lifetime.

REQ 2B

SESSION 2 · PLAN: TELL AI FROM AUTOMATION (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION Pick the tool — quick scenarios

10 min

1. Run four quick scenarios. The group calls automation, AI, or both for each, and defends the call: (1) a sprinkler that runs every other day at 6am; (2) an app that drafts an email reply based on the incoming message; (3) a school's attendance system that marks late after 8:15; (4) a homework tool that grades your essay and suggests revisions.
2. For each, name what would break if you picked the wrong tool. The sprinkler does not need to learn from the lawn; the email draft does not work as a fixed rule.
3. Discuss the cost side: AI is expensive to run, makes mistakes, and needs to be checked. Automation is cheap and predictable but cannot handle a task that changes each time. Picking right saves both money and trouble.

REQ 2A

BLOCK 5 · REFLECTION Close — Step 2 marked

5 min

1. Confirm on each saint's BRC: 2a and 2b are marked. Step 2 completes in-session.
2. Each saint names one task from his own week he could automate (no AI needed) and one task he could draft with an AI but would have to check.
3. Next week is the heart of the badge: a real task, a rewritten prompt, and the four common ways the model is wrong. Bring a real task you are actually working on — schoolwork, a research question, a letter you owe.

AT THE CLOSE · DEBRIEF

1. Which task on the sort cards was hardest to call — and why?
2. Which milestone on your timeline did you not know about before tonight?
3. Name one task in your own week you'd reach for AI on, and one you wouldn't.

Mark 2a and 2b after this session — Step 2 completes in-session. If a saint's timeline is missing one-sentence explanations, send him home with it and check at the start of Session 3.

SESSION 3 · INTELLECTUAL CORE

60 min target

Act: prompt well, check what comes back

Use a real model on a real task and check what comes back.

SESSION AIM

Run most of Step 3 — use AI on a real task, demonstrate three prompts that produced better output, and identify the four ethical concerns and the response to each. Saints leave with Step 3a, 3b, and 3c marked, and the project or lesson for 3d chosen and started.

WALK AWAY WITH

- Has used AI on a real task and can name one place his judgment changed the result
- Has three written prompts on the same task, each more specific than the last, with the output to show for it
- Can name bias, privacy, misinformation, and deepfakes and give a concrete response to each
- Has picked his Step 3d project or lesson and started a plan for Session 4

BRING / SET UP

- One laptop or phone with model access per saint
- Printed 'Prompt Parts & Rewrites' card (one per saint)
- Printed 'Model Mistakes & Checks' card (one per saint)
- A short prepared mistake-output set: one obvious hallucination, one sycophantic response, one confidently-wrong reply, one dated-fact answer (printed, in case the group can't reproduce them on the fly)
- Step 3d project-or-lesson planning sheet (audience, task, what AI will do, what the saint will do)
- BRC printouts and pens

THE HOUR

BLOCK 1 · DISCUSSION Opener — Bring the real task

5 min

Round the room: 'What real task did you bring tonight?' One sentence per saint — a school paper, a research question, a draft of a letter, planning an event. If a saint did not bring one, the leader assigns him a short writing task on the spot. The rest of the session works on that task, not a generic example.

SESSION 3 · ACT: PROMPT WELL, CHECK WHAT COMES BACK (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Rewrite the prompt three ways

20 min

1. Open the 'Prompt Parts & Rewrites' card. Read the four parts of a usable prompt aloud: role (who the model is), context (what the saint already knows and what he needs), constraints (length, tone, format, what to avoid), example (one model of the output he wants).
2. Each saint writes a first vague prompt for his task — what he would have typed without thinking. Run it. Read the output. Note what is wrong or weak in one sentence.
3. Rewrite the prompt a second time, adding context and one constraint. Run it. Read the new output side by side. Note in one sentence what changed.
4. Rewrite a third time, adding role and an example. Run it. Read the third output. Compare all three.
5. Each saint shows the group his three prompts on screen, in order, and names the one change that made the biggest difference. The three prompts and outputs are the record — keep them for the BRC.

REQ 3A REQ 3B

BLOCK 3 · ROLEPLAY Spot the mistake — the four ways AI gets it wrong

18 min

1. Open the 'Model Mistakes & Checks' card. Walk the six common ways the model is wrong: hallucination (made-up facts and citations), sycophancy (agrees with whatever you said), confident-wrong (no hedging on shaky ground), dated facts (trained before recent events), bias (slanted by training data), and unneeded refusal (declines a normal question).
2. Run a scenario at each of the four ethics-heavy mistakes: bias, privacy, misinformation, deepfakes. (1) Bias: ask the model for 'a list of famous scientists' and look at who shows up. (2) Privacy: read aloud a prompt that pastes a friend's personal message into a chatbot — name what just happened to the friend's data. (3) Misinformation: read the prepared confidently-wrong reply and name how a reader who didn't check would be misled. (4) Deepfakes: discuss one real example in the news — a face swapped into a video, a voice cloned for a scam call.
3. For each of the four, the saint writes the concrete response on his BRC sheet: bias → ask the model to argue the other side; privacy → never paste another person's data into a model you do not control; misinformation → check the source yourself before sharing; deepfakes → assume video can be faked and verify with a second source before believing.
4. Each saint names one place he has personally encountered or could encounter each of the four. Concrete examples, not hypotheticals.
5. Reinforce: knowing which AI output to trust is a moral skill, not just a technical one. The check costs a minute; the share without checking can cost much more.

REQ 3C

SESSION 3 · ACT: PROMPT WELL, CHECK WHAT COMES BACK (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE Pick the project or the lesson

12 min

1. Walk the Step 3d choice plainly: build a simple AI-assisted project (a study tool, a draft of a thank-you letter to a missionary, a planning sheet for a family activity, a translated message for a relative who speaks another language) OR teach a short lesson to someone younger explaining what AI is and one of the four mistakes.
2. Each saint picks one and writes it on his planning sheet: what the audience is (a younger sibling, a grandparent, the family), what task the AI will do, what the saint will do himself, and what 'success' looks like in one sentence.
3. If the saint picks teaching, the rehearsal is the rehearsal — he should give the lesson once to a sibling or parent before Session 4. If he picks a project, he should run a working draft before Session 4 so Session 4 is a demonstration, not a build.
4. Pair up and trade plans. Each saint spots one place his partner's plan is unclear — an audience too vague, a 'success' that can't be checked, a task the AI cannot really do.

REQ 3D

BLOCK 5 · REFLECTION Close — Three prompts in hand

5 min

1. Confirm on each saint's BRC: 3a, 3b, and 3c are marked. The three prompts and outputs are the record for 3b — keep them.
2. Each saint reads one line of his Step 3d plan aloud: 'My project is _____, for _____, due before Session 4.'
3. Next week is the demonstration. Run your project or rehearse your lesson before then. Come ready to show — not to build.

AT THE CLOSE · DEBRIEF

1. Which part of your prompt — role, context, constraints, or example — made the biggest difference?
2. Which of the six mistakes did your own model do tonight, and how did you spot it?
3. What is your Step 3d project or lesson, and who is the audience?

Mark 3a, 3b, and 3c after this session. Do not mark 3d now — it is earned in Session 4 when the saint demonstrates the project or delivers the lesson. The three prompts and outputs from Block 2 are the record for 3b; ask each saint to keep them in his binder.

SESSION 4 · INTELLECTUAL CORE

60 min target

Reflect: serve, account for, finish

Show the project, then name where AI does not belong.

SESSION AIM

The demonstration session. Each saint runs his project or delivers his short lesson, the group walks responsible use as accountability rather than abstract ethics, and Step 4 closes the badge with one concrete way AI can bless others. Saints leave with the BRC signed off.

WALK AWAY WITH

- Has demonstrated his AI-assisted project or delivered his short teaching lesson
- Can explain why responsible AI use needs human judgment, accountability, and moral awareness — with one concrete example from his own week
- Can name one way AI can bless others or strengthen learning without replacing personal effort
- Has a signed BRC and one rule for himself on when to use AI and when not to

BRING / SET UP

- Each saint brings his finished project (on a laptop or phone) or his rehearsed lesson notes
- Printed responsible-use card with three rows: when to use, when to check, when to abstain
- BRC printouts (final review) and pens
- Half-sheets for the keep/drop rule in the Close block

THE HOUR

BLOCK 1 · DISCUSSION **Opener — Ready or not** — 5 min

Round the room: 'Is your project done, or is your lesson rehearsed?' One line per saint. If a saint is not ready, he goes last and uses the demonstrations of the others to sharpen his own. The point is to set the order so the demonstrations carry weight.

SESSION 4 · REFLECT: SERVE, ACCOUNT FOR, FINISH (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE The service-project demonstrations

25 min

1. Each saint takes about three minutes. He shows his project running or delivers his lesson to the group as he would to a younger sibling — not a recap of what he made, but the thing itself.
2. After each, the saint answers three questions, in order: (1) what did the AI do? (2) what did you do yourself? (3) where did your judgment change the result?
3. The group gives one specific compliment and one suggestion. Keep feedback brief and concrete — 'the example you ended with was clear,' not 'good job.'
4. Leader verifies against the planning sheet and marks 3d per saint. If a saint's demonstration is thin — the AI did most of the work, or he cannot explain where his judgment shaped the output — send him to rework and check in within a week. No penalty, no shortcut.

REQ 3D

BLOCK 3 · SKILL PRACTICE When to use, when to check, when not

15 min

1. Open the responsible-use card. Three rows: when AI is the right tool, when it needs checking before you use the output, and when you should not use it at all.
2. Walk each row with the group. When to use: a first draft, a translation you can verify, a summary of long text you can check, a tutor for a topic you know enough about to spot mistakes. When to check: facts you will share, anything with names or numbers, anything you will sign your name to, anything written for a class. When not to use: someone else's personal information, a question you have been asked to answer yourself (a confession, a testimony, a personal letter that matters), anything you cannot disclose using AI for.
3. Each saint names one moment in the last month he made a judgment call about whether to use AI — when he did, or when he chose not to. Concrete, not abstract.
4. Discuss accountability plainly: when an AI is wrong, the person who shared the output is responsible for the wrong. Saying 'the AI said it' does not transfer the responsibility — it just names where the mistake started.
5. Reinforce that the saint's judgment, his moral awareness, and his willingness to slow down and check are what make the tool useful instead of dangerous.

REQ 4A

SESSION 4 · REFLECT: SERVE, ACCOUNT FOR, FINISH (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION Bless others without replacing them

10 min

1. Walk the principle: AI is useful when it serves a person whose effort is still in the work. AI is harmful when it replaces the effort the person was supposed to do.
2. Each saint names one task where AI helps — accessibility uses (translation for a non-English-speaking relative, reading help for a younger sibling, captions for a hard-of-hearing grandparent), drafting help for someone with dyslexia, a study tool for a brother — and explains how the person's effort is still there.
3. Then each saint names one task where AI would substitute the wrong way — a prayer, a personal letter to someone grieving, the saint's own testimony, an apology he owes.
4. Keep the discussion grounded in the saint's own life.

REQ 4B

BLOCK 5 · REFLECTION Close — BRC sign-off

5 min

1. Walk the BRC with each saint, requirement by requirement. Mark 3d (verified in Block 2) and 4a and 4b (verified in Blocks 3 and 4). Any outstanding item gets a dated deadline.
2. On the half-sheet, each saint writes two lines: one rule for himself on when to use AI, and one rule on when not to. He keeps the sheet.
3. Leader gives each saint one specific note by name — one thing he did well in the month that earned the badge.

AT THE CLOSE · DEBRIEF

1. In your demonstration, where did your judgment change what the AI produced?
2. Name one moment in the last month you decided not to use AI on something — what made you stop?
3. Read your two rules aloud — the one for when to use AI and the one for when not to.

Mark 3d after the demonstrations in Block 2, then 4a after Block 3 and 4b after Block 4. Final sign-off completes when any saint sent to rework his project returns and demonstrates it. Keep each saint's two rules with the BRC packet.

HANDOUT 1 OF 2

FROM SESSION 3 — REWRITE THE PROMPT THREE WAYS

Prompt Parts & Rewrites

Print one per saint. Use it while writing each prompt, not after.

Print this handout for in-person reference during session 3 — rewrite the prompt three ways.

HANDOUT 2 OF 2

FROM SESSION 3 — SPOT THE MISTAKE — THE FOUR WAYS AI GETS IT WRONG

Model Mistakes & Checks

Print one per saint. Use it next to every model output, not after.

Print this handout for in-person reference during session 3 — spot the mistake — the four ways ai gets it wrong.