

AI Inventor Adventure

Facilitator Guide

Use this guide to prepare for and facilitate the AI activity on screen-free day.

Part	What happens	Where
1 • Introduction to AI	Group conversation using the one-pager	Camp
2 • Group Activity	Invent in small groups, pitch, prototype	Camp
3 • At-Home Assignment	Use an AI tool alongside an adult	Home
4 • Group Reflection	Debrief the five principles together	Camp

Part 1 Introduction to AI (One-Pager)

CAMP • WHOLE GROUP

Open the conversation. Using the one-pager (“Be smarter with AI.”), guide learners through a conversation about AI. Ask what they already know about AI and whether they’ve used it. As a class, read through the document to learn how AI works and how to use it safely.

Points 1–3 — AI is a fast, trained tool. The main takeaway is that AI is a tool. It’s trained to operate a certain way, and it can do that really fast. When we use generative and conversational AI tools like ChatGPT, Gemini, and CoPilot, we think they’re “intelligent” — that they know the answers they’re providing. They don’t; they’re just compiling information really quickly. They’re trained to be helpful and to give people the answers they are looking for. We always need to be cautious of what AI provides us.

Point 4 — Safety. Learners should understand that AI models are constantly adapting and being trained on the things people are sharing with it. You want to be specific in your prompting to get the most out of the tool, but be careful sharing personal information like names, addresses, and personal or private questions.

Point 5 — AI can’t replace you. Assure learners that AI cannot replace them, their feelings, their experiences, or their judgment. It’s a tool designed to help us, and it does its job really well. But based on the information it gives us, we have to apply our critical-thinking skills to use it effectively — we never want to take the first thing it gives us and run with it.

Part 2 Group Activity

CAMP • SMALL GROUPS OF 3–5

Learners work together in small groups (3–5) to invent something that solves a “problem.” They talk through ideas they think would work and document their work on the worksheet (AI Inventor Adventure).

Potential Invention ideas:

- Design a new OSU football
- Design a flower pot
- Design a rocket ship
- Design a new playground

1. Sketch the invention — or someone using it.
2. Pitch the idea to the facilitator.

FACILITATOR NOTE

As you react to their pitches, be demonstrative with your reactions. We want to emphasize human connection and working together throughout this activity.

3. Time permitting, use the arts-and-crafts supplies to build a prototype of the invention.
4. Move to AI: still in small groups, think about how AI could enhance the idea. There are suggestions on the worksheet. The goal of this part is to get learners thinking about how to use AI with intentionality to expand their idea.

Part 3 Assignment — Use AI at Home With an Adult

HOME · WITH AN ADULT

At home, learners work with an adult to use one of the AI tools for this part of the activity. A few tools are listed on the worksheet, but they can use whatever they have access to. They begin with a starter prompt:

STARTER PROMPT

“I am a student designing a new [insert idea] that will [more about what the invention does and who it is for].”

1. Use the questions developed at camp plus the worksheet suggestions to engage with the AI. There is space to document anything interesting or surprising.
2. Once they get through the fourth prompt on the worksheet, they're done — let them know they can keep chatting with the AI about their idea.
3. They should come ready to talk about their ideas the following day at camp.

Part 4 Group Reflection

CAMP · WHOLE GROUP, NEXT DAY

The next day at camp, spend some time reflecting as a group on what learners discovered about AI and how they improved their ideas using the tool. Remind learners of the principles shared the day before:

THE FIVE PRINCIPLES

1. AI is just looking at patterns and making guesses much faster than a human can. Remember, it doesn't really “know” anything.
2. It's aiming to please you, and so it may give answers or information that isn't always correct.
3. It reacts to the information that you give, so be specific. If you want it to find problems with your idea, ask it to.
4. Be cautious about the information you share with the tool. It's training on questions that are being asked, so we don't want to share personal information.
5. It's a tool. Don't ask it for the answer and go with it. Come to it with an idea and allow it to help you refine it.

