



# Humans vs. AI:

## Whose Creativity Reigns Supreme?

As artificial intelligence takes leaps in mimicking human creativity, we explore the frontier where neural networks, vast datasets, and digital artistry converge. How does machine processing truly compare to the timeless ingenuity of human creativity? Join Dr. B for a deep dive into the AI revolution.



Watch the show!



<https://www.youtube.com/watch?v=eBhZu4Gedz0>

### Quick Questions

1. Have you heard of generative AI before? Can you name some examples?
2. Have you heard of the difference between AI and generative AI before?
3. Have you ever used generative AI?
4. Can you name some examples of things that use, or that you think use, AI or generative AI?
5. Have you heard any news stories about famous artists, authors or musicians using generative AI? If so, share what you have heard.

START AI



### Deep Dives

1. Generative AI is a tool, like a screwdriver or a pencil, that can be used for all types of creation and development. While tools themselves are morally neutral, they can be used for good or bad intentions. What is a way you see AI potentially benefitting society? What is a way you see AI potentially doing harm? What measures might society need to take to maximize the good and minimize the bad?
2. Generative AI can be used to do all kinds of work: creating art, helping scientists make new discoveries, and more. Do you think there are certain jobs that should be done by AI instead of humans? Do you think there are certain jobs that should be done by humans instead of AI? Why or why not?
3. Pick a job you are interested in doing in the future. How might AI play a role in that job? How might AI help you to perform well in your job? Could it limit your opportunities or even replace you?
4. Think about the different things you could use generative AI for – from recipes to itineraries to even creating artwork. What ways do you think you would use generative AI, if at all? Could you envision yourself using generative AI for creative purposes like writing, music, or art? Why or why not?
5. A lot of people have fears about damage that can be done with generative AI. Like many technologies, generative AI was released prior to having a complete governance model, or set of rules and policies, in place. Name one fear about generative AI that you have heard of, that you have, or that you think some people may have. What would you include in a governance model for AI designed to address that fear? For example, what policies, industry standards, or programming guidelines would you propose? Who would be responsible for implementing and enforcing this governance model?

# Engaging in Science Discussions



**Recommended Grade Level:** Middle and High School

**Objective:** To engage in open-ended discussions about critical science topics. While leading these discussions, it is important to ensure that everyone is heard, and everyone is treating one another with respect. There is no “right answer” during these discussions, and it’s okay to respectfully disagree.

**Additional Notes:** We recommend having these discussions multiple times with the same group of participants. This provides the opportunity to explore different topics and improve one’s abilities to have successful conversations about STEM topics. Quick Questions are optional and are recommended to be used as warm-up questions.

**Materials:** TV or projector    Paper and writing utensils

## TIMELINE (30 – 40 MINUTES)

| 5 min           | 10 min        | 5 min            | 10 min             | 10 min <i>(optional)</i> |
|-----------------|---------------|------------------|--------------------|--------------------------|
| Intro + prompts | Watch segment | Think/write time | Share with partner | Small groups             |

**Intro (5 min)** Before starting, select one Deep Dive question. Tell the group you will be asking them a question that has no right or wrong answer. After they watch the clip, they will have time to think about and write their response. They will share their response with a partner or small group. Now share the question you selected.

If participants are new to these sorts of discussions, you may want to review the following concepts:

- When you are sharing your responses, provide reasoning and evidence. Reasoning is your own thinking behind your answer. Evidence is facts that support your answer, such as historical facts or scientific facts. You may also have experiences from your own life that support your answer.
- When listening to your classmates, ask questions. The purpose of questions is to better understand their thought process, not to challenge them. Some ways to frame questions are: “I didn’t understand X.” “Could you explain Y again?” “What do you mean by Z?”
- If someone asks you questions, provide clarification. Explain your reasoning and evidence. Remember that there are no right or wrong answers.

**Watch the segment (10 minutes)**

**Think/write time (5 minutes):** Participants write down their answers

**Share with a partner (10 minutes):** Pair up participants. Each person has 5 minutes to share their response and answer questions from their partner. Then switch so each partner gets a turn.

**(Optional) Small groups (10 minutes):** Put participants in groups of 4 for share-outs and conversations.

**(Optional) Homework prompts:** Expand your response into a report, picture, poem, essay, short story, song, or performance. Or, write your own discussion question for the group.