

Would you believe this headline?

- Air can supply a raw material for making starch. Take a vote, then explain your choice.
- Separate what a study achieved from what it would take to use it widely.

What evidence would change your mind?

A glacier story made me stop and think

- I am not a climate scientist, but I care about climate and ecosystems.
- AI can help us look for answers. We still need to check the original sources.

Turn a worry into a question you can investigate.

Look at the problems—and the people working on them

- Which changes are affecting people's lives?
- How are scientists, engineers and communities responding?

What could we try?

Remember a person taking action, as well as a risk.

What has been on your mind lately?

- Where is it happening, and who is affected?
- Write down what you know, then what you still want to understand.

Start with a part of life you know.

Learn what you need by working on a project

- Ask a question, investigate, and make something you can show and test.
- Feedback from classmates and people who might use it helps you improve it.



A project continues beyond making an object.

After doing, take time to reflect

- Project learning and learning through experience have long histories in education.
- Looking back at your work helps you see what you still need to learn.

What would you change next time?

What can a staircase to nowhere teach us?

- High Tech High's staircase project connects scale, geometry, design and construction.
- Measuring, explaining, working together and revising are part of its value.

How would you test a structure you built?

At Agora, students plan with their coaches

- An interesting question still needs goals, sources and time.
 - Choice and ongoing feedback support each other.
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How could you show what you learned?

We bring materials. You bring questions.

- Share your own judgment. Different views can stay in the conversation.
- Name your sources and give specific reasons when discussing an idea.

Understand an explanation that differs from yours.

At AHALab, observe first. Then try something.

- Notice people and places around you. Find a question worth investigating.
- Try a small experiment with tools you can access, then check the result.

Turn an idea into a plan for trying it.

A bird, a patch of shade, a small vehicle

- Watching wildlife, measuring conditions and building things can all start a project.
- Choose tools to fit the question: cameras, sensors, maps and code do different jobs.

Which kind of observation would you start with?

Where does a project begin?

- Find a real situation before choosing what a tool might help with.
- AI recognition can be wrong. It needs examples, review and testing.

Explore the public projects on ZimaBlueAI.

From concern to a testable attempt

- Narrow a big problem to a place, a group of people or a measurable change.
- Plan your sources, method and comparison. Record what remains uncertain.

How will you know whether your approach helps?

Sea water, glaciers and the way home

- Use the official resource links to choose stories about climate, coasts and disasters.
- Note the place, date, visible changes and anything the report does not establish.

Cross-check the report against observations and other sources.

Which scene stayed with you?

- Describe a specific scene and how it affects daily life.
- Separate what you saw from what you inferred.

What would you ask someone who lives there?

Footage, forecasts and assumptions

- Real footage records a particular place and time. A forecast describes possible changes.
- A game's map and rules are teaching choices, not data about a real city.

What kind of material supports your judgment?

When warm water shifts, weather patterns can change

- El Niño involves interactions between the tropical Pacific Ocean and the atmosphere.
- It is distinct from long-term warming. Explaining a particular disaster requires specific evidence.

One phenomenon cannot explain every unusual weather event.

COVID-19 changed everyday life

- Public health problems can affect schools, transport, families and supply systems.
- Research accidents, disease transmission and deliberate misuse are different questions. Each requires evidence.

What preparation could improve a future response?

Editing genes involves decisions as well as tools

- As research advances, ask who consents, who reviews it and who bears the risks.
- Research under lawful oversight must be distinguished from illegal misuse.

What else should we ask after asking whether it is possible?

Take a ten-minute break

- Stretch your legs and get some water.
- When we return, we will take responsibility for a town together.

Keep one unanswered question in mind.

A power cut can affect a meal

- Electricity supports refrigeration. Roads support deliveries. Information shapes decisions.
- Pick one connection and explain what happens in between.



Where could preparation make a difference?

Food in a warehouse may not reach people

- Food also needs safe transport, storage and distribution.
- Conflict and disasters can interrupt these steps, far beyond the farm.

If a road closes, where could preparation begin?

Before the flood, the town is in your hands

- Open UNDRR's original Stop Disasters! game and choose the flood scenario.
- Four groups share one budget. Say who you want to protect, then propose one action.

Use the original game link on the resources page.

Make a decision, then see what happens

- Check the risk of the site. Record the location, cost and expected effect.
- Take turns proposing and acting. After the flood, find something surprising in the game's report.

Offline, use the worksheet to discuss preparation and missing information.

What would you change in another round?

- What did we do? What did the report show?
- Change one thing and plan a comparison. A single result does not establish cause and effect.

Would an extra forecast change one of your decisions?

That claim skips a few steps

- A made-up classroom claim: connecting an AI weather model will automatically prevent losses.
- Find the missing steps. Once a forecast exists, who still needs to decide and act?

Start with the words that need evidence.

Read the source before deciding

- Check the publisher, date, method and conditions.
- Distinguish a news report, an experiment and a technology already in widespread use.

How far does the evidence actually reach?

Keep your conclusion within the evidence

- Replace absolute claims with statements that name their scope and conditions.
- Say what is still unknown instead of hiding the gap behind fluent words.

Ask another group to check your revision.

Name one idea you changed today

- What did you think before? Which source or piece of feedback changed it?
 - What question is worth returning to tomorrow?
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Keep the source and the next question together.