

CREATIVE AI CHALLENGE

PROMPTING, CREATIVITY AND AUTHORSHIP



9–14 years



40–60 min



6–30 participants

Group creativity and prompting activity

OVERVIEW

Participants create a short story, joke, image concept or film continuation with the help of an AI tool or prepared AI-style responses. They improve an initial prompt, evaluate the generated result and transform it through their own creative decisions. The activity demonstrates that a clear prompt can guide an AI, but meaningful creative work still requires human intention, judgment and editing.



LEARNING OBJECTIVES

Participants will:

- understand what a prompt is and how it guides an AI system
- practise writing clear and specific instructions
- compare the results of vague and detailed prompts
- evaluate generated content for quality, relevance and originality
- recognize the role of human selection, editing and creative judgment
- reflect on authorship and responsible AI use

MATERIALS

For all versions:

- Paper and pens or pencils
- A board, flip chart or large sheet of paper
- Markers
- Prompt-planning sheets or blank paper
- Creative challenge cards
- Optional word, character, setting and style cards
- Optional drawing materials

For the digital version:

- One internet-connected device for the facilitator or each group
- Access to an institutionally approved generative AI tool
- A projector or large screen, if available

For the non-digital version:

- Several prepared responses to vague and detailed prompts
- Envelopes labelled with the corresponding prompts
- Optional facilitator acting as the “AI”

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PREPARATION

Select one creative format for the session:

- a short story
- a comedy scene
- a fictional creature
- a film continuation
- a public-awareness slogan
- an invention for the future

Prepare a simple creative challenge.

For example: Create a short story about a robot that wants to help its community.

Prepare one vague prompt: **"Write a story about a robot."**

Prepare one more detailed prompt: **"Write a funny story of approximately 150 words for children aged ten about a small repair robot that tries to help at a community garden. The robot misunderstands one instruction, creates a harmless problem and then works with two children to solve it. End with a lesson about cooperation."**

If conducting the activity without technology, prepare example outputs for both prompts in advance. The detailed prompt should produce a more relevant and structured response, although it does not need to be perfect.

Prepare challenge cards containing combinations such as:

- a shy robot in a noisy city
- an AI assistant helping to protect a forest
- a smart kitchen that makes an unexpected mistake
- a virtual character trying to understand a human joke
- a machine that gives correct answers but poor advice
- a future school where students and AI work together



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INTRODUCTION

Ask the participants:

- What kinds of creative content can AI produce?
- If we ask an AI to “make something interesting,” will it know exactly what we want?
- What information would help it produce a better result?
- Does giving instructions make someone part of the creative process?

Explain:

An instruction or question given to an AI is called a prompt. A prompt can be very short, but a clearer prompt often gives the AI more useful direction. Today, we will create and improve prompts—but we will also decide what to keep, change or reject in the results.

Emphasize that the AI is a tool in the activity. The participants remain responsible for the creative choices and final work.

INSTRUCTIONS

1) COMPARE A VAGUE AND DETAILED PROMPT

Display the vague prompt:
“Write a story about a robot.”

Ask participants:

- What information is missing?
- Who is the story for?
- What kind of robot is it?
- Where does the story take place?
- Should it be funny, serious or mysterious?
- How long should it be?
- What should happen?

Show the generated or prepared result.

Then display the detailed prompt and its result. Ask participants to compare the two.

Discuss which prompt produced a result closer to the intended story and why.

2) IDENTIFY THE PARTS OF A USEFUL PROMPT

Introduce a simple prompt-planning structure:

Task: What should the AI create?

Audience: Who is it for?

Subject: What should it be about?

Details: What must be included?

Style: How should it sound or look?

Format: How long or structured should it be?

Limits: What should it avoid?

Explain that not every prompt requires all seven parts, but they can help make an instruction clearer.

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INSTRUCTIONS

3) CHOOSE A CREATIVE CHALLENGE

Divide participants into small groups. Give each group a challenge card or allow them to select one.

Each group decides what it wants to create. For example:

- a 150-word story
- a five-line comedy scene
- a description of a fictional invention
- a storyboard for three scenes
- a slogan and short campaign message
- a design description for an imaginary creature.

4) WRITE THE FIRST PROMPT

Groups write a first prompt using the planning structure.

For example: Create a short comedy scene about an AI assistant that tries to help two children prepare a birthday party but does not understand the phrase “make the room come alive.”

Ask groups to check whether their prompt clearly explains the task, audience, subject and desired format.

5) GENERATE OR RECEIVE THE RESPONSE

In the digital version, the facilitator or groups enter the prompts into the approved AI tool.

In the non-digital version, groups give their prompts to the facilitator. The facilitator provides a prepared response, selects an approximately matching response or acts as the AI and quickly creates a deliberately imperfect first draft.

Ask groups not to accept the result immediately. They should read or examine it critically.

6) EVALUATE THE RESULT

Groups review the response using the following questions:

- Did it follow the instructions?
- Which parts are useful?
- Which parts are predictable or uninteresting?
- Is anything confusing, inaccurate or inappropriate?
- Does it contain unnecessary repetition?
- Is the tone suitable for the audience?
- What is missing?
- What would we change?

Participants mark parts to keep, change or remove.

7) IMPROVE THE PROMPT

Groups revise their original prompt based on the first result.

They might add:

- more precise details;
- a clearer tone;
- a different ending;
- a specific scientific fact;
- a restriction against clichés;
- a request for several alternatives;
- a clearer description of the intended audience.

Generate or provide a second response.

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INSTRUCTIONS

8) CREATE THE FINAL HUMAN-EDITED VERSION 9) PRESENT THE WORK AND PROCESS

Groups do not simply submit the generated response.

They produce a final version by:

- selecting the strongest elements
- rewriting weak parts
- adding their own ideas
- correcting mistakes
- changing the structure;
- combining elements from different results
- removing anything that does not fit

If they are creating an image concept, they can draw their own final interpretation rather than using an AI-generated image directly.

Each group presents:

1. its original idea
2. its first prompt
3. one problem in the initial result
4. how it improved the prompt
5. the most important human change
6. its final creation

The emphasis should be on the creative process rather than only the finished product.

DISCUSSION AND REFLECTION

Ask the participants:

- How did the detailed prompt affect the result?
- Did the AI follow every instruction?
- Which parts of the response were useful?
- Which parts required human improvement?
- Did the AI introduce ideas you had not considered?
- Who decided which ideas belonged in the final version?
- Is writing a prompt the same as writing a complete story?
- How much did your group change the generated material?
- Who should receive credit for the final creation?
- When should the use of AI be disclosed?
- What responsibilities do people have when sharing AI-assisted work?

Conclude with the key idea: AI can help generate possibilities, but creativity also involves purpose, experience, selection, judgment and revision. The person using the tool remains responsible for deciding what the final work communicates.

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CONNECTION TO ARTIFICIAL INTELLIGENCE

Generative AI responds to prompts by producing content based on patterns learned during training. A prompt provides direction, but the AI does not automatically know the user's exact intention.

More detailed prompts may help specify:

- the desired task
- the intended audience
- the content and context
- the tone or style
- the format and length
- important limitations

However, even a strong prompt does not guarantee a good or accurate result. AI may misunderstand instructions, repeat familiar patterns, invent information or produce content that lacks cultural and emotional context.

Effective use therefore involves more than prompt writing. It also requires:

- reviewing the result
- checking factual information
- recognizing stereotypes or bias
- making creative selections
- revising the material
- taking responsibility for the final work

EASIER VARIATION

Use a shared whole-group activity with the facilitator operating the AI or acting as the machine.

Begin with: "Create an animal."

Ask participants to improve it by adding one detail at a time:

"Create a friendly animal."

"Create a friendly imaginary animal that lives in a rainforest."

"Create a friendly imaginary rainforest animal that helps other animals find clean water."

"Describe it in five simple sentences for children aged eight."

After receiving the final description, participants draw their own versions. Compare the drawings to show that one description can inspire many different human interpretations.

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MORE CHALLENGING VARIATION

Give all groups the same creative task but different prompting strategies:

- Group 1 writes one detailed prompt.
- Group 2 begins with a simple prompt and improves it through several follow-up instructions.
- Group 3 asks the AI to provide three alternatives before selecting one.
- Group 4 develops the work without AI.

Compare the processes and final results. Discuss:

- which method provided the greatest control;
- which produced the most surprising ideas;
- which required the most revision;
- whether using more AI necessarily produced a stronger result;
- how much human contribution is visible in each final work.

Participants can also write a short creation note:

We used AI to generate three initial ideas. Our group selected one, changed the characters, rewrote the ending and checked the scientific information.

FACILITATOR NOTES

- Use only AI tools approved by the school, institution or activity organizer.
- Do not ask participants to create accounts or enter personal information.
- The facilitator should operate the tool for younger groups where possible.
- Review prepared prompts and outputs to ensure they are age-appropriate.
- Explain that prompts should not contain private information about participants or other people.
- Do not present prompt writing as a guaranteed formula. AI responses may vary even when the same prompt is used.
- Ensure that participants substantially review and edit generated material.
- Encourage groups to reject poor suggestions rather than forcing every AI-generated idea into the final work.
- Check factual claims before they are included in a finished piece.
- If no AI tool or internet connection is available, use prepared responses. The learning objectives remain the same.
- When presenting the final work, encourage transparent acknowledgement of meaningful AI assistance.
- Evaluate the reasoning and creative process rather than comparing which group received the most impressive AI output.

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KEY WORDS

PROMPT

An instruction, question or text given to an AI system.

GENERATIVE AI

AI that produces content such as text, images, audio or video.

OUTPUT

The content or response produced by a system.

ITERATION

Repeating a process and improving it through several versions.

EDITING

Reviewing and changing content to improve it.

AUTHORSHIP

Recognition of who created or contributed to a work.

DISCLOSURE

Clearly communicating whether and how AI was used.

CREATIVE JUDGMENT

Human decisions about what is meaningful, effective or suitable.

