

AI & Digital Literacy Activities for Home



Simple activities, conversation starters, and sample responses for families with children in Grades K–12



AI is a helpful tool, but people must think critically, act responsibly, and make the final decisions.

Families do not need a computer science background. Curiosity, conversation, and careful thinking are enough to get started.



NOTE: The following are home activities that parents and students can explore with their own digital tools and applications. These do not apply to the use of the school-based MagicSchool or MagicStudent application.

How to Use This Guide

Choose one short activity at a time. Encourage children to explain their thinking, ask questions, and check information rather than simply accepting what a digital tool provides.

Family habit to reinforce: STOP • THINK • CHECK • CHOOSE

10 Home Activities

1. AI Scavenger Hunt

Grades	K–12
Try This	Find examples of AI during the day, such as voice assistants, video or music recommendations, maps, autocorrect, translation tools, and photo filters.
Talk About It	How might the tool know what to suggest? What information could it be using? Could it make a mistake?

Skills: AI awareness • pattern recognition • critical thinking

2. Human vs. AI Game

Grades	3–12
Try This	Compare a real photograph with an AI-generated image, or human writing with AI-generated writing. Look closely for clues.
Talk About It	Which item do you think a person made? What details helped you decide?

Skills: Media literacy • source evaluation • observation

3. Family Recommendation Challenge

Grades	K–12
Try This	List favorite books, songs, shows, or movies. Take turns predicting what another family member may enjoy next.
Talk About It	How is your recommendation similar to an AI recommendation? Why might it be wrong?

Skills: Data patterns • prediction • machine-learning concepts

4. Data Detective

Grades	3–12
Try This	Notice when apps and websites ask for a name, birthday, location, email, photo, or other information.
Talk About It	Why might the app want that information? Is sharing it necessary?

Skills: Privacy • online safety • digital citizenship

5. Family Fact-Check Challenge

Grades	6–12
Try This	Choose a topic and compare information from an AI tool, a trusted website, and a book or expert source.
Talk About It	Do the sources agree? Which is most trustworthy? How can we verify the claim?

Skills: Research • verification • information literacy

6. Train Your Own “AI”

Grades	K–5
Try This	Sort household objects or pictures into categories, such as recyclable/not recyclable or animal/not animal.
Talk About It	What rule did you use? Could another person sort an item differently?

Skills: Classification • patterns • data and bias awareness

7. Spot the Altered Image

Grades	8–12
Try This	Examine edited photos, filters, or altered videos and identify details that look unusual or inconsistent.
Talk About It	What clues suggest the media may have been changed? Why should we question what we see online?

Skills: Visual media literacy • careful evaluation • responsible use

8. Family Prompt Challenge

Grades	6–12
Try This	With an adult and an approved tool, begin with a broad prompt, then add the audience, format, purpose, and needed details. Compare the results.
Talk About It	Which response was most useful? What changed when the instructions became clearer?

Skills: Communication • problem solving • effective tool use

9. Create an Algorithm

Grades	K–8
Try This	Write exact steps for a familiar task, such as making a sandwich, brushing teeth, or sorting laundry. Ask someone to follow the steps literally.
Talk About It	Were any steps missing or unclear? How could the instructions be improved?

Skills: Algorithms • sequencing • computational thinking

10. Who Makes the Final Decision?

Grades	5–12
Try This	Discuss a situation in which GPS, a recommendation system (for example a video game recommending a game that is too difficult), or an AI response seems incorrect.
Talk About It	Should we always trust the computer? Who is responsible for checking and deciding?

Skills: Human oversight • judgment • accountability

Community & Environmental Extensions

AI Sorting

Sort common household items, like laundry, then discuss what information a computer would need to classify them and what mistakes it might make.



Smart Community Challenge

Sketch an AI-supported idea that could reduce litter, improve recycling, save water, reduce traffic, or support learning. Explain what information it would use and who would check its work.



Family Waste Audit

Track trash and recycling for one week. Make a simple chart, notice patterns, and discuss how technology might help families reduce waste.

Family Discussion Starters

Use the sample responses as examples, not an answer key. Children may have different ideas. The goal is to help them explain their reasoning and ask thoughtful follow-up questions.

1. Where do you notice AI in your daily life?

Sample child responses

- “My tablet suggests videos for me.”
- “A voice assistant answers questions.”
- “A streaming service recommends movies.”

Parent follow-up questions

- Why do you think it suggested that?
- What information might it be using?

Key takeaway

- AI often uses patterns from previous choices or examples to make predictions and recommendations.

2. Can computers make mistakes?

Sample child responses

- “My voice assistant sometimes hears me incorrectly.”
- “GPS can give a route that does not make sense.”
- “Autocorrect can change a word I wanted to use.”

Parent follow-up questions

- Why might that have happened?
- How can people catch or correct those mistakes?

Key takeaway

- Computers and AI can be useful, but people need to review important information and decisions.

3. How can you tell if information online is trustworthy?

Sample child responses

- “Check another reliable source.”
- “Ask a teacher, librarian, parent, or expert.”
- “Look for the author, evidence, and date.”

Parent follow-up questions

- Would you trust information only because it appeared first?
- What makes a source reliable?

Key takeaway

- Responsible digital citizens check the source and compare evidence before believing or sharing information.

4. What personal information should you keep private?

Sample child responses

- “My password.”
- “My home address and phone number.”
- “My location or daily schedule.”

Parent follow-up questions

- Who is a trusted adult you can ask before sharing?
- Does the app really need that information?

Key takeaway

- Pause before sharing personal information and ask a trusted adult when unsure.

5. How can AI help people?

Sample child responses

- “It can translate languages.”
- “It can help people organize or find information.”
- “It can help identify patterns in data.”

Parent follow-up questions

- How could that make a task easier?
- What should a person still check?

Key takeaway

- AI can support people, but human guidance and judgment remain important.

6. What are some risks of AI?

Sample child responses

- “It could provide inaccurate information.”
- “Someone might rely on it too much.”
- “It might produce an unfair result.”
- “A person might share private information.”

Parent follow-up questions

- How could we reduce those risks?
- Who should be responsible for checking the result?

Key takeaway

- Safe use includes protecting privacy, checking accuracy, noticing possible unfairness, and keeping people involved.

7. Should a person check an AI response before using it?

Sample child responses

- “Yes, because it could be incorrect.”
- “Yes, especially for schoolwork or an important decision.”
- “I would compare it with a trusted source.”

Parent follow-up questions

- Which source could help you verify the answer?
- What parts of the response need the closest review?

Key takeaway

- AI can assist thinking, but people remain responsible for verification and final decisions.

8. If AI helps create a picture, who is the creator?**Sample child responses**

- “The person gave the instructions and made choices.”
- “The tool produced the image.”
- “Both contributed in different ways.”

Parent follow-up questions

- What choices did the person make?
- How should the use of AI be acknowledged?

Key takeaway

- AI is a tool. People provide direction, evaluate the result, and decide how it is used.

9. Why do some apps ask for your location or other information?**Sample child responses**

- “A map may use location for directions.”
- “An app may use information to personalize suggestions.”
- “The app may want to collect data.”

Parent follow-up questions

- Does every app need that permission?
- When should you ask an adult or choose not to share?

Key takeaway

- Consider the purpose before granting access to information or device features.

10. How could AI help solve a problem in our community?**Sample child responses**

- “It could help identify recycling patterns.”
- “It could help find water leaks.”
- “It could help study traffic or energy use.”

Parent follow-up questions

- What data would be needed?
- Who should check whether the result is accurate and fair?

Key takeaway

- Technology can support community problem-solving when people provide goals, evidence, oversight, and responsibility.

Family Reflection

Ask: "What is one thing you learned about AI or digital literacy today?"

Sample Responses

- "AI uses patterns to make predictions."
- "AI and computers can make mistakes."
- "People should check important AI answers."
- "I should protect my personal information."
- "Technology can help, but people are responsible for decisions."

Our Family Digital Habits

- ☐ We pause before sharing personal information.
- ☐ We check important information with trusted sources.
- ☐ We talk to a trusted adult when something online feels confusing or unsafe.
- ☐ We give credit for sources and acknowledge when AI helped create something.
- ☐ We remember that people make the final decisions.

BIG IDEA: AI is a helpful tool. Human thinking, evidence, kindness, and responsibility remain most important.



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