

MINECRAFT EDUCATION

BEED SMART: AI DETECTIVE



LESSON OUTLINE



TARGET AUDIENCE

Grades 4-8 | Ages 9-14

OVERVIEW

Students will step into the shoes of the newest junior detective guided by Detective Reed Smart. Students will be immersed in a noir-style detective narrative where they investigate cases of AI misuse. By examining clues, debunking manipulated content, and wrestling with the pitfalls of over- vs. under-reliance on AI, students strengthen their media literacy and AI ethics competencies.

ESSENTIAL QUESTION

How can we identify accurate and up to date information in a world full of artificial intelligence (AI)?

MATERIALS NEEDED

- Computers with [Minecraft Education](#) installed
- [Reed Smart: AI Detective map](#)
- Projector to introduce artificial intelligence and set the scene

LESSON DURATION

1 Class Period (45-60 minutes)

LEARNING OBJECTIVES

Students will:

- Engage in finding clues, making connections, and finding the facts in various AI related cases
- Define what is a trustworthy source and how to identify them
- Practice lateral reading to check the credibility of information
- Recognize how to use utilize AI as an aid to critical thinking

KEY VOCABULARY

Artificial Intelligence: the capability of computational systems to perform tasks typically associated with human intelligence, such as learning, reasoning, problem-solving, perception, and decision-making

Reliance: human decision or action that takes into consideration the decision or recommendation of an AI

Authentic: something that is real or genuine, not copied or fake

Deep Fake a type of synthetic media created using AI, to manipulate or generate visual and audio content that appears real.

Trustworthy Source: credible, relevant information written by a reputable, respected expert in the field, free of bias, and supported by strong evidence

Lateral Reading: reading across various resources to gain a comprehensive and multifaceted view of a subject

Appropriate Skepticism: questioning attitude to look for knowledge claims and challenge their adequacy or reliability






INTRODUCTION

Detective Reed Smart has always seen the world as black and white... But as new technology moves the world forward, Smart too must evolve. It's up to you, Detective Smart's newest Jr. Detective, to help him crack a collection of cases of AI misuse and open his eyes to the colorful new world of AI, which might not be quite as black and white as it seems.

Advancements in AI have magnified existing issues of information evaluation, critical thinking, bias, and responsible use of AI, especially for young learners who increasingly encounter AI-influenced content.

Reed Smart: AI Detective merges the detective narrative with media and AI literacy objectives, bridging content authenticity checks, bias awareness, countering false information, and the reliance continuum. By assuming the Jr. Detective role and piecing together crimes involving deepfakes, biased algorithms, and misinformation, learners move beyond passively learning “AI basics.” They actively practice overcoming manipulative content, verifying authenticity, and balancing reliance on AI.

The transition from black and white to color underscores not only Detective Reed Smart's growth, but also the player's shift from simplistic views to a more sophisticated grasp of AI's benefits, biases, and cautious, appropriate use.



QUICK LESSON OVERVIEW

Lesson Goal	Empower students in grades 4–8 to critically engage with artificial intelligence through a detective-themed narrative that builds media literacy, ethical reasoning, and appropriate skepticism.												
Core Concepts	<ul style="list-style-type: none"> • AI misuse and misinformation • Deepfakes and authenticity • AI detection and bias • Trustworthy sources and lateral reading • Appropriate reliance on AI 												
Lesson Structure	<p>The experience is divided into three thematic cases, each exploring a unique challenge involving AI. These cases can be taught individually over time or as a multi-day unit.</p> <table border="1" data-bbox="396 832 1258 1387"> <thead> <tr> <th>Case Title</th> <th>Theme</th> <th>Suggested Duration</th> </tr> </thead> <tbody> <tr> <td>Case 1: The Deepest Fake</td> <td>Deepfakes, misinformation, media manipulation</td> <td>1 class period</td> </tr> <tr> <td>Case 2: An Ode to Deception</td> <td>AI detection, authenticity, fairness in evaluation</td> <td>1 class period</td> </tr> <tr> <td>Case 3: Dine & Deceive</td> <td>AI-generated reviews, hallucinations, source credibility</td> <td>1 class period</td> </tr> </tbody> </table>	Case Title	Theme	Suggested Duration	Case 1: The Deepest Fake	Deepfakes, misinformation, media manipulation	1 class period	Case 2: An Ode to Deception	AI detection, authenticity, fairness in evaluation	1 class period	Case 3: Dine & Deceive	AI-generated reviews, hallucinations, source credibility	1 class period
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Case 3: Dine & Deceive	AI-generated reviews, hallucinations, source credibility	1 class period											
Teaching Flow	<ol style="list-style-type: none"> 1. Pre-Lesson Setup 2. Lesson Delivery 3. Post-Lesson Reflection 												
Tools Students Use In-Game	<ul style="list-style-type: none"> • Notepad & Pen – for interviews • Magnifying Glass – to highlight clues Camera – to document evidence Hand & Inspect Tools – to organize case boards 												

CURRICULUM CONNECTIONS

English Language Arts (ELA)

3rd Grade

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

4th Grade

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

5th Grade

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

6th Grade

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

7th Grade

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

8th Grade

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CURRICULUM CONNECTIONS

<p>CSTA Standards (current)</p>	<p>1B-IC-18 Discuss computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices. 2-IC-20 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options. 2-IC-21 Discuss issues of bias and accessibility in the design of existing technologies. 3A-IC-24 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>
<p>CSTA Standards (2026)</p>	<p>Foundational Content – Preparing for the Future PF.2 – Explain how computing enables emerging technologies (e.g., autonomous vehicles) and how these emerging technologies are applied in various industries PF.5 – Examine how emerging technologies are impacting a variety of practices (e.g., use of facial recognition in policing, AI-generated news products) PF.6 – Analyze emerging technologies using computational thinking principles PF.7 – Assess societal impacts and related ethical issues of emerging and future developments in computing (e.g., the impact of quantum computing on security) PF.8 – Evaluate the use of emerging technologies (e.g., generative AI) for accuracy and to meet specific needs</p>
<p>ISTE</p>	<p>1.1.d Technology Fundamentals Students understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively, and are adept at thoughtfully exploring emerging technologies. 1.3.a Effective Research Strategies Students use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits. 1.3.b Evaluate Information Students evaluate the accuracy, validity, bias, origin, and relevance of digital content.</p>
<p>AI4K12</p>	<p>5-A-I Evaluate how an AI technology can have different effects on different groups of people. (3-5) 5-B-I Examine an aspect of daily life that is predicted to change due to the introduction of AI technologies. (6-8) 5-C-I Analyze deepfake images or videos and identify the flaws that reveal them as deepfakes. (3-5)</p>

GETTING STARTED

PREPARING FOR THE LESSON

This map is designed to be experienced by students in single player on their own devices with minimal teacher support during the in-game experience. There are three cases in the map. Each case can be completed in 30-45 minutes. Each of these are outlined in more detail below.

There are multiple reflection prompts and questions throughout [Reed Smart: AI Detective lesson](#). These are useful in building knowledge and helping students better understand the learning objectives. They are highlighted throughout this lesson outline.

Prior to conducting the lesson, teachers should:

- Make sure all student devices have the latest version of Minecraft Education [downloaded](#).
- Download and print student workbooks to assist them in recoding their thinking as they progress through the experience. The workbooks are available on the Minecraft Education website – [Reed Smart: AI Detective](#).

BACKGROUND KNOWLEDGE

Reed Smart: AI Detective is grounded in a reliance continuum (under-, over-, and appropriate reliance on AI), showing learners that AI may be beneficial, but must be scrutinized. The goals include helping players spot when something is fishy so they can verify AI outputs (i.e., mitigate over reliance on AI, foster appropriate reliance, and help users perform tasks well with AI).

By guiding learners to verify AI outputs, watch for manipulations, and reflect on responsible AI behaviors, Reed Smart: AI Detective helps them develop and strengthen both foundational inquiry skills and nuanced critical thinking. The design also integrates emotional resilience—teaching learners to be appropriately skeptical without becoming fearful of all AI-driven content or dismissive of trustworthy content. The game aims to produce a generation of learners more adept at spotting how AI might be used to deceive or mislead them and balancing the promise of AI with the necessity of human oversight and ethical reflection.

ADDITIONAL INFORMATION

<https://learn.microsoft.com/training/educator-center/topics/ai-for-education>

<https://inquirygroup.org/>

<https://arstechnica.com/ai/2025/01/how-i-program-with-llms/>

<https://digitalthriving.gse.harvard.edu/wp-content/uploads/2024/06/Teen-and-Young-Adult-Perspectives-on-Generative-AI.pdf>

PRE-LESSON ACTIVITIES

A [STUDENT-FACING CLASS PRESENTATION](#) WITH THESE LESSON ACTIVITIES CAN BE FOUND [HERE](#)

SETTING THE SCENE

Play AI Adventurers – [AI in Action: Using AI Thoughtfully](#) - the AI Introduction video for students. (2.5 Minutes)

Play [Reed Smart: AI Detective trailer](#)

Explain to students that they are going to have an opportunity to explore various cases with Detective Reed Smart. They will look for clues and work to find the facts. They will actively practice overcoming manipulative content, verifying authenticity, and balancing reliance on artificial intelligence.



ESSENTIAL QUESTION AND THEME

Introduce the essential question:

How can we identify accurate and up to date information in a world full of artificial intelligence (AI)?

ACTIVITY DISCUSSION

- What is artificial intelligence (AI)?
- What are some examples you have seen and/or used?
- Can AI produce correct information? Incorrect information?

VOCABULARY REVIEW

Introduce the key terms (found on Slide 4 of the classroom presentation).

- Artificial Intelligence
- Reliance
- Authentic
- Trustworthy Source
- Lateral Reading
- Appropriate Skepticism

Emphasize that students will see these concepts in action during game play.



STARTING YOUR CASE
STUDENT TUTORIALS

STUDENT TUTORIALS

BEGINNING GAME PLAY

The students will be prompted to pick their control scheme: keyboard/mouse OR touch/mobile.



After selecting their control scheme, students will be placed into a tutorial sequence. In the tutorial sequence, students will practice how to move within the game.




MEET DETECTIVE REED SMART



Students will interact with Detective Smart. If needed, students can utilize the Immersive Reader feature. Immersive Reader is a built-in tool that supports students in reading by providing text-to-speech and translation features.

FIRST ASSIGNMENT

They will be given their first assignment: making coffee. There are three steps within this process.

<p>First, find the missing bag of coffee beans. Use the magnifying glass to help you.</p> 	<p>Second, take a picture of the coffee beans with your camera. Interact with the machine to brew the coffee.</p> 	<p>Third, put the notes and photo of the coffee beans on the case board.</p> 
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ESSENTIAL TOOLS

DETECTIVE TOOLS

Students will have additional tools located in their hotbar. The “hotbar” is the active inventory slots that the players have access to. These items will help them throughout the game.



Notepad & Pen

This tool allows you capture clues that have to do with talking and interviewing various suspects.



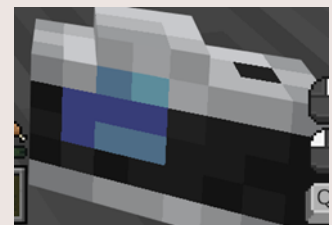
Magnifying Glass

This tool allows you to highlight possible clues that can be found within the area. Hold it in your hotbar and clues will start to glow.



Camera

This tool allows you to capture photos of clues to use later for the case board.



CASE **THE DEEPEST FAKE**



THE DEEPEST FAKE- PART 1



MEET BLAKE - LISTEN TO HIS STORY

Blake is an internet star on the video service Stream-Star. However, he has gotten into trouble with his latest stunt. The stunt? Dressing up like a shark and going to swim in the National Fountain as a harmless and funny joke. However, things became fishy – literally! The fountain exploded with fish, and people are very unhappy with his stunt. Blake is claiming that this video is NOT him. It's a **deep fake**.

ACTIVITY DISCUSSION

- **What is a deep fake?** (A deep fake is a video made by AI to look real but isn't real.)
- **How could AI-generated videos be misleading?** (Possible Response: It could provide inaccurate, false, or harmful information.)
- **How could AI-generated videos be helpful?** (Possible Response: It could provide a simulation of a concept and/or topic to help educate/inform others).

CLUE COLLECTION

Students will return to the National Fountain. Their first task is to interview the witnesses at the scene. They will use their **notepad and pen**.

Milton (Groundskeeper)	Matilda	Javon	Ailbe

After interviewing the witnesses, students will search for clues in the area. They will use their magnifying glass to search for clues and camera to document the clues.

Banana Peel	Hedge Trimmers	Anchovy Bucket	Shark Fin

PREPARE THE FIRST CASE BOARD

Now that students have collected all the clues, it's time to figure out what clues are important to the case and what clues are irrelevant.

On the far right of your hotbar, you will find two items. The **Hand tool** will allow you to "hold" a clue in your hand. Use this to move it to the shadow of you the clue you want to put down, then use the tool again to place it. Use the **Inspect tool** on a clue to know more about it, and where it may go on the board.



Using the Hand Tool, move the correct clues to the shadow outlines that fit that clue.

	Shark Fin	Witness Statement	Photo of Anchovy Bucket
Shadow	A black silhouette of a shark fin on a tan background.	A black silhouette of a document with a red tab on the top left corner on a tan background.	A black silhouette of a rectangular photo on a tan background.
Clue	A document with a red tab on the top left corner, pinned to a tan background with a red pushpin.	A witness statement document with a red tab and a photo of a character's face, both pinned to a tan background with red pushpins.	A photo of a white bucket with an anchovy on top, pinned to a tan background with a red pushpin.

ACTIVITY DISCUSSION

- What clues did you collect? Which was the most important? Why?
- Did the clues (evidence) support Blake's story? How do we use appropriate skepticism in this investigation?
- Based on the clues, where would you go next in your investigation?

THE DEEPEST FAKE- PART 2

CLUE COLLECTION

All of the clues in the first part of the case leads us to Blake's direct competition, Jorgy Jenson! Students will need to explore Jorgy's mansion to collect clues that will help lead us to the facts of the case.

TALKING TO HIS ASSISTANTS

After your brief introduction to the mansion from Jorgy's butler, he will lead you to a handful of staff members responsible for helping Jorgy with his videos. Students will need to interact with each one to collect witness statements as evidence for the case. This will help students to better understand if Jorgy is involved in the crime after all...



Jorgy's Staff Members

Butler	Trainer	Assistant

After interviewing the witnesses, students will search for clues in Jorgy's office. They will use their **magnifying glass** to search for clues and **camera** to document the clues.

Fish Tank	Shark Costume	Shark Magazine	Computer







PREPARE THE SECOND CASE BOARD

Now that students have collected all the clues, it's time to figure out what clues are important to the case and what clues are irrelevant.

On the far right of your hotbar, you will find two items. The **Hand tool** will allow you to “hold” a clue in your hand. Use this to move it to the shadow of you the clue you want to put down, then use the tool again to place it. Use the **Inspect tool** on a clue to know more about it, and where it may go on the board.



Using the Hand Tool, move the correct clues to the shadow outlines that fit that clue.

	Shark Costume Photo	Jorgy's Schedule	Activity Log
Shadow			
Clue			

ACTIVITY DISCUSSION

- What clues did you collect? How do these clues from the first case board help you draw conclusions of what is happening?
- Do the clues support Blake's story or is Detective Reed right?
- Do you deem any of these clues authentic or trustworthy? Why?

THE DEEPEST FAKE- PART 3

CLUE COLLECTION

After digging through Jorgy's studio, the clues just don't line up. Maybe Blake wasn't guilty? One of the clues pointed us to Dahl House Pizza. This will be our next location for our investigation!





THE ANIMATRONICS

After your brief introduction to the mansion from Jorgy's butler, he will lead you to a handful of staff members responsible for helping Jorgy with his videos. After Barbra leaves you to investigate the pizza house yourself you are just left with Reed and the strange animatronics in the back of the restaurant. One of them appears to be missing a fin on their back...




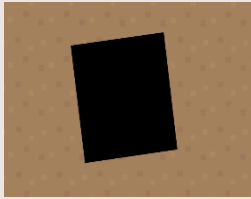




SEARCH THE OFFICE

After you find a clue of the missing fin, Reed suggests you investigate the back rooms. Go back there and search for additional clues. Students will use their **magnifying glass** to search for clues and **camera** to document the clues.

Family Photo Newspaper Clipping	Fish Bucket	Anchovy Purchase Order	Ingredients
			

PREPARE THE THIRD CASE BOARD

Now that students have collected all the clues, it's time to figure out what clues are important to the case and what clues are irrelevant. Using the Hand Tool, move the correct clues to the shadow outlines that fit that clue.

	Anchovy Purchase Order	Fish Bucket Photo	Family Photo Newspaper Clipping
Shadow			
Clue			

CONNECTING THE STRINGS

Now that we have all the clues from all three case boards, it is time to connect the dots. Using the case boards, students will need to “connect the strings” to figure out exactly who is responsible for creating the video of the shark in the fountain.



In this final stage, students will utilize lateral reading. **Lateral reading** is stepping away from an original source to check its credibility by looking at what other sources say about it, rather than judging the reliability of information just by how it looks or what it says about itself.

CONNECTING THE STRINGS - CONTINUED

Students should review all of the clues. Once all of the clues are in front of them, they should follow the clues to come to correct conclusions:

Shark Fin	Shark Costume	Family Photo
Anchovy Bucket	Jorgy's Schedule	Anchovy Order
Witness	Computer Log	Anchovy Bucket

Once the players have connected all the dots, Detective Reed will ask them one more time who they think is responsible for the video.

WHO IS THE CULPRIT BEHIND THE CASE?



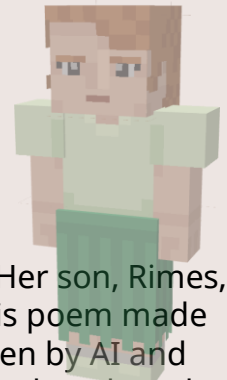
CASE 3

AN ODE TO DECEPTION



AN ODE TO DECEPTION- PART 1

MEET INGA - LISTEN TO HER STORY



Inga is a distraught mother and desperately needs your help! Her son, Rimes, wrote a poem for his school district's annual poetry contest. His poem made it to the finals, but then the judges thought his poem was written by AI and they took him out of the contest! She doesn't know how or why they thought it was written by AI...

ACTIVITY DISCUSSION

- What is AI detection?
- Why is it important to have appropriate caution when judging whether content is authentic or AI-generated?
- How would you feel if you were falsely accused of using AI?

Players need to talk to all involved with the poetry contest. There is a celebration gala for contest finalists being held downtown tonight. This would be a good opportunity to speak with contestants and contest staffers.

There are 2 ways to enter the gala.



CLUE COLLECTION - INTERVIEW THE WITNESSES

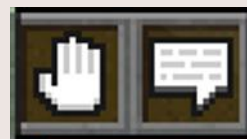
Once they have snuck inside the gala, they will need to find 4 main pieces of information for their investigation.









PREPARE THE FIRST CASE BOARD

Now that students have collected all the clues, it's time to figure out what clues are important to the case and what clues are irrelevant.

On the far right of your hotbar, you will find two items. The **Hand tool** will allow you to “hold” a clue in your hand. Use this to move it to the shadow of you the clue you want to put down, then use the tool again to place it. Use the **Inspect tool** on a clue to know more about it, and where it may go on the board.



Using the Hand Tool, move the correct clues to the shadow outlines that fit that clue.

	Picture of Finalists and their Families	Conference Flyer	Judge Rhinehalt's Statement
Shadow			
Clue			

ACTIVITY DISCUSSION

- What clues did you collect? Which was the most important? Why?
- Did the clues (evidence) support Rimes' story? How do we use appropriate skepticism in this investigation?
- Based on the clues, what would you do next in your investigation?

AN ODE TO DECEPTION - PART 2

CLUE COLLECTION

All of the clues in the first part of the case leads us to investigate the public library where the poetry club students gather to write their poems.

TALKING TO THE LIBRARIAN

It's time to interview the librarian. You will show the librarian the photo of the finalists you took at the gala. The librarian recognizes them as members of the Poetry Club. The librarian informs you that the Poetry Club meets in one of the private meeting rooms of the library, but she can't recall which one.



INVESTIGATE THE MEETING ROOM

There are four private meeting rooms in the library. Using the magnifying glass, players can follow a trail of gold dust to the private room.



They will investigate the private meeting room to locate clues. There will be four books scattered throughout the room.

Book 1	Book 2	Book 3	Book 4
			

INVESTIGATE THE COMPUTER

Player will interact with the computer as part of their investigation. The computer desktop has several folders on it. Within the folders, there are pieces of content.



After “viewing” all the content, players will take this information back as clues.

PREPARE THE SECOND CASE BOARD

Using the Hand Tool, move the correct clues to the shadow outlines that fit that clue.

	Finalist Poems	Books	Librarian's Statement
Shadow			
Clue			

AN ODE TO DECEPTION- PART 3

EXPLORE THE CONVENTION CENTER

The convention center is a large round building. The main rotunda is a large open area, two stories high with a mezzanine above. The main floor has posters and kiosks and information booths common to trade shows. Two symmetrical staircases on either side of the mezzanine take you to the second floor. On the second floor, there are three small conferences halls with signs listing speakers and events.

INTERVIEW DR. SARAH BELLEM

It's time to interview Dr. Sarah Bellem, keynote speaker who is an expert in AI Detection techniques. She explains that AI detection is a burgeoning new field of study, and as such, is not yet a completely accurate science. She goes on to say that the best way to detect if something is created with AI is to run it through multiple tests, both of human and computer analysis.



INTERVIEW MR. STING

It's time to interview Mr. Sting, the teacher from the gala who told them about this event. The players will tell Mr. Sting that they want to learn more about AI detection programs. Mr. Sting leads the detectives to a row of three booths, each offering their own AI detection software.









DEMONSTRATION FROM THE EXHIBITORS

Rainbow Analytics	Modern Facticity Inc	<i>AccessIble Systems</i>
		

PREPARE THE THIRD CASE BOARD

Now that students have collected all the clues, it's time to figure out what clues are important to the case and what clues are irrelevant. Using the Hand Tool, move the correct clues to the shadow outlines that fit that clue.

	Judge Rhinehalt's Message	Alan's Statement	Dr. Bellem's Statement
Shadow			
Clue			

CONNECTING THE STRINGS

Now that we have all the clues from all three case boards, it is time to connect the dots. Using the case boards, students will need to "connect the strings" to figure out if Rimes' poem was real or generated by AI.



In this final stage, students will utilize lateral reading. **Lateral reading** is stepping away from an original source to check its credibility by looking at what other sources say about it, rather than judging the reliability of information just by how it looks or what it says about itself.

CONNECTING THE STRINGS - CONTINUED

Students should review all of the clues. Once all of the clues are in front of them, they should follow the clues to come to correct conclusions:

Finalists and their Families	Poems	Letter
AI Convention Flyer	Books	Alan's
Judge Rhinehart's Statement	Librarian's Statement	Dr. Bellem's Statement

Once the players have connected all the dots, Detective Reed will return to Inga and the four judges to present their findings.

WHO IS THE CULPRIT BEHIND THIS CASE?



CASE

DINE & DECEIVE



DINE & DECEIVE – PART 1

MEET JENNA – LISTEN TO HER STORY



Jenna Rosetti needs help! Her Aunt Sophie owns a shop on the pier called Sophia’s Seaside Snacks. Recently, she has been having trouble in the shop. A local food podcast gave her a terrible, condemning review – they have accused her of using questionable ingredients. The rumors won’t stop, and her aunt might be out of business soon, which would be devastating!

ACTIVITY DISCUSSION

- What is a podcast?
- Are podcasts considered trustworthy sources? Why or why not?
- How could you assess the credibility of a podcast?

CLUE COLLECTION – INTERVIEW THE WITNESSES

Students will report to the pier. Their first task is to interview the witnesses at Sophia’s Seaside Snacks. They will use their **notepad and pen**.

Aunt Sophia	Aniki	Priscilla	Mikail

CHECK THE STOCKROOM

Players will need to verify that there are no weird ingredients in Sophia’s stockroom, which is locked. There will be different keys to select from – players will need to use their magnifying glass to identify the right key. Then, once they enter the stockroom, they will need to check on the ingredients and document using their camera.



INTERVIEW WITNESSES ON THE PIER

Students will report to the pier and will interview additional witnesses outside on the pier.



INVESTIGATE THE PODCAST KIOSK

Then players will investigate the kiosk next to Pepper Perfection.



INTERACT WITH HAL PENYO







Students will formally meet Hal Penyo, the owner of Pepper Perfection. They will inquire about Sophia's Seaside Snacks.



"I heard all the bad rumors are driving her out of business. I wish I could help her somehow. I offered to buy her shop, but she's determined to hang on until the very end. It's sad, really. At least Dougie had the sense to go out of business."

PREPARE THE FIRST CASE BOARD

Now that students have collected all the clues, it's time to figure out what clues are important to the case and what clues are irrelevant. Using the Hand Tool, move the correct clues to the shadow outlines that fit that clue.

	Seaside Food Show Episode 77	Dougie's Interview	Photo of Sophia's Supplies
Shadow			
Clue			

ACTIVITY DISCUSSION

- What clues did you collect? Which was the most important? Why?
- Did the clues (evidence) tell us so far? How do we use appropriate caution when judging whether content is authentic or AI-generated?
- Based on the clues, where would you go next in your investigation?

DINE & DECEIVE - PART 2

CLUE COLLECTION

All of the clues in the first part of the case leads us to the Seaside Food Show Studio!

INVESTIGATE THE OFFICE

Players will start looking around the studio. There is no one at the workstations. Each desk has a framed photograph of the employee who should be sitting there, each with a small plaque with a name on it. They should hunt around for Chris Bacon's desk. When they find Chris Bacon's desk, they see his computer running on its own, using an AI program to write reviews. They also discover the complaint email from Sophia.



Talk to Dewey Kneadham

During the conversation, Dewey confesses that he is the sole owner, editor, publisher, writer, and reviewer of Seaside Food Show and a few of the other local food review podcasts, and that he has merely created the appearance of a large staff using multiple pseudonyms to make his company seem bigger and more legitimate. He uses AI to host shows and write reviews.


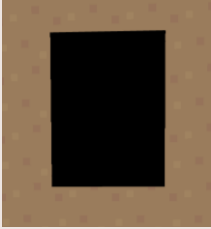
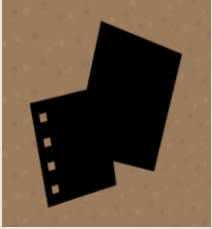

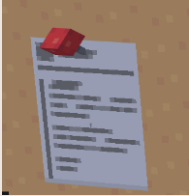



Upon further conversation, the player will hear Dewey confess about the AI usually work but sometimes have an AI hallucination. An **AI hallucination** is when the AI generates information that is not based on fact. Dewey also admits not supervising and checking the AI output.

The reviews were full of false information. Dewey has issued an apology and put out a new episode to correct the review.

PREPARE THE SECOND CASE BOARD

Now that students have collected all the clues, it's time to figure out what clues are important to the case and what clues are irrelevant. Using the Hand Tool, move the correct clues to the shadow outlines that fit that clue.

	Photo of Chris P. Bacon's Workstation	Email Complaint from Sophia	Interview Notes from Dewey Kneadham
Shadow			
Clue			

ACTIVITY DISCUSSION

- What clues did you collect? Which was the most important? Why?
- What is an AI hallucination? How did Dewey's actions impact Aunt Sophia?
- Based on the clues, who do you think is the culprit behind this case?

DINE & DECEIVE - PART 3

CLUE COLLECTION

Detective Smart and the player will return to the Pier to further investigate Hal Penyo. They will head over to his shop, Pepper Perfection.

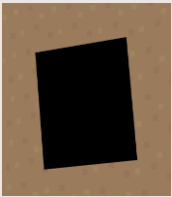
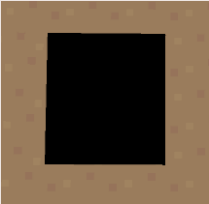

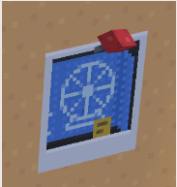


INVESTIGATE PEPPER PERFECTION

The player will walk down the hall towards the restroom, but head for the open door leading to Hal Penyo's office to search for clues.

Photo of the Blueprint	Note about the Trash (to throw away the copies of the apology episodes)	Printout of the Sophia's Seaside Snacks Website Comment Section
		

PREPARE THE THIRD CASE BOARD

Using the Hand Tool, move the correct clues to the shadow outlines that fit that clue.

	Blueprint	Note from Dewey	Comment Section
Shadow			
Clue			

CONNECTING THE STRINGS

Now that we have all the clues from all three case boards, it is time to connect the dots. Using the case boards, students will need to “connect the strings” to figure out who is behind the bad reviews of Aunt Sophia’s shop.



In this final stage, students will utilize lateral reading. **Lateral reading** is stepping away from an original source to check its credibility by looking at what other sources say about it, rather than judging the reliability of information just by how it looks or what it says about itself.

CONNECTING THE STRINGS

Students should review all of the clues. Once all of the clues are in front of them, they should follow the clues to come to correct conclusions:

Food Show	Chris P. Beacon	Park Plans
Dougie's Interview	Complaint Email	Note
Sophia's Food	Dewey's Statement	Comment Section

Once the players have connected all the dots, Detective Reed will return to Jenna and Aunt Sophia to report their findings.

WHO IS THE CULPRIT BEHIND THIS CASE?

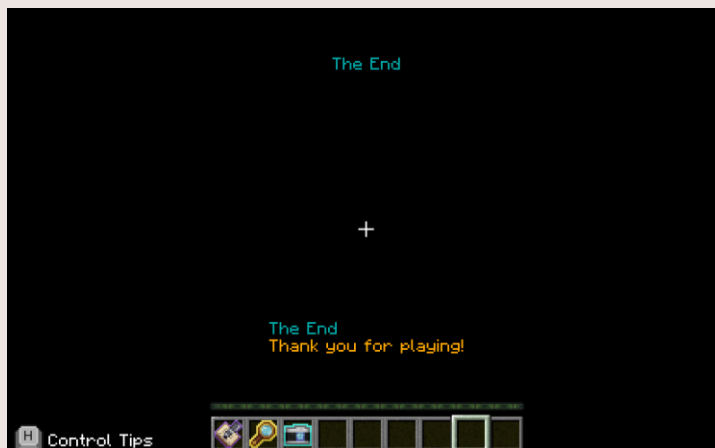
LESSON REVIEW



LESSON REVIEW

COMPLETION OF THE ACTIVITIES

Once students have solved all three cases, they will have successfully completed the game. They will be transported back to Detective Reed's office.



They will receive a dialog box of “Thanks for playing!” to finish the game.

REFLECTION QUESTIONS

Gather the students back together to reflect on their experience with the following discussion questions:

- Summarize each of the 3 cases – how was artificial intelligence used (or supposedly used) in the case?
- Why is it important to have a sense of appropriate caution when you are consuming information online?
- Why is it important to develop an appropriate reliance on AI? What would relying too much on AI look like? What would under relying on AI look like?
- What is a trustworthy source? How can you identify them?
- What is lateral reading? How does it help us to better understand various topics/subjects?
- What are some pitfalls of AI that we need to be aware of?
- How can we use AI in meaningful ways?