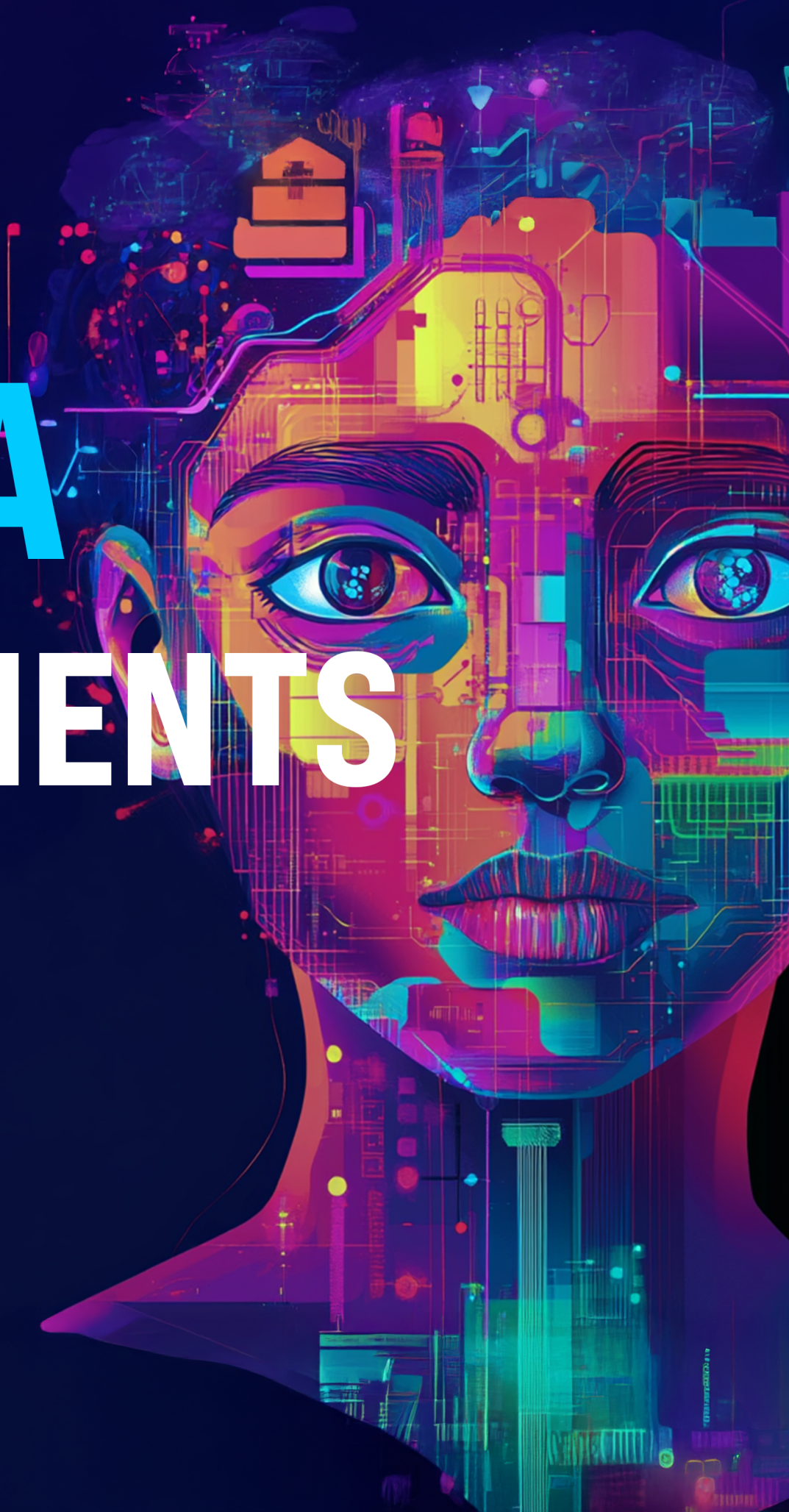


AHA MOMENTS IN AI



Title:

AHA Moments in AI: Classroom Conversation Starters for High School Students

Target Audience:

High school students and educators (accessible to middle school and general public audiences).

Expected Run Time:

Five videos, each 3 minutes or less (~10 minutes total). Designed for flexible use: individually or as a set.

Description:

AHA Moments in AI is a youth-created video series designed to spark critical, accessible conversations about artificial intelligence in high school classrooms. Created *for us, by us*, each short video addresses a pressing question about AI's societal impact, centering on youth perspectives on issues of bias, equity, privacy, creativity, and agency.

Every video is paired with a one-paragraph overview and three discussion questions, enabling any educator to facilitate meaningful dialogue even without prior AI expertise. The series aims to help young people recognize that they are not just consumers of technology, but future architects of a more equitable and human-centered AI ecosystem.

Topics Covered:

1. Do Black Faces Count as Faces?
2. Barriers to AI for All
3. We Were Meant to Be Architects of AI
4. How AI is Reshaping Our Security and Privacy
5. The Artist and AI: We Are Not on the Same Page

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About the Creators: [InnovatorsforPurpose.org](https://innovatorsforpurpose.org)



Innovators for Purpose (iFp) is a BIPOC-led nonprofit design and innovation studio based in Cambridge, MA that empowers young people—especially those from underrecognized communities—to tackle critical societal challenges through art + design and STEM.

Since 2014, iFp has supported thousands of students across Greater Boston through long-term, purpose-driven experiences—including paid, year-round projects that are student-led, hands-on, and often client-sponsored.

From AI literacy and environmental justice to educational equity and increasing representation in tech, students take on real-world issues while building the curiosity to ask bold questions, the passion to drive meaningful change, and the resilience to lead with purpose.

iFp alumni are thriving at top universities, including Harvard, Yale, Olin College of Engineering, Northeastern University, UMass Amherst, University of Toronto, Parsons School of Design, and many others—***fully equipped to build a future that begins with empathy and includes everyone.***

Own—the
algorithm



Do Black Faces Count as Faces?



Overview

The poem *“Do Black Faces Not Count as Faces?”* was inspired by Dr. Joy Buolwamini’s groundbreaking work as an MIT graduate student. In her research, she discovered that an AI facial recognition system was unable to recognize her face because of her dark skin, but identified her once she put on a white mask.. Further study revealed that the same type of software was being used all the way in Hong Kong, exposing alarming disparities in who these systems acknowledged as human. Our poem highlights bias in AI and calls for equity and accountability.

Discussion questions

Why is bias in AI a dangerous problem?

How might we fix the bias embedded in AI?

After watching the video, what do you hope to see in the future as AI advances?

Video: bit.ly/ifp-aha1

The Barriers to AI



Overview

It's easy to forget the access and privileges we have, and over time, we start to take them for granted. AI is one of those instances where we don't realize how fortunate we are to have the opportunity to learn about it and use its full potential. The sad reality is that many people around the world don't have the same level of access, and they are missing out on a revolutionary tool that can help humanity reach its full potential. As a community, we must break down the barriers and do everything possible to educate everyone, no matter their background or resources, to ensure equal access to AI.

Discussion questions

1. What are some resources that we use every day, but often take for granted?
Can you list a few?
2. How can we use the resources we have to make a positive impact and help people around the world gain more access to them?
3. What are some ways we, as students and community members, can raise awareness and encourage leaders to make AI education and tools more accessible to everyone?

Video:

bit.ly/ifp-aha2

Architects of AI



Overview

Writing this poem felt like a better way to explain how we use AI without realizing it, and how we're often under its influence instead of taking control, expressed in a more emotional way. It's part of our daily lives through apps and other technologies, mostly working quietly in the background. The poem is meant to remind people that while AI helps us find information and spark new ideas, we don't always realize that we are the ones who should care for and guide it. The goal is to encourage us to remember that we are the creators and leaders, and that we have the power to shape the future of AI by the choices we make. That way, we can build a future where AI benefits everyone and reduces conflict instead of creating it.

Discussion questions

How can we become more aware of the ways AI influences our daily lives without us realizing it?

- What are some steps we can take to guide and shape AI so that it benefits everyone?
- When we recognize ourselves as the creators and leaders of AI, how does that change the way we feel about the future of technology?

Video: bit.ly/ifp-aha3

AI and Computer Security



Overview

Artificial Intelligence is one of the most important new fields of technology today, with the potential to transform many different industries in incredible ways. However, with this new technology comes the responsibility to make sure it is not used in unethical ways, such as harming computer security or collecting personal data. Across the world, AI has been misused for financial fraud, more sophisticated cyberattacks, and the secret collection of personal data. To prevent this, we need a better understanding of the risks of AI, along with stronger laws designed to stop it from being used in harmful

ways. In this video, we look at examples of how AI has been used unethically, including by large corporations collecting personal data without people's knowledge.

Discussion questions

Before this video, what did you already know about the risks of AI? Did anything surprise you?

What role do you think governments and public leaders should play in making sure AI is used responsibly?

What are some steps you can take to protect yourself from the unethical uses of AI?

Video: bit.ly/ifp-aha4

The Artist and AI: We're NOT on the Same Page



Overview

This video is about my take on AI art—what I think is wrong with it and how we might fix it. I chose this topic because I'm an artist, and I care a lot about how AI is changing the art world. Even though I'm sharing my opinions, my goal isn't just to argue—it's to help explain what AI really is and why it's important for all of us to understand.

Discussion questions

How do you feel about AI artwork? explain why you feel that way.

Do you think AI is breaking copyright laws? How do you think we can compensate artists whose work is being used without consent?

What regulations do you think we should have for AI art to ensure artists' work is respected and protected?

Video: bit.ly/ifp-aha5

Teacher's Guide

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How to Use *AHA Moments in AI*

A resource created for the classroom by high school students to spark honest, youth-centered conversations about AI.

Before Showing the Videos

- Remind students: there are no “wrong answers.” The goal is exploration, not mastery.
- Share the guiding question:
“How is AI shaping the world around us, and what role should young people play in its future?”

During the Videos

- Play one video (1–3 minutes).
- Invite students to jot down one word that captures their reaction.
- After viewing, ask for 2–3 volunteers to share their word. This builds an immediate emotional connection.

After the Videos

Facilitate conversation using the **three discussion questions provided** for each video. Possible strategies:

- **Think-Pair-Share:** Students reflect individually, discuss in pairs, then share highlights.
- **Four Corners:** Designate corners of the room for different viewpoints (Agree, Disagree, Unsure, Curious) and invite movement + discussion.
- **Quick Write:** Give 2 minutes for written reflection before sharing aloud.

Tips for Educators

- Encourage multiple perspectives; validate each contribution.
- Connect the themes to students' lived experiences. (e.g., "How do you see this issue play out in your own life, school, or online spaces?")
- Keep the focus on values and agency, rather than technical details.

Closing Reflection

Invite students to finish the sentence:

- "After today, I think about AI as..."
- Capture responses on a whiteboard or post-it notes to build a collective snapshot of the class's evolving understanding.

We'd Love Your Feedback!

Thank you for using *AHA Moments in AI*. These short videos and prompts were designed to spark curiosity, conversation, and critical thinking about artificial intelligence in your classroom. Now we'd love to learn from you.

Your feedback will help us understand how AHA Moments is working for educators, how students are responding, and how we can improve the resource to make it even more useful. The survey takes no more than **15–20 minutes** to complete, and your insights may even serve as powerful testimonials to share with partners and funders.

[\[Click here to take the survey\]](#)

Your voice matters. By sharing your experience, you'll help ensure that AHA Moments continues to grow as a meaningful tool for educators and students everywhere.