



AI for Good — Team Pitch

Team members: _____

Project name: _____

1. Problem

What real issue are you helping with?

2. User

Who actually uses this? Not "everyone" — one specific person.

3. AI job

Circle one, then explain: **Classify · Predict · Recommend · Generate · Detect**

4. Data

What examples would it learn from? Where would that data come from?

5. Failure risk

How could this be wrong, biased, or misused? ⚠️ If you can't think of one, you haven't thought hard enough — every useful system has limits.

6. Human check

Who reviews or decides before anything happens to a real person?

Peer review — sticky note round

When you visit another team's poster, leave **one** sticky note. Pick the box that seems least finished:

-  **Data question** — "Where would you actually get that?"
-  **Failure question** — "What happens when it's wrong about someone?"
-  **Human check question** — "Who's responsible if it makes a mistake?"

Write a **question**, not a criticism. You're helping them think, not grading them.

Teacher notes

Print one poster per team (teams of 3–4, mixed ages). Tabloid/11×17 is ideal; Letter works fine. Give each team markers and a stack of sticky notes for the peer-review round.

The failure-risk box is the whole lesson. Any team that leaves it blank or writes "it won't fail" should be sent back to it. That box is the difference between this being a real design exercise and a wish list.

Idea starters for teams that stall — write these on the board:

- Help a teacher spot confusing quiz questions
- Help students plan study time
- Help a cafeteria reduce food waste
- Help a coach notice injury risk
- Help a town prepare for storms

Tiering the same poster

Tier	What "done" looks like
 Starter	All six boxes filled with a sentence each
 Builder	Failure risk names a <i>specific</i> person who could be harmed
 Extender	Explains what data would be <i>missing</i> and who that would disadvantage — and proposes a fix

Give the older students the hard box

In a mixed team, quietly assign the 9th–10th grader the **failure risk** and **human check** boxes. They're the most abstract, and it gives an older student a real job that isn't just "do the writing."