

Day 1 & Day 2 - Detail Notes

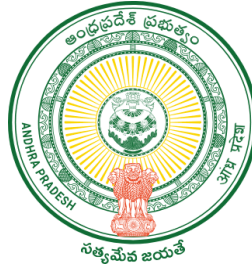
AI - FSTC Curriculum

AP Teacher Training Facilitator notes

Round 1
September 2026



**Amazon
Future Engineer**



Cascade Teacher Training Plan

Training Goal

Cascade Teachers ki AI-FSTC curriculum ni clear ga understand cheyinchi, classroom lo confident ga facilitate cheyyadaniki ready cheyyadam.

Why are MTs conducting this training?

MTs role:

- Curriculum ni simple ga explain cheyyadam
- Teachers tho activities ni learner laga experience cheyinchadam
- Children em nerchukovali ani clear cheyyadam
- Teachers ki how to facilitate ani chupinchadam
- Teachers tho practice cheyinchi confidence build cheyyadam
- Implementation and reporting gurinchi clarity ivvadam

Outcomes for Cascade Teachers

Training ayyaka Cascade Teachers should be able to understand:

- AI-FSTC curriculum structure & themes ni explain cheyyagalru
- Grade-wise learning progression ni understand chestharu
- Activities venuka unna learner intent ni identify cheyyagalru
- Children tho questions, probing use chesi thinking ni enable cheyyagalru
- Curriculum activities ni confident ga facilitate cheyyagalru
- Session completion & reporting process ni follow cheyyagalru
- Need unna appudu MT support teesukogalru

Objectives for Master Trainers

MTs training lo:

- Curriculum ni clear ga introduce cheyyali
- Activities ni teachers tho experience cheyinchali
- Learner intent ni unpack cheyyali
- Effective facilitation strategies model cheyyali
- Teachers ki practice + feedback ivvali
- Classroom implementation ki confidence build cheyyali
- Reporting & MT support process meeda clarity ivvali.

Day



DAY 1

Session Name	Duration	Session Plan	Resources
Registration + Pre-training Form	9:00–9:30	<p>Before participants arrive Keep AFE program images/videos playing in the background. Keep registration details and baseline form ready. Keep name tags, sketch pens and sticky notes ready for the next session.</p> <p>Welcome teachers as they arrive Meeru ikkada register cheskoni, comfortable ga settle avvandi. Training Start avvaniki mundu oka small form fill cheyyali.</p> <p>Idi mana pre-training form. Idi exam kaadu, test kaadu. Mee current understanding and experience ni understand cheskodaniki ee form. So please, mee own understanding prakaram honest ga fill cheyyandi.</p> <p>Facilitator note: Do not explain answers or guide participants towards a particular response. Help only with accessing/opening/submitting the form.</p> <p>As participants complete the form ask them settle down for the next stage</p> <p>Close the registration window Say: Thank you everyone. I hope Andaru form complete chesaru. Ippudu manam training ni officially start cheddham. First, konchem okariki okaram introduce avvuddam.</p>	
Getting Started: Check-in, Expectations , Norms & Two-Day Journey	9:30–10:15	09:30–09:45 Check-in	

CHECK-IN - Please introduce yourself with an emotion you are carrying right now and Also share out -



1. Once everyone is in the room

Facilitator says:

Okay everyone, ippudu manam training ni officially start cheddham.

Meeru andaru already Amazon Future Engineer programme tho journey chesaru. So, ee two days lo manam just training attend cheyyadam kaadu — mee experience kuda room lo important ga untundi. First, konchem okariki okaram telusukundam.

2. Introduce yourself through the check-in

Facilitator says:

Ippudu one by one, mee name, school, district cheppandi.

Tarvata mee emoji chupinchi, why you chose that emoji ani one line lo cheppandi.

Give a quick example yourself first:

Facilitator note:

- Facilitator should go first so participants understand the expected length.
- Keep responses short.

Use the fact that these teachers have already been part of the programme.

09:45–09:55 | Connect to Their AFE Journey

Facilitator says:

Thank you everyone. Ippudu oka interesting thing notice cheddam. Meeru different schools and districts nunchi vachharu, but oka common thing enti ante — meerandariki Amazon Future Engineer programme tho experience undi.

Pause.

Then ask:

Ee 2-year AFE journey lo, mee school lo or mee students tho work chesinappudu, meeku proud ga anipinchina oka moment enti?



Ee 2-year AFE journey lo, mee school lo or mee students tho work chesinappudu, meeku proud ga anipinchina oka moment enti?

Think of moments like...



Students response



Oka activity successful ga jaragadam



Meeru first time AI session facilitate cheyyadam



Children lo meeru observe chesina oka change

Give them a moment to think.

Oka small moment aina okay. Maybe students response, oka activity successful ga jaragadam, meeru first time AI session facilitate cheyyadam, or children lo meeru observe chesina oka change...

Take 4–5 responses.

		<p>Don't correct or evaluate their experiences.</p> <p>Use one short follow-up where useful:</p> <p>Adi meeku enduku memorable ga anipinchindi?</p> <p>Transition</p> <p>After 4–5 responses:</p> <p>Ippudu ee two days lo manam inka deeper ga chudabotunnam - curriculum lo exactly em undi, children em nerchukuntunnaru, and manam teachers ga danini ela facilitate cheyyagalamu.</p> <p>09:55–10:05 Expectation Setting — Cooking Pot</p> <p>Facilitator says:</p> <p>Before we start, oka question. Ee two days training ayyaka, mee learning cooking pot lo em undali ani meeru expect chestunnaru?</p> <p>Point to the chart.</p> <p>Meeru ee two days nunchi em teesukellali anukuntunnaru?</p> <p>Volunteer ga kontamandini one expectation rayachu chart meeda.</p> <p style="padding-left: 40px;">Telugu lo aina, English lo aina rayachu. Short ga rayandi.</p> <p>Give 2–3 minutes.</p> <p>Then:</p> <p>Say : Let's quickly see mana pot lo ememi add ayyayo.</p> <p>Pick a few.</p> <p>Then:</p> <p>Ee expectations anni manam ee two days journey lo touch cheyyabotunnam. Last lo malli ee Cooking Pot</p>	
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daggariki vachhi ‘Mana pot lo em add ayyindi?’ ani check cheskundam.

This creates a reason to revisit the Cooking Pot on Day 2.

10:05–10:10 | Co-create Learning Norms



Start with the question.

Facilitator asks:

Mana andariki comfortable ga undi, freely participate chesi, okari nunchi okaru nerchukune space create cheyyalante — manam ela behave cheyyali?

Give them a few seconds.

Take responses.

As they respond, capture/point to the corresponding norms in the slide.

NORM SETTING

“ What behaviours and norms do we need to create a space where everyone learns from everyone? ”

Let's create a space where everyone feels heard, respected and empowered to learn!



Respect everyone's opinion



Listen actively



Give everyone a chance to speak



Participate actively



No judgement



Be open to learning



Respect time



Ask questions freely



Support each other



Keep phones away when not required

♥ These norms will help us learn with respect, share openly and grow together! 🌱

10:10–10:15 | Two-Day Journey / Agenda

Day 1 Cascade Teacher Training		
Building Understanding. Exploring Curriculum. Enabling Thinking.		
Time	Session	
9:00 – 9:30	Registration + Pre-training Form	
9:30 – 10:15	Getting Started: Check-in, Expectations, Norms & Two-Day Journey	
10:15 – 10:45	About QA + State Journey Impact of AI Education / SSA Context	
10:45 – 11:15	FSTC Connection to the Curriculum – What Skills Are We Building & Why?	
11:15 – 11:30	Tea Break	
11:30 – 12:45	Curriculum Exploration – Theme 1: Experience as a Learner + Unpack the Learning Intent	
12:45 – 1:30	Lunch Break	
1:30 – 2:30	Curriculum Exploration – Theme 2: Experience + Unpack Key Concepts, Activities & Learner Experience	
2:30 – 2:45	Energiser – Plugged	
2:45 – 3:30	Facilitation Strategies – From Telling to Enabling Thinking	
3:30 – 3:45	Reflection – What do I understand? What do I still need to clarify?	
3:45 onwards	Tea / Day 1 Close	

About QA + state journey
Impact of AI Education / SSA context

10:15–10:45

Connect to Government Initiative

Now say :

This is one of the reasons why the Government of Andhra Pradesh has taken the initiative to bring AI education into schools.

- Introduce the government initiative to mainstream

AI education.

- Explain that AI education is one way to help children develop these future-facing skills.

Connect to the program :

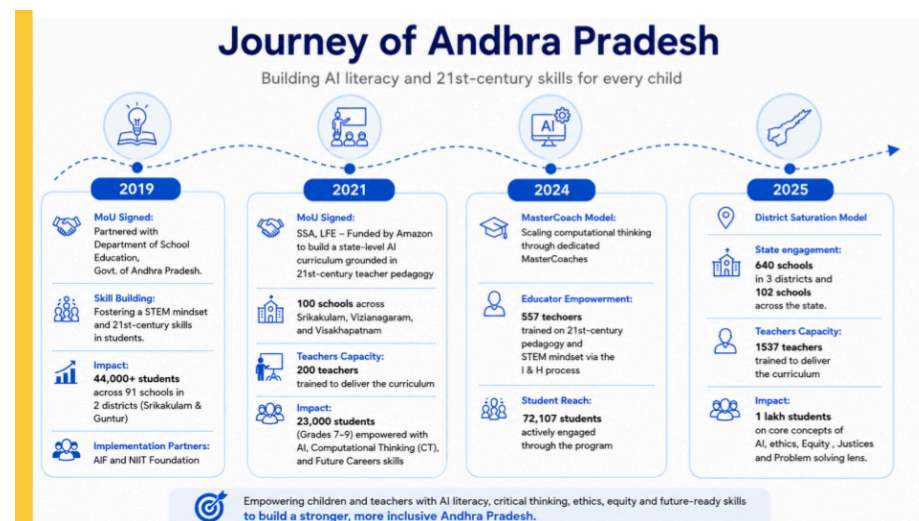
Say : Anduke mana program ikkada important avutundi children ki AI ni understand cheyyadaniki, explore cheyyadaniki, vaalla future ki kavalsina skills ni develop chesukodaniki structured opportunities create chestham.

Connect from the Government initiative

The government has taken the initiative to bring AI education into schools. Now let's look at how this initiative has been taken forward through our program.

Quest's Journey in Andhra Pradesh

- Briefly show Quest's journey in AP.
- Show key milestones from 2019–20 to 2021–22 to 2024 to 2025 to the current academic year.
- Use photographs/glimpses to show the work on the ground.
- Connect last year's AI curriculum pilot to this year's expansion.



Bring in last year's impact

Last year, we worked with students and teachers

through AI education. But what difference did this actually make?

SSA Context - samagra siksha chesina report dhani nundi cheppina information project chesthamu

SSA Report AFE



Impact Quiz – Guess Before We Reveal:

Show 4 statements one by one in ppt and ask participants to mark True / False.

Q1. Do you think after our program more than 70% of students in government schools had used AI by 2026?

True - 76%

Q2. Do you think more than 500 students across these three districts had used AI by 2026

True – 562 students

Q3. Do you think more than 1 in 3 students use AI without checking whether the answer is correct?

True - **39%** of students reported accepting AI answers without checking.

Q4. Do you think students who depend more on AI

		<div> <p>without thinking or checking may show lower learning outcomes?</p> <p>True - the study found lower scores among students with higher AI offloading across reasoning, creative ideas and 21st-century skills.</p> </div> <p>Ask for a quick show of hands for True/False.</p> <p>Do not reveal the answer immediately.</p> <p>After all four, show the impact slide and reveal the actual numbers.</p> <p>Briefly connect each number to what it means for children's learning.</p> <p>Make the connection:</p> <p>Ask: Looking at these results, what do you think children gained through AI education?</p> <p>Take 3–4 responses.</p> <p>Then say: These numbers show us that AI education can change not only what children know, but also how they use technology, think about responsible use and see their future.</p> <p>Connect to this academic year:</p> <p>Show the current year's reach and key activities.</p> <p>Briefly highlight schools, teachers, students, career exploration and HTTF work.</p> <p>Explain that the program is now moving towards wider and stronger implementation.</p>	
FSTC Connection to the curriculum - What skills	10:45–11:15	<p>1. Start with their classroom</p> <p>MT says:</p>	

<p>are we building and why?</p>		<p>Manam future gurinchi maatladukundam. Meeru teachers ga daily children tho work chestunnaru. Children school complete chesi next 5–10 years lo different world lo enter avutaru.</p> <p>Technology change avtundi, AI use periguthundi, jobs and work methods kuda change avtunnayi.”</p> <p>Alanti future ki mana children ki just subject knowledge saripothunda? Inka ye skills vallaki help avuthayi?</p> <div data-bbox="483 661 1396 1180"><p><i>Future lo mana children ki subject knowledge tho paatu, inka ye skills important ga untayi?</i></p></div> <p>Think - Pair - Share</p> <p>First, one minute individual ga think cheyyandi.</p> <p>Then:</p> <p>Ippudu pakkana unna teacher tho discuss cheyyandi — mana students future lo successful ga navigate cheyyadaniki vallaki ye skills important?</p> <p>Give them 2–3 minutes.</p> <p>Then: Let's hear from a few groups.</p> <p>Take 4–5 responses.</p> <p>captures responses</p>	
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Create a simple mind map around:

OUR CHILDREN

Possible responses:

- Problem-solving
- Communication
- Creativity
- Critical thinking
- Decision-making
- Teamwork
- Technology use
- Adaptability
- Confidence / self-expression

Facilitator note

Don't introduce FSTC yet.

The important thing here is for the teachers to say the skills themselves first.

Scenario: "YouTube lo chusanu!"

Imagine Grade 7 student science project kosam YouTube lo oka video chusadu.

Video lo:

This is the easiest way to make drinking water completely pure at home ani cheppindi.

Student next day classroom ki vachi:

Sir, YouTube lo chusanu. So idi correct. ani chepthadu.

Ask:

Teacher ga meeru first em chestharu?

Then:

Child ki aa information correct aa kaada ani ela decide cheyyali?

SCENARIO YouTube lo chusanu!

Imagine Grade 7 student science project kosam YouTube lo oka video chusadu.

Video lo:
"This is the easiest way to make drinking water completely pure at home" ani cheppindi.

Student next day classroom ki vachi:
"Sir, YouTube lo chusanu. So idi correct." ani chepthadu.

Q1. Teacher ga meeru first em chestharu?

Q2. Child ki aa information correct aa kaada ani ela decide cheyyali?

Think, discuss and share your ideas. Ee situation lo child ki elanti skills important?

Bring out:

- Source
- Evidence
- Comparing information
- Asking questions
- Testing/observing
- Critical thinking

Then:

Mana children digital world lo already information tho surrounded unnaru. So vallaki information receive cheyyadam matrame kaadu, information ni evaluate cheyyadam kuda nerchukovali.

Then point back to the skills they identified earlier.

Ippudu starting lo manam mana children ki future lo ye skills important ani discuss chesam kada. Ee situation lo kuda manam ade skills ni chustunnam.

Point to the relevant responses on the mind map:

Information ni check cheyyali ante critical thinking kavali.

Different information compare cheyyali ante decision-making kavali.

Problem ni solve cheyyali ante problem-solving kavali.
Others tho discuss cheyyali ante communication and teamwork kuda kavali.

Pause and ask:

So, future skills ante future lo maatrame use chese skills aa? Leka children school lo unnappude practice cheyyalsina skills aa?

Take 2–3 responses.

Then say:

Exactly. Children school lo unnappude ee skills ni practice cheyyadaniki opportunities create cheyyali.

Introduce Future Skills for Thriving Careers

Now show the FSTC wheel.

MT says:

Meeru just identify chesina skills anni oka bigger framework lo part. Idi Future Skills for Thriving Careers — FSTC.

FSTC ante children ki future lo career kosam oka list of skills memorize cheyyinchadam kaadu. Different situations ni face chesinappudu think cheyyadaniki, problem solve cheyyadaniki, decisions teesukovadaniki, others tho work cheyyadaniki vallaki kavalsina skills ni practice cheyyadam.

Facilitator note

- Don't explain every skill in the FSTC wheel.
- Keep the explanation connected to children and classroom situations.

Connect to the AI Curriculum

MT says:

Anduke mana AI curriculum lo activities ni just AI gurinchi information

cheppadaniki design cheyyaledu.

Children ki AI ni observe cheyyadam, explore cheyyadam, questions adagadam, information ni analyse cheyyadam, different possibilities think cheyyadam and responsible decisions teesukovadam lantivi practice cheyyadaniki opportunities untayi.

Then turn it towards the Cascade Teachers:

So, meeru Cascade Teacher ga ee activity ni children tho facilitate chesetappudu, activity complete cheyyinchadam okkate goal kaadu.

Pause.

Aa activity dwara child em think cheyyali? Em understand cheyyali? Ye skill practice cheyyali? — idi kuda manam mind lo pettukovali.

Close the FSTC conversation

So, mana discussion nunchi oka point clear ga vachindi — future skills separate subject kaadu. Children different learning experiences lo practice chese skills.

Future Skills

Skills people need to succeed in a rapidly changing world. There are 4 categories of future skills:

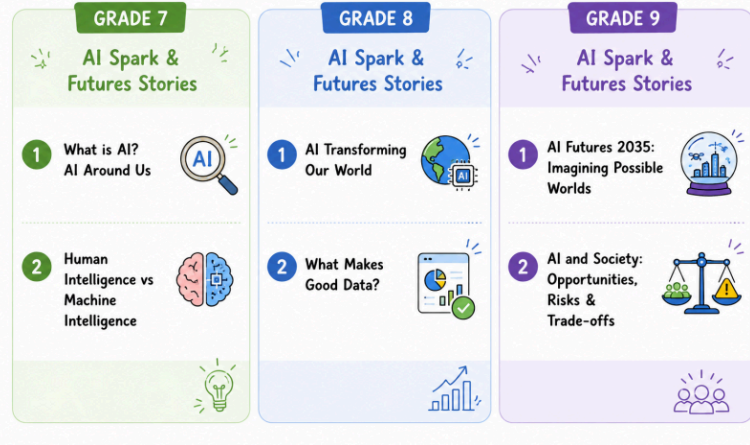
- **Core** = foundational thinking & self-awareness skills
- **Digital** = using and understanding digital tools safely and creatively
- **Socio-Emotional** = managing relationships, emotions, and wellbeing
- **Cognitive** = solving problems, thinking ahead, and creating value



11:15–11:30 ☕ Tea Break

<p>Curriculum Exploration – Construct/Theme 1: Experience the curriculum as a learner + unpack the learning intent</p>	<p>11:30–12:45</p>	<p>Set the Lens</p> <p>MT says</p> <p>Ippudu manam curriculum exploration start cheddham.</p> <p>“Ikkada oka small difference undi. Meeru already teachers. Kaani ee session lo first learner laga experience cheddham, tarvata teacher laga unpack cheddham.”</p> <p>Then ask:</p> <p>“Oka curriculum session successful ayyindi ani manam ela cheppagalamu?”</p> <p>Take 2–3 responses.</p> <p>Don't correct.</p> <p>Then:</p> <p>“Exactly. Activity complete cheyyadam okkate success kaadu. Child thinking or understanding lo em change vachindi? anedi important.”</p> <p>Then:</p> <p>“Ippudu manam first Theme ni chuddam — AI Spark & Futures Stories.”</p> <p>AI ni oka difficult technical topic laga introduce cheyyakunda, children already chustunna, use chestunna world nunchi AI ni explore cheyyadam ee Theme lo starting point.</p>	
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AI Spark & Futures Stories



Ask : ee six sessions chusthe, meeku oka pattern kanipistunda?

Give them 30 seconds.

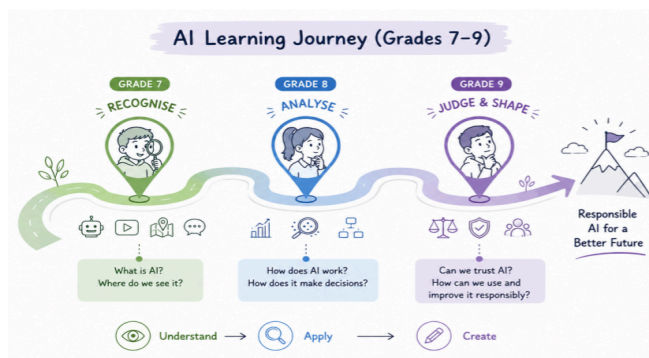
Take 2–3 responses.

Then guide them:

“Grade 7 lo child first **AI ni recognize and understand** chestunnadu.”

“Grade 8 lo AI just mana chuttu undi ani kaadu — **AI world ni ela transform chestundi, data enduku important** ani deeper ga analyse chestunnadu.”

“Grade 9 lo child **future possibilities, society, opportunities, risks and trade-offs** gurinchi think chestunnadu.”



Now don't explain the activity beforehand.

MT says:

“Ippudu Theme 1 ni actually experience cheddam.”

Activity 1 -

Show on PPT

Farming | Healthcare | Transport | Communication | Education

THEN → NOW



Farming



HealthCare



Transport



Communication



Education



Ask participants to choose **one industry**.

Round 1 — Earlier

What was it like earlier?

Think about:

- How did people do things?
- What challenges did they face?

Round 2 — Today

What is different now?

- What has changed?

- Where do you see technology or AI?

Round 3 — Future

Imagine it is 2050.

If today's changes continue, what might this industry look like?

- What might become easier?
- What might change?
- What new possibilities might come?

Round 4 — Think Deeper

Who benefits the most?

Who might be at risk or left behind?

What role is technology playing?

Facilitator Notes

Don't explain the future first. Let participants imagine it.

Ask:

Earlier ela undedi?

Ippudu em change ayyindi?

Technology ekkada role play chestundi?

2050 lo idi ela untundi anukuntunnaru?

After responses:

Technology valla andariki equal ga benefit avutunda?

Then connect:

Technology ni recognise cheyyadam → Daani impact ni observe cheyyadam → Future possibilities ni imagine cheyyadam → Opportunities and risks ni think cheyyadam

Connect to Theme 3

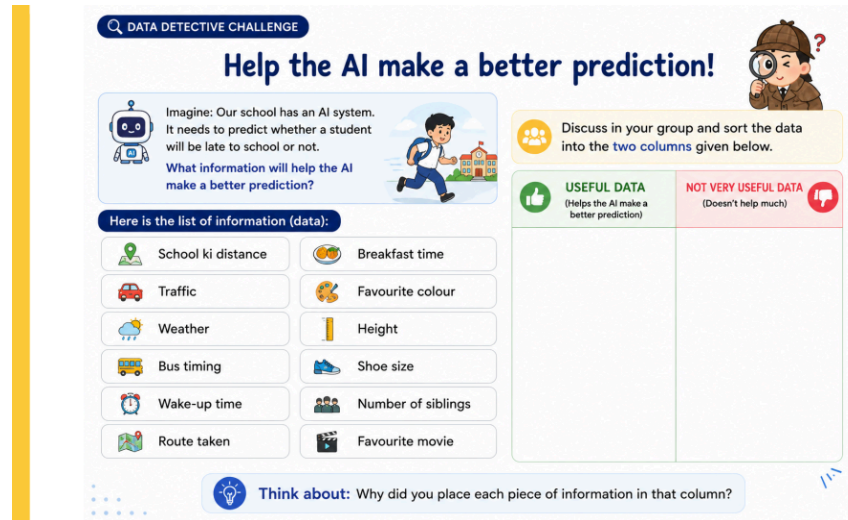
This activity helps children move beyond asking **What can technology do?**

They also start asking:

Who benefits? Who may be affected? What could be fair or unfair? What should we do responsibly?

That is the thinking we want to build through **Bias, Ethics & Responsibility**.

Activity 2 - Data Detective Challenge



The worksheet is titled "DATA DETECTIVE CHALLENGE" and "Help the AI make a better prediction!". It features a robot character and a detective character. The main task is to discuss in a group and sort data into two columns: "USEFUL DATA" and "NOT VERY USEFUL DATA".

Imagine: Our school has an AI system. It needs to predict whether a student will be late to school or not. What information will help the AI make a better prediction?

Here is the list of information (data):

School ki distance	Breakfast time
Traffic	Favourite colour
Weather	Height
Bus timing	Shoe size
Wake-up time	Number of siblings
Route taken	Favourite movie

USEFUL DATA (Helps the AI make a better prediction)

NOT VERY USEFUL DATA (Doesn't help much)

Think about: Why did you place each piece of information in that column?

Imagine:

Mana school lo oka AI system undi.

Adi oka student school ki late ga vastada leda ani predict cheyyali.

What information will help the AI make a better prediction?

Give every MT an A4 sheet.

Ask them to make two columns:

Useful data/not useful data

Then show the data one by one on PPT:

- School ki distance
- Traffic
- Weather
- Bus timing
- Wake-up time
- Route taken

- Breakfast time
- Favourite colour
- Height
- Shoe size
- Number of siblings
- Favourite movie

MT says:

Meeru group lo discuss chesi, data ni two columns lo place cheyyandi.

Important point: answer kanna mee reasoning important.

Ee information prediction ki ela help chestundi ani discuss cheyyandi.

Give 5–7 minutes.

The facilitator moves around.

Ask:

- Idi enduku useful?
- Idi late ga ravadaniki ela connect avtundi?
- Rendu information kalipi chusthe prediction better avutunda?
- Mee group lo andariki same opinion unda?

Ask 2–3 groups:

Mee group lo most useful data edi?

Then:

Least useful data edi?

Don't immediately say right or wrong.

Ask:

Enduku?

Bring out:

- Traffic

- Distance
- Bus timing
- Weather
- Wake-up time

and less relevant examples such as favourite colour, shoe size and favourite movie.

Now say:

Okay, ippudu oka problem.

AI ki school distance telusu.
Kaani traffic information ledu.

Appudu prediction ela untundi?

Take responses.

Then:

Traffic telusu, kaani student bus miss chesadu
ani teliyadu.

Appudu?

Let them respond.

Then conclude:

AI ki data undi ani maatrame saripodu.

Correct and relevant information undali.

Important information missing ayithe AI wrong
prediction ivvachu.

Now reveal why we did this activity

MT says:

Ippudu oka step back veldam.

		<p>Manam just data sort chesama?</p> <p>Ledu.</p> <p>Manam oka problem teesukunnam. Daaniki ye information useful ani think chesam. Reason chesam. Compare chesam. Missing information valla em problem vastundo chusam.</p> <hr/>	
		<p>Then:</p> <p>Idi Grade 8 lo manam build cheyyalanukune thinking.</p> <p>Show:</p> <p>Grade 8</p> <p>Analyze AI</p> <p>AI → Data → Decision</p> <p>Then:</p> <p>Grade 8 child ki AI magic laga kanipinchakunda, AI venaka data important role play chestundi ani ardham avvali.</p> <p>Now show the six sessions.</p> <p>Grade 7</p> <p>What is AI? AI Around Us Human Intelligence vs Machine Intelligence</p> <p>Grade 8</p> <p>AI Transforming Our World What Makes Good Data?</p> <p>Grade 9</p>	

		<p>AI Futures 2035: Imagining Possible Worlds AI and Society: Opportunities, Risks & Trade-offs</p> <p>Ask:</p> <p>Ippudu Grade 7, 8, 9 ni chusthe progression ela undi?</p> <p>Then reinforce:</p> <p>Grade 7 → AI ni recognize cheyyadam Grade 8 → AI ni analyse cheyyadam Grade 9 → AI future and society ni judge and shape cheyyadam</p> <p>Close</p> <p>Theme 1 lo manam children ki AI gurinchi information maatrame ivvadam kaadu.</p> <p>AI ni observe cheyyadam → analyse cheyyadam → deeper ga think cheyyadam nerpistunnam.</p> <p>This gives us a clean model for the next constructs too</p> <p>Okay, Theme 1 journey ikkada pause cheddham.</p> <p>Lunch tarvata manam next Theme ki move avvudam.</p>	
		12:45–1:30 🍽️ Lunch	
Curriculum Exploration – Construct/Theme 2: Experience + unpack key concepts, activities and learner experience	1:30–2:30	<p>Activity: How Did You Figure It Out?</p> <p>Setup</p> <p>Show one PPT slide with two groups:</p>	

Activity:

Group 1



Group 2



Group 1 — Food

Group 2 — Transport

Then show images one by one:

- Watermelon
- Tomato
- Carrot
- Bus
- Bicycle
- Car

Ask

Ee object ye group ki belong avutundi?

Take quick verbal responses.

Explore Their Thinking

After they classify the examples, ask:

Meeru ela figure out chesaru?

Take 3–4 responses.

Then ask:

Meeru ye pattern ni observe chesaru?

Examples meeku ela help ayyayi?

More examples ichinappudu easy ayyinda? Enduku?

Add More Examples

Show a few more examples.

Ask:

Ippudu classification easy ga anipinchinda?

Enduku?

Bring out:

- Examples ni compare chesam
 - Pattern identify chesam
 - New examples ni previous examples tho compare chesam
-

Connect to AI

Now reveal:

How can a machine learn from examples?

MT says:

Manam examples chusi pattern identify chesam. AI systems kuda data nunchi patterns nerchukogalavu.

Then connect to the curriculum:

Grade 7: AI ni recognize cheyyadam

Grade 8: AI ela patterns nerchukuntundo understand cheyyadam

Grade 9: AI system outputs ni question cheyyadam

Transition to Same AI, Different Result

Pattern nerchukunnappudu, examples and data important.

Mari data or situation change ayithe AI result kuda change avvacha?

→ Move into **Same AI, Different Result.**

Activity: Same AI, Different Result

Show on PPT

ACTIVITY

Same AI, Different Result

 The same AI system can give different results in different situations. Let's investigate why!

SITUATION A

 Voice Assistant Understands standard Telugu *clearly*.

VS

SITUATION B

 The same Voice Assistant *struggles* to understand a strong local accent.

Discuss in your group and fill in the table.

5 minutes

<div>1. What changed? What is different between Situation A and B?</div>	<div>2. Why did the result change? Why do you think the AI gave a different result?</div>	<div>3. How can we improve it? What can we do to make the AI work better in Situation B?</div>

Think:

AI is not always perfect. Context, data and situation can change the outcome.

Case: Voice Assistant

Situation A

A voice assistant understands standard Telugu clearly.

Situation B

The same voice assistant struggles to understand a strong local accent.

Ask

Same AI system. Mari result enduku different ga vachindi?

Give A4 sheet

What changed/ why did the result change/ how can we improve it?

Give 5 minutes to discuss.

Facilitator asks

- Language change ayyinda?
- User change ayyara?
- Environment change ayyinda?
- Data different ga unda?
- AI every situation lo same ga work chestunda?

Bring out

AI system same unna, context change ayithe outcome kuda change avvachu.

Then show:

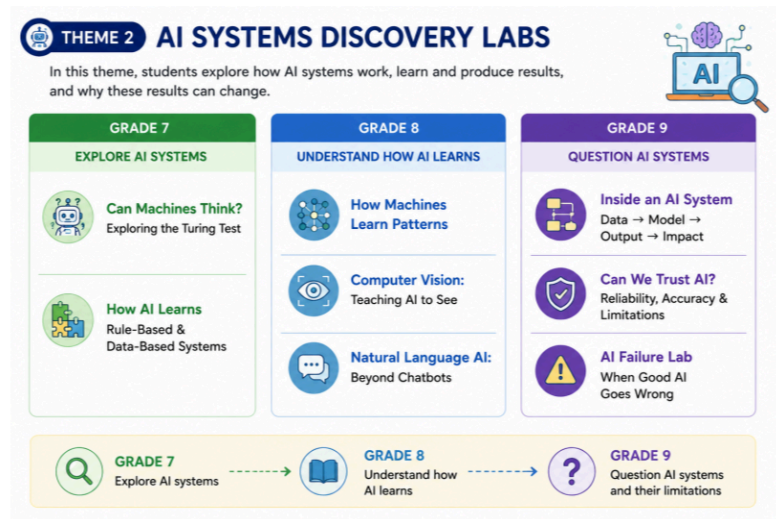
Data → Model → Output → Impact

Connect to Theme 2

Grade 7 → Explore AI systems

Grade 8 → Understand how AI learns patterns

Grade 9 → Analyse AI systems, reliability and limitations



Then:

Theme 2 lo children AI lopala em jarugutundo explore chestu, AI outputs ni question cheyyadam start chestaru.

answer cheppakandi.

Children ni Why did the result change? ani

		<p>question cheyyandi.</p> <p>Main takeaway:</p> <p>AI output ni chusi accept cheyyadam kaadu — output enduku ala vachindo investigate cheyyali.</p> <p>Reflection</p> <p>Ee activity Grade 8 child ki em ardham cheyyistundi?</p> <p>Expected:</p> <p>AI always perfect kaadu. Context, data and situation performance ni affect chestayi.</p> <p>Then say:</p> <p>Idi Theme 2 lo important learner move — AI output vachindani accept cheyyadam kaadu; output enduku ala vachindo investigate cheyyadam.</p> <p>As a Cascade Teacher</p> <p>Don't give the explanation first. Help children discover it.</p> <p>Instead of:</p> <p>“The AI struggled because of the accent.”</p> <p>Ask:</p> <p>“What changed between the two situations?”</p> <p>Then:</p> <p>“Why might that have affected AI?”</p> <p>And finally:</p> <p>“What could we do to improve the result?”</p> <p>Key idea: The activity is not the end goal. The thinking the activity</p>	
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		<p>creates is the learning.</p> <p>This connects directly to the Theme 2 learner journey: understanding how AI systems work, why their outcomes can change, and questioning their reliability and limitations.</p>	
<p>Energiser - Plugged</p>	<p>2:30–2:45</p>	<p>Energiser: 🧐 Find the Pattern!</p> <p>Okay, ippudu oka quick fun game aaduddam. Nenu oka familiar song line start chestha. Kaani last lo stop chestha. Meeru next word/line complete cheyyali.</p> <p>“Chala easy ga untundi first. Tarvata konchem difficult chestha. Ready?”</p> <p>Tell them:</p> <p>Answer ni shout cheyyachu — but please, andaroo kalisi cheppali. Individual performance avasaram ledi!</p> <p>Round 1 — Easy</p> <p>Show/say:</p> <p>“చందమామ రావే...”</p> <p>Pause.</p> <p>“జాబిల్లి కోసం ఆకాశమల్లే...”</p> <p>Give the first part and pause</p> <p>“గోదారి గట్టుమీద...”</p> <p>Strong Andhra cultural recall</p> <p>“పచ్చని చిలుకలు తోడుంటే...”</p> <p>Strong nostalgia trigger</p> <p>“మా తెలుగు తల్లికి...”</p> <p>Now suddenly stop the game and ask:</p>	

		<p>Okay... oka question. Meeru answers ela figure out chesaru?</p> <p>Don't answer yourself.</p> <p>Take 4–5 responses.</p> <p>You may hear:</p> <ul style="list-style-type: none"> • Already vinnam kabatti. • Tune batti guess chesam. • First few words clue ichayi. • Previous experience gurthu vachindi. • Context batti next line predict chesam. <p>“Exactly. Meeru complete song line ni random ga guess cheyyaledu.”</p> <p>“Meeru clues, memory, pattern and previous experience ni use chesi next enti ani predict chesaru.”</p> <p>Then pause.</p> <p>“So manam oka small task lo kuda information ni observe chesi, dani base meeda next enti ani predict chestham.”</p> <p>That's it.</p>	
Facilitation Strategies – From Telling to Enabling Thinking	2:45–3:30	<p>1. Start with a familiar classroom situation — 2 mins</p> <p>Ask:</p> <p>“Suppose child activity chesthunnadu. Child wrong answer cheppadu. Teacher ga manam immediate ga em chestham?”</p> <p>Take 2–3 responses.</p> <p>Then ask:</p> <p>“Correct answer cheppesthama? Leda child ni think cheyyadaniki help chesthama?”</p>	

Then say:

“AI curriculum lo mana role answer cheppadam
kanna, children ni thinking process lo guide
cheyyadam.”

2. Show the shift — 3 mins

From Telling → Enabling Thinking

Instead of saying...	Try asking...
Idi wrong.	Why do you think so?
Correct answer idi.	What makes you say that?
AI ila work chestundi.	What do you notice?
Data important.	Which information helped you decide?
AI mistakes chesindi.	Why do you think the result changed?

Tell them:

“Teacher answer ni immediate ga provide
cheyyakunda, child thinking ni surface cheyyali.”

3 Core Facilitation Moves

Simple moves that help children think deeply.

1 Ask	2 Probe	3 Revoice / Build
మంచి ప్రశ్న అడగండి	ఇంకా స్పష్టం లేకుండా అడగండి	పిల్లల ఆలోచనను ముందుకు తీసుకెళ్లండి
Use questions that make children explain their thinking.	Child answer ichina tarvata stop avvakandi.	One child's idea ni another child's thinking tho connect cheyyandi.
<ul style="list-style-type: none">Why?How do you know?What did you notice?What makes you think that?	<ul style="list-style-type: none">Can you explain more?What evidence do you have?What else could be possible?What changed?	

1. Ask — మంచి ప్రశ్న అడగండి

Use questions that make children explain their thinking.

- “Why?”
- “How do you know?”
- “What did you notice?”
- “What makes you think that?”

2. Probe — ఇంకాస్త లోతుగా అడగండి

Child answer ichina tarvata stop avvakandi.

- “Can you explain more?”
- “What evidence do you have?”
- “What else could be possible?”
- “What changed?”

3. Revoice / Build — పిల్లల ఆలోచనను ముందుకు తీసుకెళ్ళండి

One child's idea ni another child's thinking tho connect cheyyandi.

Give one situation:

Child: “Sir, AI wrong answer ichindi.”

Ask MTs:

Teacher ga meeru immediate ga em cheptharu?

Take 2–3 responses.

Then challenge:

“Instead of explaining, oka question tho respond cheyyandi.”

Expected:

“Why do you think the AI answer is wrong?”

“What did you check?”

“What evidence did you find?”

This makes the strategy **experienced**, not just explained.

		<p>Close</p> <p>Manam curriculum lo activities design chesam. Kaani same activity ni teacher ela facilitate chestharu anedi child learning ni change chestundi.</p>	
Reflection (What do I understand? What do I still need to clarify?) + Tea	2:45–3:30	<p>Ask everyone/volunteers to tell/write on chart</p> <p>1. What do I understand? 2. What do I still need to clarify?</p> <div data-bbox="514 684 1320 1094"><p>The graphic is a worksheet titled "Pause & Reflect" with a subtitle "Let's take a few minutes to reflect before we take a tea break!". It features two main sections: 1. "What do I understand?" with a brain icon and instruction "Write down the key things you understand from today." 2. "What do I still need to clarify?" with a magnifying glass icon and instruction "Write down your doubts or things you still need more clarity on." Both sections have lined areas for writing.</p></div> <p>Tell them:</p> <p>Answers correct ga undali ani tension avasaram ledi. Mee actual understanding and doubts rayandi.</p> <p>“Ee questions ni manam Day 2 lo revisit chestham. So, doubt undadam problem kaadu — doubt ni identify cheskovadam learning lo part.”</p> <p>“Today manam curriculum ni just chudaledi. Learner laga experience chesi, child em nerchukuntunnado, teacher ela facilitate cheyyalo think chesam.”</p> <p>“Ippudu tea break. Day 2 lo malli continue cheddami.” ☕</p>	

Day



DAY 2

Session Name	Duration	Session Plan	Resources
Recap / Cooking Pot Questions	09:00–9:30	<p>1. Welcome Back - 3 mins</p> <p>Facilitator says:</p> <p>Good morning everyone! Welcome back to Day 2.</p> <p>Ninna manam curriculum ni learner laga experience chesam, different themes ni explore chesam, and facilitator role gurinchi kuda chusam.</p> <p>Today, manam konchem deeper ga curriculum sessions ni chuddam, facilitate cheyyadam practise cheddham, and finally classroom ki ready ga velladaniki prepare avuddam.</p> <p>2. Quick Recall – 7 mins</p> <p>Ask the group:</p> <p>Ninna manam em em chusam? Evarikaina gurthunna key points cheppandi.</p> <p>Take 4–5 responses.</p> <p>If needed, prompt:</p> <ul style="list-style-type: none"> • Curriculum lo em explore chesam? • Theme 1 lo em observe chesam? • Theme 2 lo em investigate chesam? • Facilitator role gurinchi em nerchukunnam? <p>Bring out:</p> <p>Ninna manam just curriculum content chudaledu. Activities experience chesi, child em nerchukuntunnadu, teacher ela facilitate cheyyali ani think chesam.</p> <p>3. Cooking Pot – Revisit Expectations - 8 Mins</p> <p>Bring back the Cooking Pot from Day 1.</p> <p>Ninna morning manam ee Cooking Pot activity chesam. Training ayyaka mee learning pot lo em undali ani expectations rasam.</p>	

		<p>Ask:</p> <p>Ninna mee expectation lo edaina already fulfil ayyinda?</p> <p>Take 3–4 responses.</p> <p>Then ask:</p> <p>Inka ee pot lo em add cheyyali ani anipistundi?</p> <p>Take a few responses.</p> <p>Connect:</p> <p>Training lo oka topic complete cheyyadam kannu, mee classroom ki useful ayye clarity and confidence build cheyyadam important.</p> <p>4. Questions / Clarifications – 10 mins</p> <p>Bring back the questions from Day 1 reflection.</p> <p>Ninna reflection lo meeru konni questions and doubts rasaru. Ippudu vaatini revisit cheddam.</p> <p>Pick the common or important questions.</p> <p>For each question:</p> <ul style="list-style-type: none"> • Read the question • Ask the group if anyone has an answer • Take 1–2 responses • Give clarification wherever required <p>Model the facilitation approach:</p> <p>Meeru em anukuntunnaru?</p> <p>Evarikaina different experience unda?</p> <p>Important: Group answer cheppagalige question ayithe immediate ga MT answer ivvakandi. First participants ni think cheyyanivvandi.</p> <p>5. Bridge to Day 2 – 2 mins</p> <p>Ippudu mana questions lo konni clarify ayyayi, konni today sessions lo naturally answer avuthayi.</p>	
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Day 2 Cascade Teacher Training		
← Deepening Practice. Strengthening Confidence. Preparing to Support Learners. →		
Time	Session	
09:00 – 09:30		Recap / Cooking Pot Questions
09:30 – 10:45		Curriculum Exploration – Theme 3: Experience the curriculum as a learner
10:45 – 11:15		Curriculum Session Walkthroughs – Understand session flow, resources, key facilitator moves and likely learner challenges
11:15 – 11:30		Tea Break
11:30 – 12:45		Facilitation Practice – Mini Classroom: Practise selected curriculum activity as facilitator (Mock sessions + Peer feedback)
12:45 – 01:30		Lunch Break
01:30 – 02:00		Understanding Cascade – MT Support System
02:00 – 02:30		Reporting Forms: Introduce the session completion forms and the support they will get from MTs.
02:30 – 03:00		Doubts Clarifying Session
03:00 – 03:30		Commitment Circle Post-training Form
03:30 – 04:00		Group Photo + Tea

Ninna manam curriculum ni experience chesam. Today oka step further veldam — actual curriculum sessions ni deeper ga explore chesi, classroom lo ela facilitate cheyyalo practise cheddham.

First, manam Theme 3 ni learner laga experience cheddham.

Curriculum Exploration - Construct/Theme 3: Experience the curriculum as a learner

09:30–10:45

Lets start with an opening activity to understand theme 3

1. Set the Lens

MT says:

Ippudu mana last construct — Theme 3 chuddam.

Theme 1 lo children AI ni recognize chesaru.

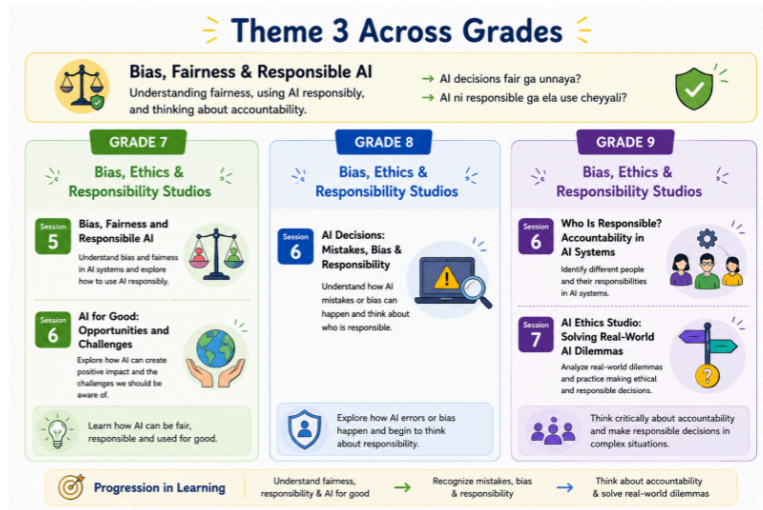
Theme 2 lo AI systems ela work chestayo, outputs enduku change avvutayo investigate chesaru.

Theme 3 lo next step:

AI ni use chestunnappudu

Idi fair ga unda? → Idi responsible ga unda? → Responsibility evaridi?

2. Theme 3 Across Grades



Show the progression:

Bias, Fairness & Responsible AI
AI for Good: Opportunities & Challenges

→ AI decisions fair ga unnaya?
→ AI ni responsible ga ela use cheyyali?

Grade 8

AI Decisions: Mistakes, Bias & Responsibility

→ AI mistake or bias ela jaragachu?
→ Daani responsibility evaridi?

Grade 9

Who Is Responsible? Accountability in AI Systems
AI Ethics Studio: Real-world AI Dilemmas

→ Different people ki different responsibilities enti?
→ Difficult situations lo responsible decision ela teesukovali?

Then ask:

Grade 7 → Grade 8 → Grade 9 lo thinking ela deeper avutundi?

Take 2–3 responses.

Lets do an

Activity: Pick Your Position

Activity : Think about this Scenario

YOUR SCHOOL IS OFFERED AN AI LEARNING ASSISTANT

It has certain Benefits:

Personalised questions;
Language translation;
Identifies learning gaps.

The AI System also raises certain Concerns:

Unequal device access;
May give wrong explanations;
Collects performance data;
Recommendations are not fully transparent.



Slide 1 — The Situation

Your School Is Offered an AI Learning Assistant

What can it offer?

- Personalised questions
- Language translation
- Identifies learning gaps

But there are concerns

- Unequal device access
- May give wrong explanations
- Collects performance data
- Recommendations are not fully transparent

Slide 2 — Pick Your Position

Should the School Use It?

Choose one:

YES

We should use it

YES, BUT

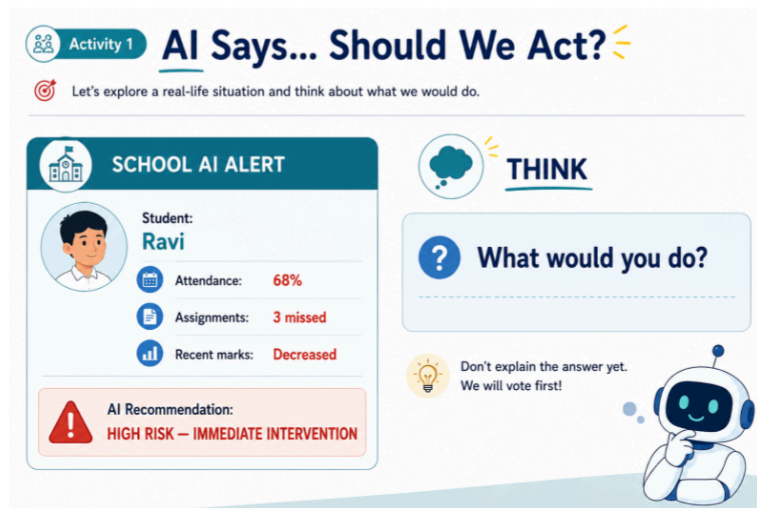
		<p>We should use it with safeguards</p> <p>NO We should not use it</p> <p>NOT SURE We need more information</p> <hr/>	
		<p>Slide 3 — Build Your Judgement</p> <p>Why did you choose your position?</p> <p>Discuss with your group:</p> <ul style="list-style-type: none">• What benefits matter most?• What concerns matter most?• Who could benefit?• Who could be affected? <p>Build your judgement</p> <p>Our position: _____</p> <p>Our main reason: _____</p> <p>One condition we would suggest: _____</p> <hr/>	
		<p>Slide 4 — Share Out</p> <p>What does your group think?</p> <p>Each group gets 1 minute:</p> <p>Our position is...</p> <p>Because...</p> <p>We would suggest...</p> <p>Facilitator captures different viewpoints.</p> <p>Close with:</p>	

Responsible AI is not just about saying YES or NO.

It is about understanding the benefits, questioning the risks, and making a responsible choice.

Connect this understanding to an

Activity - AI Says... Should We Act?



Setup

Ask everyone to take out their phones.

Show this situation on PPT:

School AI Alert

An AI system used by the school gives this message:

Student: Ravi
Attendance: 68%
Assignments: 3 missed
Recent marks: Decreased

AI Recommendation: High Risk — Immediate Intervention

Round 1 — Vote

Ask everyone to vote using a simple WhatsApp poll:

What would you do?

- A. Act immediately
- B. Talk to the student first
- C. Check more information

Don't explain the answer.

Round 2 — Reveal

Show:

What AI does NOT know

Ravi:

- Travels 8 km to school
- Depends on a school bus
- Bus has been irregular for the past month
- Has been helping at home in the mornings
- Completes most work when he attends

Ask:

Ippudu mee answer change ayyinda? Why?

Ask participants to change their vote if needed.

Round 3 — The Bigger Question

Now show:

The AI system was trained using previous school data.

Ask:

If the data itself has gaps or patterns that are unfair, can the AI recommendation also become unfair?

Quick hand vote:

YES / NO / NOT SURE

Round 4 — Responsibility

Show three people:

		<p>AI Developer Teacher / School School Head</p> <p>Ask:</p> <p>AI decision wrong ayithe, responsibility evaridi?</p> <p>Let them discuss with the person beside them for 1 minute.</p> <p>Take 4–5 responses.</p> <p>Connect to Construct 3</p> <p>Then reveal the thinking journey:</p> <p>AI Recommendation</p> <p>↓</p> <p>Question the Data</p> <p>↓</p> <p>Check the Context</p> <p>↓</p> <p>Think about Fairness</p> <p>↓</p> <p>Take Responsible Action</p> <p>This is exactly the kind of thinking we want children to practise.</p> <p>Connect Across Grades</p> <p>Grade 7</p> <p>Recognise</p> <p>Bias, fairness and responsible AI ni notice cheyyadam.</p> <p>Grade 8</p> <p>Analyse</p> <p>AI decisions lo mistakes, bias and responsibility ni analyse cheyyadam.</p> <p>Grade 9</p> <p>Judge & Act</p> <p>Real-world AI dilemmas lo different perspectives consider chesi responsible decisions teesukovadam.</p>	
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		<p>Theme 3 lo children ki AI correct or wrong ani answer cheppadam main goal kaadu.</p> <p>AI decision ni question cheyyadam → fairness think cheyyadam → impact chudatam → responsibility identify cheyyadam</p> <p>Ide Construct 3 learner journey</p>	
<p>Curriculum Session Walkthroughs - Understand session flow, resources, key facilitator moves and likely learner challenges</p>	<p>10:45–11:15</p>	<p>Use one session as the example</p> <p><i>Session 2 - Human-Centred Mindset:</i></p> <p><i>What Makes Good Data</i></p> <p>Learning Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand that AI needs not just data, but relevant and useful data. • Explore how humans decide what data an AI system should use. • Identify useful and irrelevant information in real-life situations. • Discover how missing information can lead to poor decisions. <p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain why some data is more useful than other data. • Identify relevant and irrelevant information for a problem. • Describe how data quality affects AI performance. • Reflect on the role humans play in selecting data for AI systems. <p>We are here taking Grade 8 – What Makes Good Data? because they have already experienced the Data Detective activity in Theme 1. That gives us continuity.</p> <p>objective: By the end, Cascade Teachers should understand how to look at a curriculum session through four lenses:</p> <p>Learning intent → Session flow → Facilitator moves → Learner challenges</p> <p>The actual session is designed around understanding that AI needs relevant and useful data, humans make choices about what data AI uses, and missing or poor data can affect AI decisions.</p> <p>1. Start with the actual session</p> <p>Show the first page of the session plan.</p> <p>MT says:</p>	

		<p>Ippudu manam oka actual curriculum session ni teesukoni walkthrough cheddham.</p> <p>Meeru ee session ni mee Grade 8 classroom lo facilitate cheyyabotunnaru ani imagine cheyyandi.</p> <p>First, teacher ga manam session open chesinappudu em chudali?</p> <p>Take 2–3 responses.</p> <p>Then point to the session objectives.</p> <p>Ask</p> <p>Ee session complete ayyaka child em understand cheyyali?</p> <p>Let them read the objectives and identify:</p> <ul style="list-style-type: none"> • AI ki just data unte saripodu • Relevant and useful data important • Humans decide what data AI use cheyyali • Missing information valla poor decisions ravachu <p>Then say:</p> <p>So, mana focus activity complete cheyyadam kaadu.</p> <p>Child ki ee understanding develop ayyinda? anedi important.</p> <p>2. Experience the actual session flow</p> <p>Tell them:</p> <p>Ippudu session ni teacher laga explain cheyyakunda, first learner laga experience cheddham.</p> <p>Step 1: Recap</p> <p>Show the actual recap question:</p> <p>AI ekkada use avutundi?</p> <p>AI systems ki information ekkada nunchi vastundi?</p> <p>Take a few responses.</p> <p>Then ask:</p>	
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		<p>Why do you think this recap is placed at the beginning?</p> <p>Expected:</p> <p>Previous session tho connect cheyyadaniki.</p> <p>Then show the next question:</p> <p>Is all data equally useful?</p> <p>Can we make good decisions using the wrong information?</p> <p>Ask:</p> <p>Ikkada session direction ela change ayyindi?</p> <p>Bring out:</p> <p>AI use → Data → Quality of data</p> <p>The actual session uses this recap to move learners from AI applications to the deeper question of whether all data is equally useful.</p> <p>3. Experience the Story</p> <p>Now tell them:</p> <p>Next, meeru students laga ee story vinandi.</p> <p>Ravi and Suresh</p> <p>Both are farmers using AI to predict crop yield.</p> <p>Ravi's AI gets:</p> <ul style="list-style-type: none">● Rainfall● Soil moisture● Temperature● Crop history● Pest information <p>Suresh's AI gets:</p> <ul style="list-style-type: none">● Only temperature <p>Ask:</p>	
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		<p>Evai AI better decision teesukune chance undi? Why?</p> <p>Take 3–4 responses.</p> <p>Then ask:</p> <p>Ravi ki ekkuva data undadam valla better result vachinda? Leda relevant data valla?</p> <p>This is the key point of the story: quantity of data is not enough; relevance matters.</p> <p>MT reflection</p> <p>Now pause and ask:</p> <p>Teacher ga manam ikkada explanation first ichama?</p> <p>No.</p> <p>Story → Question → Discussion → Understanding.</p> <p>This is the session design.</p> <hr/> <p>4. Now experience the main activity</p> <p>Introduce:</p> <p>Data Detective Challenge</p> <p>Tell them:</p> <p>Ippudu meeru Grade 8 students.</p> <p>Your task:</p> <p>Predict whether a student may arrive late to school.</p> <p>By giving groups the data cards.</p> <p>Show:</p> <ul style="list-style-type: none">● Distance from school● Traffic conditions● Weather● Bus timing● Wake-up time	
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- Route taken
- Breakfast time
- Favourite colour
- Height
- Shoe size
- Number of siblings
- Favourite movie

Ask them to sort:

Useful	Not Very Useful
Data	Data

Give them time to discuss.

The actual student activity asks learners to justify why they selected each piece of information, rather than simply sorting it.

5. Now pause the activity — Facilitator Lens

Don't reveal the answers immediately.

Ask the MTs:

Suppose you are facilitating this in your classroom.

A child says:

Favourite colour useful.

What will you do?

Take responses.

Then bring out facilitator questions from the actual session:

Why did you choose this card?

How does it help predict lateness?

Could the AI make a prediction without this information?

Did two pieces of information together help you predict better?

Then say:

Notice — teacher answer cheppatledu.

Teacher is helping the child reason out the answer.

6. Unpack the learner thinking

Now reveal the likely useful data:

Traffic | Distance | Bus timing | Weather | Wake-up time

And less useful examples:

Favourite colour | Shoe size | Favourite movie

Ask:

Child ikkada exactly em chestunnadu?

Take responses.

Bring out:

Problem identify → Relevant data select → Reason → Compare
→ Decide

Then connect to the learning intent:

The child is not simply learning the word data.

They are learning to ask:

Which information actually helps solve this problem?

7. Show the Missing Data moment

Now continue the actual session.

Ask:

What if the AI knows distance from school but does not know traffic?

Then:

What if it knows traffic but does not know that the student missed the bus?

Take responses.

Bring out:

Missing important information → Poor prediction

This is directly part of the session's intended learning around incomplete data and AI outcomes.

8. Final walkthrough lens



Now show one simple slide:

When you open any curriculum session, look for:

1. Learning Intent

Child em nerchukovali?

2. Session Flow

Child ela journey chestunnadu?

3. Facilitator Moves

		<p>Teacher em ask / probe / support cheyyali?</p> <p>4. Learner Challenges</p> <p>Child ekkada struggle avvachu?</p> <p>Then say:</p> <p>Ippudu manam oka complete session ni ee four lenses tho chusam.</p> <p>Next time meeru session plan open chesinappudu, steps matrame follow cheyyakandi.</p> <p>Child journey ni chudandi.</p> <p>What is the child doing? What is the child thinking? What is the child learning? What should I do as the facilitator?</p> <p>Transition to 11:30</p> <p>Ippudu meeru session ni understand chesaru.</p> <p>Next, meeru facilitator role lo try chestharu.</p> <p>Appudu same session ni classroom lo ela take chestham, questions ela ask chestham, and children responses ni ela handle chestham ani practise cheddham.</p>	
		11:15–11:30 ☕ Tea Break	
Facilitation Practice – Mini Classroom: Practise selected curriculum activity as facilitator (Mock sessions+ Peer feed back)	11:30–12:45	<p>Ippudu varaku manam sessions ni learner laga experience chesam, walkthrough chesam.</p> <p>Ippudu roles change cheddham.</p> <p>Meeru teacher. Mee group classroom.</p> <p>Each group ki oka small session chunk istam. Mee task full session conduct cheyyadam kaadu.</p> <p>Only 7–10 minutes chunk ni facilitate cheyyali.</p> <p>Divide into 4 Groups</p>	

Group	Activity	Grade	Chapter
Group 1	Data Detective	Grade 8	What Makes Good Data?
Group 2	Same AI, Different Result	Grade 8	Computer Vision / AI Systems Discovery Labs
Group 3	AI Decision: Fair or Not?	Grade 7	Bias, Fairness & Responsible AI
Group 4	AI Futures: Imagine the Future	Grade 9	AI Futures 2035: Imagining Possible Worlds



Group 1 — Data Detective

Group 2 — Same AI, Different Result

Group 3 — AI Decision: Fair or Not?

Group 4 — AI Futures / Imagine the Future

Each group gets the relevant activity instructions and resources.

Group Task

Each group decides:

Facilitator

Who will lead the activity?

Learners

Who will act as students?

Questions

What will you ask learners?

Responses

What different answers might children give?

Facilitation

How will you respond without giving the answer immediately?

Closing

What should learners realise at the end?

The Twist

Tell them:

During the mock, **learners should not make it too easy for the facilitator.**

Some learners should:

- Give a different answer
- Give an incomplete answer
- Ask a question
- Say I don't know
- Give a strong opinion

Facilitator has to handle these responses naturally.

This makes the mock more realistic.

Group Preparation

15 minutes

Groups prepare their mock.

MTs move around and support only when needed.

Mini Classroom Mocks

Each group gets:

7 minutes — Mock

3 minutes — Peer Feedback

4 groups × 10 minutes = **40 minutes**

		<hr/> <p>Peer Feedback</p> <p>After each mock, ask the room:</p> <p>What worked?</p> <p>Final Debrief</p> <p>After all 4 mocks, ask:</p> <p>What did you notice across all the activities?</p> <p>Take 3–4 responses.</p> <p>Bring out:</p> <p>Different activities, different content — but the facilitator consistently needs to:</p> <p>Ask → Listen → Probe → Build</p> <p>And finally:</p> <p>Mee classroom lo exact ga same responses ravakapovachu.</p> <p>But if we understand the learning intent and know how to support children's thinking, we can facilitate the session effectively.</p>	
		12:45–1:30 🍽️ Lunch	
Understanding Cascade-MT Support System	1:30–02:00	<p>Show the support areas cascade teachers can reach to, show to slide of AP MT Cascade MODEL and various stakeholders involved in it.</p> <p>Purpose is : to make teachers understand whom to reach when various challenges are being faced.</p>	
Reporting forms: introduce the session completion forms and	2:00–02:30	<p>1. Start with a question</p> <p>MT asks:</p> <p>Mana school lo 10 AI sessions conduct chesam anukundam.</p>	

<p>the support they will get from MTs.</p>	<div><p>Sessions actually jarigaya ani manaki ela telustundi?</p><p>Take 2–3 responses.</p><p>Then:</p><p>Enta mandi children participate chesaru?</p><p>E grades lo sessions jarigayi?</p><p>Which sessions are being completed regularly?</p><p>Children ki program reach entha undi ani ela telustundi?</p><p>Bring out:</p><p>Manam classroom lo jarigina information ni report cheyyali.</p><hr/></div> <div><p>2. Introduce the Session Completion Form</p><div><p><u>AI session completion form</u></p></div><p>Show the actual form.</p><p>MT says:</p><p>Prathi AI session complete ayyaka, AI Session Completion Form fill cheyyali.</p><p>Idi extra paperwork kosam kaadu.</p><p>Mana program ground level lo ela implement avutundo</p></div> <td data-bbox="1414 191 1607 1850"></td>	
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understand cheyyadaniki.

AI session completion form

Open the actual form and explain each section briefly.

For each field ask:

Idi enduku collect chestunnam?

Section 1 - captures school details

Bring out:

So that the session can be linked to the correct school and implementation data.

Section 2 - Teacher Learning & Confidence

Bring out:

Session conduct ayyindi ani telusukovadam okkate kaadu.

Session ela jarigindi? ane quality signals kuda kavali.

Section 3 — Session Implementation

Bring out:

They help us understand how the session was implemented, not just whether it happened.

Section 4 — Challenges & Support

Problem vachindi ani hide cheyyalsina avasaram ledi.

Challenge report chesthe support ivvadaniki opportunity untundi.

Section 5 — Student Voice

Bring out:

Teacher perspective okati.

Student experience kuda important.

Every AI Session

		<p>Conduct Session ↓ Fill Completion Form ↓ Capture Teacher + Student Experience ↓ Program Data ↓ Identify Reach, Quality, Challenges & Support Needs ↓ Understand Program Impact</p> <p>Final Check</p> <p>Ask the room:</p> <p>Q1: Session conduct cheyyakapoyina form fill cheyyacha? No.</p> <p>Q2: Form eppudu fill cheyyali? After every AI session.</p> <p>Q3: Challenge vachindi ante report cheyyala? Yes.</p> <p>Q4: Student rating enduku collect chestunnam? Student experience and engagement understand cheyyadaniki.</p> <p>Q5: Why is this data important? Mana program ground lo ela implement avutundo, entha reach avutundo, ekkada support kavalo and overall impact ni understand cheyyadaniki.</p> <p>Meeru classroom lo session conduct chestharu.</p> <p>Form lo session ni capture chestharu.</p> <p>Aa data tho mana program ground reality ni understand chestham.</p> <p>So, one simple habit:</p>	
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		Session complete → Form fill → Data captured	
Doubts clarifying Session	2:30 - 3:00	Discussion around doubts and support required queries.	
Commitment Circle Post-training form	3:00–03:30	<p>1. Commitment Circle</p> <p>MT says:</p> <p>Ippudu ee two days journey ni close cheddham.</p> <p>Manam curriculum experience chesam, facilitator ga practise chesam, reporting form gurinchi kuda chusam.</p> <p>Ippudu mee classroom ki vellaka meeru actually em cheyyali anukuntunnaru?</p> <p>Give them 1 minute to think.</p> <p>Then ask each participant to complete:</p> <p>As a Cascade Teacher, I will...</p> <p>Examples:</p> <ul style="list-style-type: none"> • Every AI session ni session plan tho prepare cheshta • Children ki answer cheppakunda questions tho thinking ni support cheshta • Every session tarvata completion form fill cheshta • Children responses and challenges ni observe cheshta <p>Keep it to one action.</p> <p>Each person shares their one commitment briefly.</p> <p>No discussion or evaluation.</p> <p>2. Post-training Form</p> <p>Say:</p> <p>Ippudu last ga post-training form fill cheddham.</p> <p>Please answer honestly.</p> <p>Form helps us understand:</p>	

		<ul style="list-style-type: none"> • Training meeku ela anipinchindi • Em useful ga anipinchindi • Em clarity vachindi • Inka ekkada support kavali • Training ni inka better ga ela cheyyachu <p>Give them time to complete the form.</p> <p>Close</p> <p>Thank you everyone.</p> <p>Mee learning classroom lo children learning ga maarinappude ee training complete avutundi.</p> <p>Let's take it to our classrooms.</p>	
Group photo + tea	03:30–4:00	Group photo + tea	

Cascade Teacher Training Plan

Training Goal

Cascade Teachers ki AI-FSTC curriculum ni clear ga understand cheyinchinchi, classroom lo confident ga facilitate cheyyadaniki ready cheyyadam.

Why are MTs conducting this training?

MTs role:

- Curriculum ni simple ga explain cheyyadam
- Teachers tho activities ni learner laga experience cheyinchadam
- Children em nerchukovali ani clear cheyyadam
- Teachers ki how to facilitate ani chupinchadam
- Teachers tho practice cheyinchinchi confidence build cheyyadam
- Implementation and reporting gurinchi clarity ivvadam

Outcomes for Cascade Teachers

Training ayyaka Cascade Teachers should be able to understand:

- AI-FSTC curriculum structure & themes ni explain cheyyagalru
- Grade-wise learning progression ni understand chestharu
- Activities venuka unna learner intent ni identify cheyyagalru
- Children tho questions, probing use chesi thinking ni enable cheyyagalru
- Curriculum activities ni confident ga facilitate cheyyagalru
- Session completion & reporting process ni follow cheyyagalru
- Need unna appudu MT support teesukogalru

Objectives for Master Trainers

MTs training lo:

- Curriculum ni clear ga introduce cheyyali
- Activities ni teachers tho experience cheyinchali
- Learner intent ni unpack cheyyali
- Effective facilitation strategies model cheyyali
- Teachers ki practice + feedback ivali
- Classroom implementation ki confidence build cheyyali
- Reporting & MT support process meeda clarity ivali.

DAY 1

Session Name	Duration	Session Plan	Resources
Registration + Pre-training Form	9:00–9:30	<p>Before participants arrive Keep AFE program images/videos playing in the background. Keep registration details and baseline form ready. Keep name tags, sketch pens and sticky notes ready for the next session.</p> <p>Welcome teachers as they arrive Meeru ikkada register cheskoni, comfortable ga settle avvandi. Training Start avvadaniki mundu oka small form fill cheyyali.</p> <p>Idi mana pre-training form. Idi exam kaadu, test kaadu. Mee current understanding and experience ni understand cheskodaniki ee form. So please, mee own understanding prakaram honest ga fill cheyyandi.</p> <p>Facilitator note: Do not explain answers or guide participants towards a</p>	

		<p>particular response. Help only with accessing/opening/submitting the form.</p> <p>As participants complete the form ask them settle down for the next stage</p> <p>Close the registration window Say: Thank you everyone. I hope Andaru form complete chesaru. Ippudu manam training ni officially start cheddham. First, konchem okariki okaram introduce avvuddam.</p>	
Getting Started: Check-in, Expectations , Norms & Two-Day Journey	9:30–10:15	<p>09:30–09:45 Check-in</p> <ol style="list-style-type: none"> Once everyone is in the room <p>Facilitator says:</p> <p>Okay everyone, ippudu manam training ni officially start cheddham.</p> <p>Meeru andaru already Amazon Future Engineer programme tho journey chesaru. So, ee two days lo manam just training attend cheyyadam kaadu — mee experience kuda room lo important ga untundi. First, konchem okariki okaram telusukundam.</p> <ol style="list-style-type: none"> Introduce yourself through the check-in <p>Facilitator says:</p> <p>Ippudu one by one, mee name, school, district cheppandi.</p> <p>Tarvata mee emoji chupinchi, why you chose that emoji ani one line lo cheppandi.</p> <p>Give a quick example yourself first:</p> <p>Facilitator note:</p> <ul style="list-style-type: none"> Facilitator should go first so participants understand the expected length. Keep responses short. <p>Use the fact that these teachers have already been part</p>	

		<p>of the programme.</p> <p>09:45–09:55 Connect to Their AFE Journey</p> <p>Facilitator says:</p> <p>Thank you everyone. Ippudu oka interesting thing notice cheddam. Meeru different schools and districts nunchi vachharu, but oka common thing enti ante — meerandariki Amazon Future Engineer programme tho experience undi.</p> <p>Pause.</p> <p>Then ask:</p> <p>Ee 2-year AFE journey lo, mee school lo or mee students tho work chesinappudu, meeku proud ga anipinchina oka moment enti?</p> <p>Give them a moment to think.</p> <p>Oka small moment aina okay. Maybe students response, oka activity successful ga jaragadam, meeru first time AI session facilitate cheyyadam, or children lo meeru observe chesina oka change...</p> <p>Take 4–5 responses.</p> <p>Don't correct or evaluate their experiences.</p> <p>Use one short follow-up where useful:</p> <p>Adi meeku enduku memorable ga anipinchindi?</p> <p>Transition</p> <p>After 4–5 responses:</p> <p>Ippudu ee two days lo manam inka deeper ga chudabotunnam - curriculum lo exactly em undi, children em nerchukuntunnaru, and manam teachers ga danini ela facilitate cheyyagalamu.</p> <p>09:55–10:05 Expectation Setting — Cooking Pot</p>	
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		<p>Facilitator says:</p> <p>Before we start, oka question. Ee two days training ayyaka, mee learning cooking pot lo em undali ani meeru expect chestunnaru?</p> <p>Point to the chart.</p> <p>Meeru ee two days nunchi em teesukellali anukuntunnaru?</p> <p>Volunteer ga kontamandini one expectation rayachu chart meeda.</p> <p style="padding-left: 40px;">Telugu lo aina, English lo aina rayachu. Short ga rayandi.</p> <p>Give 2–3 minutes.</p> <p>Then:</p> <p>Say : Let's quickly see mana pot lo ememi add ayyayo.</p> <p>Pick a few.</p> <p>Then:</p> <p>Ee expectations anni manam ee two days journey lo touch cheyyabotunnam. Last lo malli ee Cooking Pot daggariki vachhi ‘Mana pot lo em add ayyindi?’ ani check cheskundam.</p> <p>This creates a reason to revisit the Cooking Pot on Day 2.</p> <p>10:05–10:10 Co-create Learning Norms</p> <p>Start with the question.</p> <p>Facilitator asks:</p> <p>Mana andariki comfortable ga undi, freely participate chesi, okari nunchi okaru nerchukune space create cheyyalante — manam ela behave cheyyali?</p>	
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Give them a few seconds.

Take responses.

As they respond, capture/point to the corresponding norms in the slide.

10:10–10:15 | Two-Day Journey / Agenda

Day 1 Cascade Teacher Training		
Building Understanding. Exploring Curriculum. Enabling Thinking.		
Time	Session	
9:00 – 9:30		Registration + Pre-training Form
9:30 – 10:15		Getting Started: Check-in, Expectations, Norms & Two-Day Journey
10:15 – 10:45		About QA + State Journey Impact of AI Education / SSA Context
10:45 – 11:15		FSTC Connection to the Curriculum – What Skills Are We Building & Why?
11:15 – 11:30		Tea Break
11:30 – 12:45		Curriculum Exploration – Theme 1: Experience as a Learner + Unpack the Learning Intent
12:45 – 1:30		Lunch Break
1:30 – 2:30		Curriculum Exploration – Theme 2: Experience + Unpack Key Concepts, Activities & Learner Experience
2:30 – 2:45		Energiser – Plugged
2:45 – 3:30		Facilitation Strategies – From Telling to Enabling Thinking
3:30 – 3:45		Reflection – What do I understand? What do I still need to clarify?
3:45 onwards		Tea / Day 1 Close

Day 2 Cascade Teacher Training		
Deepening Practice. Strengthening Confidence. Preparing to Support Learners.		
Time	Session	
09:00 – 09:30		Recap / Cooking Pot Questions
09:30 – 10:45		Curriculum Exploration – Theme 3: Experience the curriculum as a learner
10:45 – 11:15		Curriculum Session Walkthroughs – Understand session flow, resources, key facilitator moves and likely learner challenges
11:15 – 11:30		Tea Break
11:30 – 12:45		Facilitation Practice – Mini Classroom: Practise selected curriculum activity as facilitator (Mock sessions + Peer feedback)
12:45 – 01:30		Lunch Break
01:30 – 02:00		Understanding Cascade – MT Support System
02:00 – 02:30		Reporting Forms: Introduce the session completion forms and the support they will get from MTs.
02:30 – 03:00		Doubts Clarifying Session
03:00 – 03:30		Commitment Circle Post-training Form
03:30 – 04:00		Group Photo + Tea

<p>About QA + state journey Impact of AI Education / SSA context</p>	<p>10:15–10:45</p>	<p>Connect to Government Initiative</p> <p>Now say :</p> <p>This is one of the reasons why the Government of Andhra Pradesh has taken the initiative to bring AI education into schools.</p> <ul style="list-style-type: none"> • Introduce the government initiative to mainstream AI education. • Explain that AI education is one way to help children develop these future-facing skills. <p>Connect to the program :</p> <p>Say : Anduke mana program ikkada important avutundi children ki AI ni understand cheyyadaniki, explore cheyyadaniki, vaalla future ki kavalsina skills ni develop chesukodaniki structured opportunities create chestham.</p> <p>Connect from the Government initiative</p> <p>The government has taken the initiative to bring AI education into schools. Now let's look at how this initiative has been taken forward through our program.</p> <p>Quest's Journey in Andhra Pradesh</p> <ul style="list-style-type: none"> • Briefly show Quest's journey in AP. • Show key milestones from 2019–20 to 2021–22 to 2024 to 2025 to the current academic year. • Use photographs/glimpses to show the work on the ground. • Connect last year's AI curriculum pilot to this year's expansion. <p>Bring in last year's impact</p> <p>Last year, we worked with students and teachers through AI education. But what difference did this actually make?</p> <p>SSA Context - samagra siksha chesina report dhani nundi cheppina information project chesthamu</p>	
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Impact Quiz – Guess Before We Reveal:

Show 4 statements one by one in ppt and ask participants to mark True / False.

Q1. Do you think after our program more than 70% of students in government schools had used AI by 2026?

True - 76%

Q2. Do you think more than 500 students across these three districts had used AI by 2026

True – 562 students

Q3. Do you think more than 1 in 3 students use AI without checking whether the answer is correct?

True - **39%** of students reported accepting AI answers without checking.

Q4. Do you think students who depend more on AI without thinking or checking may show lower learning outcomes?

True - the study found lower scores among students with higher AI offloading across reasoning, creative ideas and 21st-century skills.

Ask for a quick show of hands for True/False.

Do not reveal the answer immediately.

After all four, show the impact slide and reveal the actual numbers.

Briefly connect each number to what it means for children's learning.

Make the connection:

Ask: Looking at these results, what do you think children

		<p>gained through AI education?</p> <p>Take 3–4 responses.</p> <p>Then say: These numbers show us that AI education can change not only what children know, but also how they use technology, think about responsible use and see their future.</p> <p>Connect to this academic year:</p> <p>Show the current year's reach and key activities.</p> <p>Briefly highlight schools, teachers, students, career exploration and HTTF work.</p> <p>Explain that the program is now moving towards wider and stronger implementation.</p>	
<p>FSTC Connection to the curriculum - What skills are we building and why?</p>	<p>10:45–11:15</p>	<p>1. Start with their classroom</p> <p>MT says:</p> <p>Manam future gurinchi maatladukundam. Meeru teachers ga daily children tho work chestunnaru. Children school complete chesi next 5–10 years lo different world lo enter avutaru.</p> <p>Technology change avtundi, AI use periguthundi, jobs and work methods kuda change avtunnayi.”</p> <p>Alanti future ki mana children ki just subject knowledge saripothunda? Inka ye skills vallaki help avuthayi?</p> <p>Think - Pair - Share</p> <p>First, one minute individual ga think cheyyandi.</p> <p>Then:</p> <p>Ippudu pakkana unna teacher tho discuss cheyyandi — mana students future lo successful ga navigate</p>	

cheyyadaniki vallaki ye skills important?

Give them 2–3 minutes.

Then: Let's hear from a few groups.

Take 4–5 responses.

captures responses

Create a simple mind map around:

OUR CHILDREN

Possible responses:

- Problem-solving
- Communication
- Creativity
- Critical thinking
- Decision-making
- Teamwork
- Technology use
- Adaptability
- Confidence / self-expression

Facilitator note

Don't introduce FSTC yet.

The important thing here is for the teachers to say the skills themselves first.

Scenario: “YouTube lo chusanu!”

Imagine Grade 7 student science project kosam YouTube lo oka video chusadu.

Video lo:

This is the easiest way to make drinking water completely pure at home ani cheppindi.

Student next day classroom ki vachi:

Sir, YouTube lo chusanu. So idi correct. ani chepthadu.

Ask:

Teacher ga meeru first em chestharu?

Then:

Child ki aa information correct aa kaada ani ela decide cheyyali?

 **SCENARIO**

YouTube lo chusanu!





Imagine Grade 7 student science project kosam YouTube lo oka video chusadu.



Video lo:
"This is the easiest way to make drinking water completely pure at home" ani cheppindi.



Student next day classroom ki vachi:
"Sir, YouTube lo chusanu. So idi correct." ani chepthadu.



Q1.
Teacher ga meeru first em chestharu?



Q2.
Child ki aa information correct aa kaada ani ela decide cheyyali?

 **Think, discuss and share your ideas.**

Ee situation lo child ki elanti skills important? _____

Bring out:

- Source
- Evidence
- Comparing information
- Asking questions
- Testing/observing
- Critical thinking

Then:

Mana children digital world lo already information tho surrounded unnaru. So vallaki information receive cheyyadam matrime kaadu, information ni evaluate cheyyadam kuda nerchukovali.

		<p>Then point back to the skills they identified earlier.</p> <p>Ippudu starting lo manam mana children ki future lo ye skills important ani discuss chesam kada. Ee situation lo kuda manam ade skills ni chustunnam.</p> <p>Point to the relevant responses on the mind map:</p> <p>Information ni check cheyyali ante critical thinking kavali.</p> <p>Different information compare cheyyali ante decision-making kavali.</p> <p>Problem ni solve cheyyali ante problem-solving kavali.</p> <p>Others tho discuss cheyyali ante communication and teamwork kuda kavali.</p> <p>Pause and ask:</p> <p>So, future skills ante future lo maatrame use chese skills aa? Leka children school lo unnappude practice cheyyalsina skills aa?</p> <p>Take 2–3 responses.</p> <p>Then say:</p> <p style="padding-left: 40px;">Exactly. Children school lo unnappude ee skills ni practice cheyyadaniki opportunities create cheyyali.</p> <hr/> <p>Introduce Future Skills for Thriving Careers</p> <p>Now show the FSTC wheel.</p> <p>MT says:</p> <p style="padding-left: 40px;">Meeru just identify chesina skills anni oka bigger framework lo part. Idi Future Skills for Thriving Careers — FSTC.</p> <p>FSTC ante children ki future lo career kosam oka list of skills memorize cheyyinchadam kaadu. Different situations ni face chesinappudu think cheyyadaniki,</p>	
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problem solve cheyyadaniki, decisions teesukovadaniki, others tho work cheyyadaniki vallaki kavalsina skills ni practice cheyyadam.

Facilitator note

- Don't explain every skill in the FSTC wheel.
- Keep the explanation connected to children and classroom situations.

Connect to the AI Curriculum

MT says:

Anduke mana AI curriculum lo activities ni just AI gurinchi information cheppadaniki design cheyyaledu.

Children ki AI ni observe cheyyadam, explore cheyyadam, questions adagadam, information ni analyse cheyyadam, different possibilities think cheyyadam and responsible decisions teesukovadam lantivi practice cheyyadaniki opportunities untayi.

Then turn it towards the Cascade Teachers:

So, meeru Cascade Teacher ga ee activity ni children tho facilitate chesetappudu, activity complete cheyyinchadam okkate goal kaadu.

Pause.

Aa activity dwara child em think cheyyali? Em understand cheyyali? Ye skill practice cheyyali? — idi kuda manam mind lo pettukovali.

Close the FSTC conversation

So, mana discussion nunchi oka point clear ga vachindi — future skills separate subject kaadu. Children different learning experiences lo practice chese skills.

		11:15–11:30 ☕ Tea Break	
Curriculum Exploration – Construct/Theme 1: Experience the curriculum as a learner + unpack the learning intent	11:30–12:45	<p>Set the Lens</p> <p>MT says</p> <p>Ippudu manam curriculum exploration start cheddham.</p> <p>“Ikkada oka small difference undi. Meeru already teachers. Kaani ee session lo first learner laga experience cheddham, tarvata teacher laga unpack cheddham.”</p> <p>Then ask:</p> <p>“Oka curriculum session successful ayyindi ani manam ela cheppagalamu?”</p> <p>Take 2–3 responses.</p> <p>Don't correct.</p> <p>Then:</p> <p>“Exactly. Activity complete cheyyadam okkate success kaadu. Child thinking or understanding lo em change vachindi? anedi important.”</p> <p>Then:</p> <p>“Ippudu manam first Theme ni chuddam — AI Spark & Futures Stories.”</p> <p>AI ni oka difficult technical topic laga introduce cheyyakunda, children already chustunna, use chestunna world nunchi AI ni explore cheyyadam ee Theme lo starting point.</p>	



Ask : ee six sessions chusthe, meeku oka pattern kanipistunda?

Give them 30 seconds.

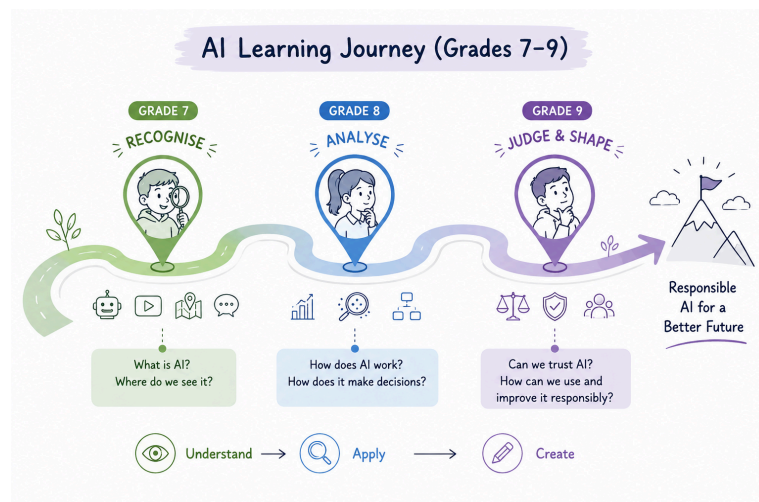
Take 2–3 responses.

Then guide them:

“Grade 7 lo child first **AI ni recognize and understand** chestunnadu.”

“Grade 8 lo AI just mana chuttu undi ani kaadu — **AI world ni ela transform chestundi, data enduku important** ani deeper ga analyse chestunnadu.”

“Grade 9 lo child **future possibilities, society, opportunities, risks and trade-offs** gurinchi think chestunnadu.”



Now don't explain the activity beforehand.

MT says:

“Ippudu Theme 1 ni actually experience cheddam.”

Activity 1 -

Show on PPT

Farming | Healthcare | Transport | Communication | Education

Ask participants to choose **one industry**.

Round 1 — Earlier

What was it like earlier?

Think about:

- How did people do things?
- What challenges did they face?

Round 2 — Today

What is different now?

- What has changed?
- Where do you see technology or AI?

Round 3 — Future

Imagine it is 2050.

If today's changes continue, what might this industry look like?

- What might become easier?
- What might change?
- What new possibilities might come?

Round 4 — Think Deeper

Who benefits the most?

Who might be at risk or left behind?

What role is technology playing?

Facilitator Notes

Don't explain the future first. Let participants imagine it.

Ask:

Earlier ela undedi?

Ippudu em change ayyindi?

Technology ekkada role play chestundi?

2050 lo idi ela untundi anukuntunnaru?

After responses:

Technology valla andariki equal ga benefit avutunda?

Then connect:

Technology ni recognise cheyyadam → Daani impact ni observe cheyyadam → Future possibilities ni imagine cheyyadam → Opportunities and risks ni think cheyyadam

Connect to Theme 3

This activity helps children move beyond asking **What can technology do?**

They also start asking:

Who benefits? Who may be affected? What could be fair or unfair? What should we do responsibly?

That is the thinking we want to build through **Bias, Ethics & Responsibility**.

Activity 2 - Data Detective Challenge

Imagine:

Mana school lo oka AI system undi.

Adi oka student school ki late ga vastada leda ani predict

cheyyali.

What information will help the AI make a better prediction?

Give every MT an A4 sheet.

Ask them to make two columns:

Useful data/not useful data

Then show the data one by one on PPT:

- School ki distance
- Traffic
- Weather
- Bus timing
- Wake-up time
- Route taken
- Breakfast time
- Favourite colour
- Height
- Shoe size
- Number of siblings
- Favourite movie

MT says:

Meeru group lo discuss chesi, data ni two columns lo place cheyyandi.

Important point: answer kanna mee reasoning important.

Ee information prediction ki ela help chestundi ani discuss cheyyandi.

Give 5–7 minutes.

The facilitator moves around.

Ask:

- Idi enduku useful?
- Idi late ga ravadaniki ela connect avtundi?
- Rendu information kalipi chusthe prediction better avutunda?

- Mee group lo andariki same opinion unda?

Ask 2–3 groups:

Mee group lo most useful data edi?

Then:

Least useful data edi?

Don't immediately say right or wrong.

Ask:

Enduku?

Bring out:

- Traffic
- Distance
- Bus timing
- Weather
- Wake-up time

and less relevant examples such as favourite colour, shoe size and favourite movie.

Now say:

Okay, ippudu oka problem.

AI ki school distance telusu.
Kaani traffic information ledu.

Appudu prediction ela untundi?

Take responses.

Then:

Traffic telusu, kaani student bus miss chesadu
ani teliyadu.

Appudu?

Let them respond.

Then conclude:

AI ki data undi ani maatrame saripodu.

Correct and relevant information undali.

Important information missing ayithe AI wrong prediction ivvachu.

Now reveal why we did this activity

MT says:

Ippudu oka step back veldam.

Manam just data sort chesama?

Ledu.

Manam oka problem teesukunnam.

Daaniki ye information useful ani think chesam.

Reason chesam.

Compare chesam.

Missing information valla em problem vastundo chusam.

Then:

Idi Grade 8 lo manam build cheyyalanukune thinking.

Show:

Grade 8

Analyze AI

AI → Data → Decision

		<p>Then:</p> <p>Grade 8 child ki AI magic laga kanipinchakunda, AI venaka data important role play chestundi ani ardham avvali.</p> <p>Now show the six sessions.</p> <p>Grade 7</p> <p>What is AI? AI Around Us Human Intelligence vs Machine Intelligence</p> <p>Grade 8</p> <p>AI Transforming Our World What Makes Good Data?</p> <p>Grade 9</p> <p>AI Futures 2035: Imagining Possible Worlds AI and Society: Opportunities, Risks & Trade-offs</p> <p>Ask:</p> <p>Ippudu Grade 7, 8, 9 ni chusthe progression ela undi?</p> <p>Then reinforce:</p> <p>Grade 7 → AI ni recognize cheyyadam Grade 8 → AI ni analyse cheyyadam Grade 9 → AI future and society ni judge and shape cheyyadam</p> <p>Close</p> <p>Theme 1 lo manam children ki AI gurinchi information maatrame ivvadam kaadu.</p> <p>AI ni observe cheyyadam → analyse cheyyadam → deeper ga think cheyyadam nerpistunnam.</p> <p>This gives us a clean model for the next constructs too</p> <p>Okay, Theme 1 journey ikkada pause cheddham.</p>	
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		Lunch tarvata manam next Theme ki move avvudam.	
		12:45–1:30 🍽️ Lunch	
Curriculum Exploration – Construct/Theme 2: Experience + unpack key concepts, activities and learner experience	1:30–2:30	<p>Activity: How Did You Figure It Out?</p> <p>Setup</p> <p>Show one PPT slide with two groups:</p> <p>Group 1 — Food Group 2 — Transport</p> <p>Then show images one by one:</p> <ul style="list-style-type: none"> ● Watermelon ● Tomato ● Carrot ● Bus ● Bicycle ● Car <p>Ask</p> <p>Ee object ye group ki belong avutundi?</p> <p>Take quick verbal responses.</p> <hr/> <p>Explore Their Thinking</p> <p>After they classify the examples, ask:</p> <p>Meeru ela figure out chesaru?</p> <p>Take 3–4 responses.</p> <p>Then ask:</p> <p>Meeru ye pattern ni observe chesaru?</p> <p>Examples meeku ela help ayyayi?</p>	

More examples ichinappudu easy ayyinda? Enduku?

Add More Examples

Show a few more examples.

Ask:

Ippudu classification easy ga anipinchinda?

Enduku?

Bring out:

- Examples ni compare chesam
 - Pattern identify chesam
 - New examples ni previous examples tho compare chesam
-

Connect to AI

Now reveal:

How can a machine learn from examples?

MT says:

Manam examples chusi pattern identify chesam. AI systems kuda data nunchi patterns nerchukogalavu.

Then connect to the curriculum:

Grade 7: AI ni recognize cheyyadam

Grade 8: AI ela patterns nerchukuntundo understand cheyyadam

Grade 9: AI system outputs ni question cheyyadam

Transition to Same AI, Different Result

Pattern nerchukunnappudu, examples and data important.

Mari data or situation change ayithe AI result kuda change avvacha?

→ Move into **Same AI, Different Result.**

Activity: Same AI, Different Result

Show on PPT

ACTIVITY 1 Same AI, Different Result

The same AI system can give different results in different situations. Let's investigate why!

SITUATION A
Voice Assistant Understands standard Telugu **clearly**.

VS

SITUATION B
The same Voice Assistant **struggles** to understand a strong local accent.

Discuss in your group and fill in the table. 5 minutes

1. What changed? What is different between Situation A and B?	2. Why did the result change? Why do you think the AI gave a different result?	3. How can we improve it? What can we do to make the AI work better in Situation B?

Think: AI is not always perfect. Context, data and situation can change the outcome.

Case: Voice Assistant

Situation A

A voice assistant understands standard Telugu clearly.

Situation B

The same voice assistant struggles to understand a strong local accent.

Ask

Same AI system. Mari result enduku different ga vachindi?

Give A4 sheet

What changed/ why did the result change/ how can we improve it?

Give 5 minutes to discuss.

Facilitator asks

- Language change ayyinda?
- User change ayyara?
- Environment change ayyinda?
- Data different ga unda?
- AI every situation lo same ga work chestunda?

Bring out

AI system same unna, context change ayithe outcome kuda change avvachu.

Then show:

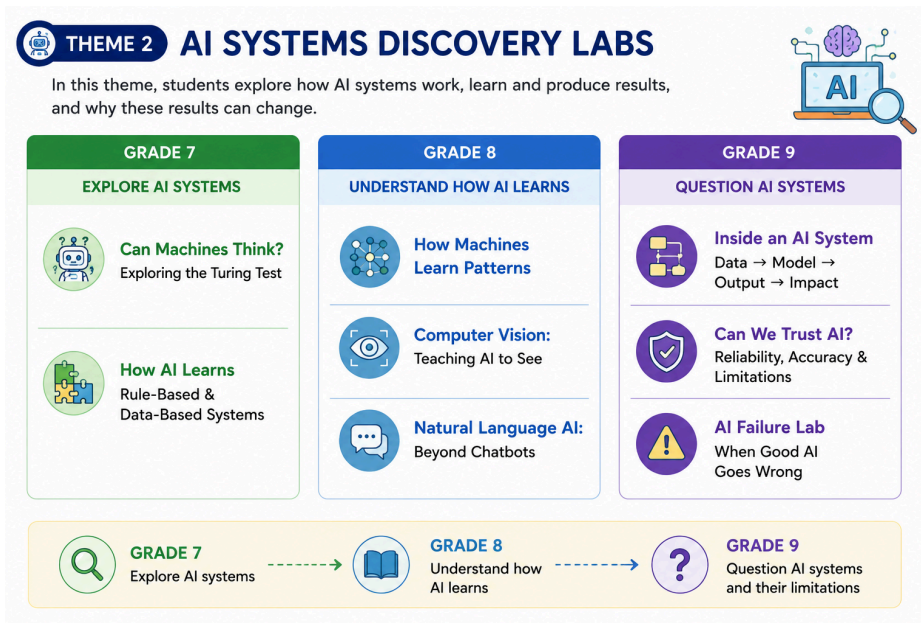
Data → Model → Output → Impact

Connect to Theme 2

Grade 7 → Explore AI systems

Grade 8 → Understand how AI learns patterns

Grade 9 → Analyse AI systems, reliability and limitations



Then:

Theme 2 lo children AI lopala em jarugutundo explore chestu, AI outputs ni question cheyyadam start chestaru.

answer cheppakandi.

		<p>Children ni Why did the result change? ani question cheyyandi.</p> <p>Main takeaway:</p> <p>AI output ni chusi accept cheyyadam kaadu — output enduku ala vachindo investigate cheyyali.</p> <p>Reflection</p> <p>Ee activity Grade 8 child ki em ardham cheyyistundi?</p> <p>Expected:</p> <p>AI always perfect kaadu. Context, data and situation performance ni affect chestayi.</p> <p>Then say:</p> <p>Idi Theme 2 lo important learner move — AI output vachindani accept cheyyadam kaadu; output enduku ala vachindo investigate cheyyadam.</p> <p>As a Cascade Teacher</p> <p>Don't give the explanation first. Help children discover it.</p> <p>Instead of:</p> <p>“The AI struggled because of the accent.”</p> <p>Ask:</p> <p>“What changed between the two situations?”</p> <p>Then:</p> <p>“Why might that have affected AI?”</p> <p>And finally:</p> <p>“What could we do to improve the result?”</p> <p>Key idea:</p>	
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		<p>The activity is not the end goal. The thinking the activity creates is the learning.</p> <p>This connects directly to the Theme 2 learner journey: understanding how AI systems work, why their outcomes can change, and questioning their reliability and limitations.</p>	
<p>Energiser - Plugged</p>	<p>2:30–2:45</p>	<p>Energiser: 🧐 Find the Pattern!</p> <p>Okay, ippudu oka quick fun game aaduddam. Nenu oka familiar song line start chestha. Kaani last lo stop chestha. Meeru next word/line complete cheyyali.</p> <p>“Chala easy ga untundi first. Tarvata konchem difficult chestha. Ready?”</p> <p>Tell them:</p> <p>Answer ni shout cheyyachu — but please, andaroo kalisi cheppali. Individual performance avasaram ledi!</p> <p>Round 1 — Easy</p> <p>Show/say:</p> <p>“చందమామ రావే...”</p> <p>Pause.</p> <p>“జాబిల్లి కోసం ఆకాశమల్లే...”</p> <p>Give the first part and pause</p> <p>“గోదారి గట్టుమీద...”</p> <p>Strong Andhra cultural recall</p> <p>“పచ్చని చిలుకలు తోడుంటే...”</p> <p>Strong nostalgia trigger</p> <p>“మా తెలుగు తల్లికి...”</p>	

		<p>Now suddenly stop the game and ask:</p> <p>Okay... oka question. Meeru answers ela figure out chesaru?</p> <p>Don't answer yourself.</p> <p>Take 4–5 responses.</p> <p>You may hear:</p> <ul style="list-style-type: none"> • Already vinnam kabatti. • Tune batti guess chesam. • First few words clue ichayi. • Previous experience gurthu vachindi. • Context batti next line predict chesam. <p>“Exactly. Meeru complete song line ni random ga guess cheyyaledu.”</p> <p>“Meeru clues, memory, pattern and previous experience ni use chesi next enti ani predict chesaru.”</p> <p>Then pause.</p> <p>“So manam oka small task lo kuda information ni observe chesi, dani base meeda next enti ani predict chestham.”</p> <p>That's it.</p>	
Facilitation Strategies – From Telling to Enabling Thinking	2:45–3:30	<p>1. Start with a familiar classroom situation — 2 mins</p> <p>Ask:</p> <p>“Suppose child activity chesthunnadu. Child wrong answer cheppadu. Teacher ga manam immediate ga em chestham?”</p> <p>Take 2–3 responses.</p> <p>Then ask:</p> <p>“Correct answer cheppesthama? Leda child ni</p>	

think cheyyadaniki help chesthama?”

Then say:

“AI curriculum lo mana role answer cheppadam kanna, children ni thinking process lo guide cheyyadam.”

2. Show the shift — 3 mins

From Telling → Enabling Thinking

Instead of saying...	Try asking...
Idi wrong.	Why do you think so?
Correct answer idi.	What makes you say that?
AI ila work chestundi.	What do you notice?
Data important.	Which information helped you decide?
AI mistakes chesindi.	Why do you think the result changed?

Tell them:

“Teacher answer ni immediate ga provide cheyyakunda, child thinking ni surface cheyyali.”

1. Ask — మంచి ప్రశ్న అడగండి

Use questions that make children explain their thinking.

- “Why?”
- “How do you know?”
- “What did you notice?”
- “What makes you think that?”

2. Probe — ఇంకాస్త లోతుగా అడగండి

Child answer ichina tarvata stop avvakandi.

- “Can you explain more?”

		<ul style="list-style-type: none"> • “What evidence do you have?” • “What else could be possible?” • “What changed?” <p>3. Revoice / Build — పిల్లల ఆలోచనను ముందుకు తీసుకెళ్ళండి</p> <p>One child's idea ni another child's thinking tho connect cheyyandi.</p> <p>Give one situation:</p> <p>Child: “Sir, AI wrong answer ichindi.”</p> <p>Ask MTs:</p> <p>Teacher ga meeru immediate ga em cheptharu?</p> <p>Take 2–3 responses.</p> <p>Then challenge:</p> <p>“Instead of explaining, oka question tho respond cheyyandi.”</p> <p>Expected:</p> <p>“Why do you think the AI answer is wrong?”</p> <p>“What did you check?”</p> <p>“What evidence did you find?”</p> <p>This makes the strategy experienced, not just explained.</p> <p>Close</p> <p>Manam curriculum lo activities design chesam. Kaani same activity ni teacher ela facilitate chestharu anedi child learning ni change chestundi.</p>	
Reflection (What do I understand? What do I still need to clarify?) +	2:45–3:30	<p>Ask everyone/volunteers to tell/write on chart</p> <ol style="list-style-type: none"> 1. What do I understand? 2. What do I still need to clarify? 	

Tea		<p>Tell them:</p> <p>Answers correct ga undali ani tension avasaram ledi. Mee actual understanding and doubts rayandi.</p> <p>“Ee questions ni manam Day 2 lo revisit chestham. So, doubt undadam problem kaadu — doubt ni identify cheskovadam learning lo part.”</p> <p>“Today manam curriculum ni just chudaledi. Learner laga experience chesi, child em nerchukuntunnado, teacher ela facilitate cheyyalo think chesam.”</p> <p>“Ippudu tea break. Day 2 lo malli continue cheddami.” ☕</p>	
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DAY 2

Session Name	Duration	Session Plan	Resources
Recap / Cooking Pot Questions	09:00–9:30	<p>1. Welcome Back - 3 mins</p> <p>Facilitator says:</p> <p>Good morning everyone! Welcome back to Day 2.</p> <p>Ninna manam curriculum ni learner laga experience chesam, different themes ni explore chesam, and facilitator role gurinchi kuda chusam.</p> <p>Today, manam konchem deeper ga curriculum sessions ni chuddam, facilitate cheyyadam practise cheddham, and finally classroom ki ready ga velladaniki prepare avuddam.</p> <p>2. Quick Recall – 7 mins</p> <p>Ask the group:</p> <p>Ninna manam em em chusam? Evarikaina gurthunna key points cheppandi.</p> <p>Take 4–5 responses.</p> <p>If needed, prompt:</p> <ul style="list-style-type: none"> • Curriculum lo em explore chesam? • Theme 1 lo em observe chesam? • Theme 2 lo em investigate chesam? • Facilitator role gurinchi em nerchukunnam? <p>Bring out:</p> <p>Ninna manam just curriculum content chudaledu. Activities experience chesi, child em nerchukuntunnadu, teacher ela facilitate cheyyali ani think chesam.</p> <p>3. Cooking Pot – Revisit Expectations - 8 Mins</p>	

Bring back the Cooking Pot from Day 1.

Ninna morning manam ee Cooking Pot activity chesam. Training ayyaka mee learning pot lo em undali ani expectations rasam.

Ask:

Ninna mee expectation lo edaina already fulfil ayyinda?

Take 3–4 responses.

Then ask:

Inka ee pot lo em add cheyyali ani anipistundi?

Take a few responses.

Connect:

Training lo oka topic complete cheyyadam kannu, mee classroom ki useful ayye clarity and confidence build cheyyadam important.

4. Questions / Clarifications – 10 mins

Bring back the questions from Day 1 reflection.

Ninna reflection lo meeru konni questions and doubts rasaru. Ippudu vaatini revisit cheddum.

Pick the common or important questions.

For each question:

- Read the question
- Ask the group if anyone has an answer
- Take 1–2 responses
- Give clarification wherever required

Model the facilitation approach:

Meeru em anukuntunnaru?

Evarikaina different experience undu?

Important: Group answer cheppagalige question ayithe immediate ga MT answer ivvakundi. First participants ni think cheyyanivvandi.

		<p>5. Bridge to Day 2 – 2 mins</p> <p>Ippudu mana questions lo konni clarify ayyayi, konni today sessions lo naturally answer avuthayi.</p> <p>Ninna manam curriculum ni experience chesam. Today oka step further veldam — actual curriculum sessions ni deeper ga explore chesi, classroom lo ela facilitate cheyyalo practise cheddham.</p> <p>First, manam Theme 3 ni learner laga experience cheddham.</p>	
Curriculum Exploration - Construct/Theme 3: Experience the curriculum as a learner	09:30–10:45	<p>Lets start with an opening activity to understand theme 3</p> <p>1. Set the Lens</p> <p>MT says:</p> <p>Ippudu mana last construct — Theme 3 chuddam.</p> <p>Theme 1 lo children AI ni recognize chesaru. Theme 2 lo AI systems ela work chestayo, outputs enduku change avvutayo investigate chesaru.</p> <p>Theme 3 lo next step:</p> <p>AI ni use chestunnappudu Idi fair ga unda? → Idi responsible ga unda? → Responsibility evaridi?</p> <p>2. Theme 3 Across Grades</p>	

Theme 3 Across Grades



Bias, Fairness & Responsible AI

Understanding fairness, using AI responsibly, and thinking about accountability.

→ AI decisions fair ga unnaya?

→ AI ni responsible ga ela use cheyyali?



GRADE 7

Bias, Ethics & Responsibility Studios

Session 5

Bias, Fairness and Responsible AI

Understand bias and fairness in AI systems and explore how to use AI responsibly.



Session 6

AI for Good: Opportunities and Challenges

Explore how AI can create positive impact and the challenges we should be aware of.



Learn how AI can be fair, responsible and used for good.

GRADE 8

Bias, Ethics & Responsibility Studios

Session 6

AI Decisions: Mistakes, Bias & Responsibility

Understand how AI mistakes or bias can happen and think about who is responsible.



Explore how AI errors or bias happen and begin to think about responsibility.

GRADE 9

Bias, Ethics & Responsibility Studios

Session 6

Who Is Responsible? Accountability in AI Systems

Identify different people and their responsibilities in AI systems.



Session 7

AI Ethics Studio: Solving Real-World AI Dilemmas

Analyze real-world dilemmas and practice making ethical and responsible decisions.



Think critically about accountability and make responsible decisions in complex situations.



Progression in Learning

Understand fairness, responsibility & AI for good



Recognize mistakes, bias & responsibility



Think about accountability & solve real-world dilemmas

Show the progression:

Bias, Fairness & Responsible AI

AI for Good: Opportunities & Challenges

→ AI decisions fair ga unnaya?

→ AI ni responsible ga ela use cheyyali?

Grade 8

AI Decisions: Mistakes, Bias & Responsibility

→ AI mistake or bias ela jaragachu?

→ Daani responsibility evaridi?

Grade 9

Who Is Responsible? Accountability in AI Systems

AI Ethics Studio: Real-world AI Dilemmas

→ Different people ki different responsibilities enti?

→ Difficult situations lo responsible decision ela teesukovali?

Then ask:

Grade 7 → Grade 8 → Grade 9 lo thinking ela deeper avutundi?

Take 2–3 responses.

Lets do an

Activity: Pick Your Position

Slide 1 — The Situation

Your School Is Offered an AI Learning Assistant

What can it offer?

- Personalised questions
- Language translation
- Identifies learning gaps

But there are concerns

- Unequal device access
 - May give wrong explanations
 - Collects performance data
 - Recommendations are not fully transparent
-

Slide 2 — Pick Your Position

Should the School Use It?

Choose one:

YES

We should use it

YES, BUT

We should use it with safeguards

NO

We should not use it

NOT SURE

We need more information

Slide 3 — Build Your Judgement

Why did you choose your position?

Discuss with your group:

- What benefits matter most?
- What concerns matter most?
- Who could benefit?
- Who could be affected?

Build your judgement

Our position: _____

Our main reason: _____

One condition we would suggest: _____

Slide 4 — Share Out

What does your group think?

Each group gets **1 minute**:

Our position is...

Because...

We would suggest...

Facilitator captures different viewpoints.

Close with:

Responsible AI is not just about saying YES or NO.

**It is about understanding the benefits, questioning the risks,
and making a responsible choice.**

Connect this understanding to an

Activity - AI Says... Should We Act?

Setup

Ask everyone to take out their phones.

Show this situation on PPT:

School AI Alert

An AI system used by the school gives this message:

Student: Ravi
Attendance: 68%
Assignments: 3 missed
Recent marks: Decreased

AI Recommendation: High Risk — Immediate Intervention

Round 1 — Vote

Ask everyone to vote using a simple WhatsApp poll:

What would you do?

- A. Act immediately
- B. Talk to the student first
- C. Check more information

Don't explain the answer.

Round 2 — Reveal

Show:

What AI does NOT know

Ravi:

- Travels 8 km to school
- Depends on a school bus
- Bus has been irregular for the past month
- Has been helping at home in the mornings
- Completes most work when he attends

Ask:

Ippudu mee answer change ayyinda? Why?

Ask participants to change their vote if needed.

Round 3 — The Bigger Question

Now show:

		<p>The AI system was trained using previous school data.</p> <p>Ask:</p> <p>If the data itself has gaps or patterns that are unfair, can the AI recommendation also become unfair?</p> <p>Quick hand vote:</p> <p>YES / NO / NOT SURE</p> <hr/>	
		<p>Round 4 — Responsibility</p> <p>Show three people:</p> <p>AI Developer Teacher / School School Head</p> <p>Ask:</p> <p>AI decision wrong ayithe, responsibility evaridi?</p> <p>Let them discuss with the person beside them for 1 minute.</p> <p>Take 4–5 responses.</p> <p>Connect to Construct 3</p> <p>Then reveal the thinking journey:</p> <p>AI Recommendation</p> <p>↓</p> <p>Question the Data</p> <p>↓</p> <p>Check the Context</p> <p>↓</p> <p>Think about Fairness</p> <p>↓</p> <p>Take Responsible Action</p> <p>This is exactly the kind of thinking we want children to practise.</p> <p>Connect Across Grades</p> <p>Grade 7</p>	

		<p>Recognise</p> <p>Bias, fairness and responsible AI ni notice cheyyadam.</p> <p>Grade 8</p> <p>Analyse</p> <p>AI decisions lo mistakes, bias and responsibility ni analyse cheyyadam.</p> <p>Grade 9</p> <p>Judge & Act</p> <p>Real-world AI dilemmas lo different perspectives consider chesi responsible decisions teesukovadam.</p> <p>Theme 3 lo children ki AI correct or wrong ani answer cheppadam main goal kaadu.</p> <p>AI decision ni question cheyyadam → fairness think cheyyadam → impact chudatam → responsibility identify cheyyadam</p> <p>Ide Construct 3 learner journey</p>	
<p>Curriculum Session Walkthroughs</p> <p>- Understand session flow, resources, key facilitator moves and likely learner challenges</p>	<p>10:45–11:15</p>	<p>Use one session as the example</p> <p>We are here taking Grade 8 – What Makes Good Data? because they have already experienced the Data Detective activity in Theme 1. That gives us continuity.</p> <p>objective: By the end, Cascade Teachers should understand how to look at a curriculum session through four lenses:</p> <p>Learning intent → Session flow → Facilitator moves → Learner challenges</p> <p>The actual session is designed around understanding that AI needs relevant and useful data, humans make choices about what data AI uses, and missing or poor data can affect AI decisions.</p> <p>1. Start with the actual session</p>	

		<p>Show the first page of the session plan.</p> <p>MT says:</p> <p>Ippudu manam oka actual curriculum session ni teesukoni walkthrough cheddham.</p> <p>Meeru ee session ni mee Grade 8 classroom lo facilitate cheyyabotunnaru ani imagine cheyyandi.</p> <p>First, teacher ga manam session open chesinappudu em chudali?</p> <p>Take 2–3 responses.</p> <p>Then point to the session objectives.</p> <p>Ask</p> <p>Ee session complete ayyaka child em understand cheyyali?</p> <p>Let them read the objectives and identify:</p> <ul style="list-style-type: none"> • AI ki just data unte saripodu • Relevant and useful data important • Humans decide what data AI use cheyyali • Missing information valla poor decisions ravachu <p>Then say:</p> <p>So, mana focus activity complete cheyyadam kaadu.</p> <p>Child ki ee understanding develop ayyinda? anedi important.</p> <p>2. Experience the actual session flow</p> <p>Tell them:</p> <p>Ippudu session ni teacher laga explain cheyyakunda, first learner laga experience cheddham.</p> <p>Step 1: Recap</p> <p>Show the actual recap question:</p> <p>AI ekkada use avutundi?</p>	
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		<p>AI systems ki information ekkada nunchi vastundi?</p> <p>Take a few responses.</p> <p>Then ask:</p> <p>Why do you think this recap is placed at the beginning?</p> <p>Expected:</p> <p>Previous session tho connect cheyyadaniki.</p> <p>Then show the next question:</p> <p>Is all data equally useful?</p> <p>Can we make good decisions using the wrong information?</p> <p>Ask:</p> <p>Ikkada session direction ela change ayyindi?</p> <p>Bring out:</p> <p>AI use → Data → Quality of data</p> <p>The actual session uses this recap to move learners from AI applications to the deeper question of whether all data is equally useful.</p> <p>3. Experience the Story</p> <p>Now tell them:</p> <p>Next, meeru students laga ee story vinandi.</p> <p>Ravi and Suresh</p> <p>Both are farmers using AI to predict crop yield.</p> <p>Ravi's AI gets:</p> <ul style="list-style-type: none">● Rainfall● Soil moisture● Temperature● Crop history● Pest information <p>Suresh's AI gets:</p>	
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- Only temperature

Ask:

Evai AI better decision teesukune chance undi? Why?

Take 3–4 responses.

Then ask:

Ravi ki ekkuva data undadam valla better result vachinda?
Leda relevant data valla?

This is the key point of the story: quantity of data is not enough; relevance matters.

MT reflection

Now pause and ask:

Teacher ga manam ikkada explanation first ichama?

No.

Story → Question → Discussion → Understanding.

This is the session design.

4. Now experience the main activity

Introduce:

Data Detective Challenge

Tell them:

Ippudu meeru Grade 8 students.

Your task:

Predict whether a student may arrive late to school.

By giving groups the data cards.

Show:

- Distance from school

- Traffic conditions
- Weather
- Bus timing
- Wake-up time
- Route taken
- Breakfast time
- Favourite colour
- Height
- Shoe size
- Number of siblings
- Favourite movie

Ask them to sort:

Useful	Not Very Useful
Data	Data

Give them time to discuss.

The actual student activity asks learners to justify why they selected each piece of information, rather than simply sorting it.

5. Now pause the activity — Facilitator Lens

Don't reveal the answers immediately.

Ask the MTs:

Suppose you are facilitating this in your classroom.

A child says:

Favourite colour useful.

What will you do?

Take responses.

Then bring out facilitator questions from the actual session:

Why did you choose this card?

How does it help predict lateness?

		<p>Could the AI make a prediction without this information?</p> <p>Did two pieces of information together help you predict better?</p> <p>Then say:</p> <p>Notice — teacher answer cheppatledu.</p> <p>Teacher is helping the child reason out the answer.</p> <hr/>	
		<p>6. Unpack the learner thinking</p> <p>Now reveal the likely useful data:</p> <p>Traffic Distance Bus timing Weather Wake-up time</p> <p>And less useful examples:</p> <p>Favourite colour Shoe size Favourite movie</p> <p>Ask:</p> <p>Child ikkada exactly em chestunnadu?</p> <p>Take responses.</p> <p>Bring out:</p> <p>Problem identify → Relevant data select → Reason → Compare → Decide</p> <p>Then connect to the learning intent:</p> <p>The child is not simply learning the word data.</p> <p>They are learning to ask:</p> <p>Which information actually helps solve this problem?</p> <hr/>	
		<p>7. Show the Missing Data moment</p> <p>Now continue the actual session.</p>	

Ask:

What if the AI knows distance from school but does not know traffic?

Then:

What if it knows traffic but does not know that the student missed the bus?

Take responses.

Bring out:

Missing important information → Poor prediction

This is directly part of the session's intended learning around incomplete data and AI outcomes.

8. Final walkthrough lens

Now show one simple slide:

When you open any curriculum session, look for:

1. Learning Intent

Child em nerchukovali?

2. Session Flow

Child ela journey chestunnadu?

3. Facilitator Moves

Teacher em ask / probe / support cheyyali?

4. Learner Challenges

Child ekkada struggle avvachu?

Then say:

Ippudu manam oka complete session ni ee four lenses tho chusam.

		<p>Next time meeru session plan open chesinappudu, steps matrame follow cheyyakandi.</p> <p>Child journey ni chudandi.</p> <p>What is the child doing? What is the child thinking? What is the child learning? What should I do as the facilitator?</p> <p>Transition to 11:30</p> <p>Ippudu meeru session ni understand chesaru.</p> <p>Next, meeru facilitator role lo try chestharu.</p> <p>Appudu same session ni classroom lo ela take chestham, questions ela ask chestham, and children responses ni ela handle chestham ani practise cheddham.</p>	
		11:15–11:30 ☕ Tea Break	
<p>Facilitation Practice – Mini Classroom: Practise selected curriculum activity as facilitator (Mock sessions+ Peer feed back)</p>	11:30–12:45	<p>Ippudu varaku manam sessions ni learner laga experience chesam, walkthrough chesam.</p> <p>Ippudu roles change cheddham.</p> <p>Meeru teacher. Mee group classroom.</p> <p>Each group ki oka small session chunk istam. Mee task full session conduct cheyyadam kaadu.</p> <p>Only 7–10 minutes chunk ni facilitate cheyyali.</p> <p>Divide into 4 Groups</p> <p>Group 1 — Data Detective</p> <p>Group 2 — Same AI, Different Result</p> <p>Group 3 — AI Decision: Fair or Not?</p> <p>Group 4 — AI Futures / Imagine the Future</p> <p>Each group gets the relevant activity instructions and resources.</p>	

Group Task

Each group decides:

Facilitator

Who will lead the activity?

Learners

Who will act as students?

Questions

What will you ask learners?

Responses

What different answers might children give?

Facilitation

How will you respond without giving the answer immediately?

Closing

What should learners realise at the end?

The Twist

Tell them:

During the mock, **learners should not make it too easy for the facilitator.**

Some learners should:

- Give a different answer
- Give an incomplete answer
- Ask a question
- Say I don't know
- Give a strong opinion

Facilitator has to handle these responses naturally.

		<p>This makes the mock more realistic.</p> <p>Group Preparation</p> <p>15 minutes</p> <p>Groups prepare their mock.</p> <p>MTs move around and support only when needed.</p> <hr/> <p>Mini Classroom Mocks</p> <p>Each group gets:</p> <p>7 minutes — Mock 3 minutes — Peer Feedback</p> <p>4 groups × 10 minutes = 40 minutes</p> <hr/> <p>Peer Feedback</p> <p>After each mock, ask the room:</p> <p>What worked?</p> <p>Final Debrief</p> <p>After all 4 mocks, ask:</p> <p>What did you notice across all the activities?</p> <p>Take 3–4 responses.</p> <p>Bring out:</p> <p>Different activities, different content — but the facilitator consistently needs to:</p> <p>Ask → Listen → Probe → Build</p> <p>And finally:</p>	
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		<p>Mee classroom lo exact ga same responses ravakapovachu.</p> <p>But if we understand the learning intent and know how to support children's thinking, we can facilitate the session effectively.</p>	
		12:45–1:30 🍽️ Lunch	
Understanding Cascade-MT Support System	1:30–02:00	<p>Show the support areas cascade teachers can reach to, show to slide of AP MT Cascade MODEL and various stakeholders involved in it.</p> <p>Purpose is : to make teachers understand whom to reach when various challenges are being faced.</p>	
Reporting forms: introduce the session completion forms and the support they will get from MTs.	2:00–02:30	<p>1. Start with a question</p> <p>MT asks:</p> <p>Mana school lo 10 AI sessions conduct chesam anukundam.</p> <p>Sessions actually jarigaya ani manaki ela telustundi?</p> <p>Take 2–3 responses.</p> <p>Then:</p> <p>Enta mandi children participate chesaru?</p> <p>E grades lo sessions jarigayi?</p> <p>Which sessions are being completed regularly?</p> <p>Children ki program reach entha undi ani ela telustundi?</p> <p>Bring out:</p> <p>Manam classroom lo jarigina information ni report cheyyali.</p> <hr/> <p>2. Introduce the Session Completion Form</p> <p>Show the actual form.</p>	

MT says:

Prathi AI session complete ayyaka, **AI Session Completion Form** fill cheyyali.

Idi extra paperwork kosam kaadu.

Mana program ground level lo ela implement avutundo understand cheyyadaniki.

AI session completion form

Open the actual form and explain each section briefly.

For each field ask:

Idi enduku collect chestunnam?

Section 1 - captures school details

Bring out:

So that the session can be linked to the correct school and implementation data.

Section 2 - Teacher Learning & Confidence

Bring out:

Session conduct ayyindi ani telusukovadam okkate kaadu.

Session ela jarigindi? ane quality signals kuda kavali.

Section 3 — Session Implementation

Bring out:

They help us understand how the session was implemented, not just whether it happened.

Section 4 — Challenges & Support

Problem vachindi ani hide cheyyalsina avasaram ledu.

Challenge report chesthe support ivvadaniki opportunity untundi.

Section 5 — Student Voice

		<p>Bring out:</p> <p>Teacher perspective okati.</p> <p>Student experience kuda important.</p> <p>Every AI Session</p> <p>Conduct Session</p> <p>↓</p> <p>Fill Completion Form</p> <p>↓</p> <p>Capture Teacher + Student Experience</p> <p>↓</p> <p>Program Data</p> <p>↓</p> <p>Identify Reach, Quality, Challenges & Support Needs</p> <p>↓</p> <p>Understand Program Impact</p> <p>Final Check</p> <p>Ask the room:</p> <p>Q1: Session conduct cheyyakapoyina form fill cheyyacha?</p> <p>No.</p> <p>Q2: Form eppudu fill cheyyali?</p> <p>After every AI session.</p> <p>Q3: Challenge vachindi ante report cheyyala?</p> <p>Yes.</p> <p>Q4: Student rating enduku collect chestunnam?</p> <p>Student experience and engagement understand cheyyadaniki.</p> <p>Q5: Why is this data important?</p> <p>Mana program ground lo ela implement avutundo, entha reach avutundo, ekkada support kavalo and overall impact ni understand cheyyadaniki.</p> <p>Meeru classroom lo session conduct chestharu.</p>	
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		<p>Form lo session ni capture chestharu.</p> <p>Aa data tho mana program ground reality ni understand chestham.</p> <p>So, one simple habit:</p> <p>Session complete → Form fill → Data captured</p>	
Doubts clarifying Session	2:30 - 3:00	Discussion around doubts and support required queries.	
Commitment Circle Post-training form	3:00–03:30	<p>1. Commitment Circle</p> <p>MT says:</p> <p>Ippudu ee two days journey ni close cheddham.</p> <p>Manam curriculum experience chesam, facilitator ga practise chesam, reporting form gurinchi kuda chusam.</p> <p>Ippudu mee classroom ki vellaka meeru actually em cheyyali anukuntunnaru?</p> <p>Give them 1 minute to think.</p> <p>Then ask each participant to complete:</p> <p>As a Cascade Teacher, I will...</p> <p>Examples:</p> <ul style="list-style-type: none"> • Every AI session ni session plan tho prepare chestha • Children ki answer cheppakunda questions tho thinking ni support chestha • Every session tarvata completion form fill chestha • Children responses and challenges ni observe chestha <p>Keep it to one action.</p> <p>Each person shares their one commitment briefly.</p> <p>No discussion or evaluation.</p> <p>2. Post-training Form</p>	

		<p>Say:</p> <p>Ippudu last ga post-training form fill cheddham.</p> <p>Please answer honestly.</p> <p>Form helps us understand:</p> <ul style="list-style-type: none"> • Training meeku ela anipinchindi • Em useful ga anipinchindi • Em clarity vachindi • Inka ekkada support kavali • Training ni inka better ga ela cheyyachu <p>Give them time to complete the form.</p> <p>Close</p> <p>Thank you everyone.</p> <p>Mee learning classroom lo children learning ga maarinappude ee training complete avutundi.</p> <p>Let's take it to our classrooms.</p>	
Group photo + tea	03:30–4:00	Group photo + tea	

- Thankyou