

No Minor Futures – Resources

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Do It Together!

This is the agenda for the NMF’s workshops (Oficinas). These sessions were designed as spaces for dialogue and active participation guided by activities to progress towards the NMF’s campaign. The Oficinas were divided into “Share”, focused on participants leading the facilitation based on actions; “Learn”, where we introduced a theme or experience to progress in the co-creation; and “Do!” where we set tasks that participants shared in the next workshop. The Oficinas were 60 minutes long, between 20 and 30 minutes for Share and Learn, and 10 minutes to close the session and present the Do!

For each Oficina we had a ~10 minute video bite summarising the Learn presentation. Videos have audio transcriptions translated into various languages with Hyperaudio.

Oficinas, video bites and Do!:

Workshop	Share, Learn & Do!	Resources
<p><i>Oficina 1</i></p> <p>Team connection with teen Spirit. What is AI?</p>	<p>Share: Introducing the teen spirit, creative and coordinating team</p> <p>Learn: Basics of AI and children.</p> <p>Do! List a maximum of three digital technologies that you mostly use. Based on the flowchart presented, which type(s) of AI are these tech is using?</p>	<p><u>Video bite “What is AI? Innovations for and by children”</u></p> <p>Soledad, JAAKLAC iniciativa</p>
<p><i>Oficina 2</i></p> <p>Digital Storytelling and campaigning with characters</p>	<p>Share: Which AI do we use daily?</p> <p>Learn: intro to storytelling in the digital age. How is AI being used?</p> <p>Do! Let’s start thinking about our characters. Write down its name, city or town and list its main interests to introduce it to the</p>	<p><u>Video bite “Digital Storytelling”</u></p> <p>WILD FI Camila Köhn and Nathalia Aranda</p>

	<p>group. Elaborate a short text of between 250 and 350 words. You can also include images, drawings or videos to help us visualise your character.</p>	
<p><i>Oficina 3</i></p> <p>AI in my social media</p>	<p>Share: Presentations of characters and ideas for synergies between these.</p> <p>Learn: content moderation with AI, opportunities and limitations. Implications for children.</p> <p>Do! Think of a common thread amongst the group's characters. Write down 1 or 2 ideas to connect the stories.</p> <p>We have 8 character stories, yet 5 video animations were initially planned. Could you merge your story to one of others? How could this be done?</p>	<p><u>Video bite "AI in my Social Media"</u></p> <p><i>Fix the Code (Mozilla CMA 2022 Awardee) Tania de Sousa Dias, Meg Obata, Frank Wordie and Allison Rowe</i></p>
<p><i>Oficina 4</i></p> <p>AI and my welfare</p>	<p>Share: Deciding over 5 characters, drafting a common story between them and establishing teams to further develop these.</p> <p>Learn: dilemmas from the datafied state. Ideas from a mindful digital welfare state.</p> <p>Do! Do you know any case in your country or region in which AI or algorithms have been on the news? Look for cases online that have been beneficial or harmful and share the main insights with the group.</p>	<p><u>Video bite "AI in my Welfare"</u></p> <p><i>Ranjit Singh, Data & Society</i></p>

<p><i>Oficina 5</i></p> <p>AI in my school</p>	<p>Share: Learning about different cases identified in teen's countries or regions. Which are the main problems presented? Differences and similarities.</p> <p>Learn: tensions of educational technology and student surveillance.</p> <p>Do! Let's start planning our campaign! List 3 to 5 organisations or social media influencers to be part of our campaign. Draft ideas on how these allies can help us amplify the campaign.</p>	<p><u>Video bite "AI in my Education"</u></p> <p><i>Prachi and Alessia from NMF's Teen Spirit</i></p>
<p><i>Oficina 6</i></p> <p>AI in my privacy</p>	<p>Share: brainstorming activity to develop the campaign strategy based on young influencers and connecting with organisations.</p> <p>Learn: right to privacy in the digital age. Implications and alternatives for younger generations.</p> <p>Do! Final adjustments of the stories.</p> <p>Preparing the podcast recording. Write down how and why you elaborated your character story. Think about what you liked the most from the NMF experience, what you learned and how you would make it better.</p>	<p><u>Video bite "AI in my privacy"</u></p> <p><i>Jamila Venturini, Derechos Digitales</i></p>

Readings for ideas:

Intro to AI and children

Karen Hao, What is AI?

<https://www.technologyreview.com/2018/11/10/139137/is-this-ai-we-drew-you-a-flowchart-to-work-it-out/>

World Economic Forum on children and Generation AI

<https://www.weforum.org/agenda/2022/01/artificial-intelligence-children-technology/>

UNICEF AI and you a guide for teens

<https://www.unicef.org/globalinsight/media/2341/file/UNICEF-Global-Insight-AI%20guide%20for%20teens-2021.pdf>

Oxford Internet Institute. The A to Z of AI. Making sense of artificial intelligence

<https://atozofai.withgoogle.com/>

5 Interesting AI (Artificial Intelligence) Facts for Kids:

<https://medium.com/@hccb/ai-facts-for-kids-5c9d76004b75>

AI, children and adolescents' recommendations

MIT on AI and children

<https://wip.mitpress.mit.edu/algorithmic-rights-and-protections-for-children>

UNICEF and Finnish government policy recommendations

<https://www.unicef.org/globalinsight/featured-projects/ai-children>

UNICEF and Finnish government case examples of child-centred AI

<https://www.unicef.org/globalinsight/policy-guidance-ai-children-pilot-testing-and-case-studies>

The Engine Room, children and predictive analytics

<https://www.theengineroom.org/predictive-analytics-for-children-new-published-research-by-the-engine-room-and-unicef/>

Datafication and automation

Verónica Barassi TED Talk, Datadied child

https://www.youtube.com/watch?v=TVNHd8ZODio&feature=emb_title

Data & Society on the datafied state

<https://points.datasociety.net/the-datafied-state-a2a7101ba573>

Data & Society welfare datafying children

<https://points.datasociety.net/datafying-children-110701d80f68>

The Case of the Creepy Algorithm That 'Predicted' Teen Pregnancy
https://www.wired.com/story/argentina-algorithms-pregnancy-prediction/?mbid=social_twitter&utm_brand=wired&utm_medium=social&utm_social-type=owned&utm_source=twitter

https://www.derechosdigitales.org/wp-content/uploads/20191114_InputPrivacyGender.pdf

Education

FAccT, The algorithmic imprint automating exam grading in Bangladesh
<https://www.youtube.com/watch?v=R7TsmVUI2Bo&t=27s>

Tactical Tech, student surveillance
https://medium.com/@Info_Activism/predictive-futures-the-normalisation-of-monitoring-and-surveillance-in-education-c201e5a75f92

EFF case against Google Apps for Education in 2015
<https://www.eff.org/press/releases/google-deceptively-tracks-students-internet-browsing-eff-says-complaint-federal-trade>

George Washington Uni apologises for tracking location of students
<https://thehill.com/homenews/state-watch/594142-george-washington-university-apologizes-for-tracking-locations-of>

Remote learning as a danger for LGBTQ students
<https://slate.com/technology/2022/02/remote-learning-danger-lgbtq-students.html>
<https://www.lgbtqnation.com/2021/10/minneapolis-schools-spying-queer-students-reporting-teachers-parents/>

Proctorio surveillance of students
<https://www.vox.com/recode/22175021/school-cheating-student-privacy-remote-learning>

Educational game using AI for data science
<https://cyberskillslesson.com/activity/defend-the-rhino/>

Facial Recognition used to determine school lunch in Scotland
<https://www.theguardian.com/education/2021/oct/18/privacy-fears-as-schools-use-facial-recognition-to-speed-up-lunch-queue-ayrshire-technology-payments-uk>

Governments harm children's rights in online learning
<https://www.hrw.org/news/2022/05/25/governments-harm-childrens-rights-online-learning>

Social media

Facebook papers, impact of social media on children's wellbeing
<https://www.wsj.com/articles/facebook-knows-instagram-is-toxic-for-teen-girls-company-documents-show-11631620739?mod=djemalertNEWS>

Teenagers breaking the Instagram algorithm:
<https://www.cnet.com/news/teens-have-figured-out-how-to-mess-with-instagrams-tracking-algorithm/>

TikTok content moderation feed exposed:
<https://tiktok.tracking.exposed/>

Video games

Video games that spy on you:
<https://www.wired.com/story/video-games-data-privacy-artificial-intelligence/>

Digital Storytelling and AI

World Economic Forum. AI changing storytelling
<https://www.weforum.org/agenda/2019/02/bandersnatch-is-just-the-start-the-next-big-thing-in-interactive-media-is-ai-storytelling/>

IBM Watson creates the trailer for a movie with AI:
<https://www.youtube.com/watch?v=gJEzuYynaiw>

Campaigning with characters, the case of the Latinx Data Detox:
<https://tacticaltech.org/news/detox-de-detox-latinx/>

Sources of inspiration

- + Tumblr
- + Pinterest
- + Pexel
- + Ads of the World
- + Behance
- + Unsplash

Tools to Do!

- + Blender: free all-in-one program. With it you can do all the functions of the other programs in this list.

https://www.youtube.com/watch?v=h4hZzPCOMKs&ab_channel=AuraProds

+ Cinema 4d: similar to Blender but more focused on advertising and motion graphics.

<https://www.youtube.com/playlist?list=PLf-uWfGxf6j0srjYPHxf4bMpN7-9wMPQc>

+ Zbrush: digital sculpting software for video games, collectible figures and movies.

<https://youtube.com/playlist?list=PLf-uWfGxf6jM1uPk39cMWIadHV3G707Ac>

+ Substance painter: 3d model texturing software

<https://www.youtube.com/playlist?list=PLf-uWfGxf6jMCnFk3vzCM7JuAAb6dF01e>

+ Substance designer: to create procedural textures (especially for floors and video game environments)

https://www.youtube.com/watch?v=N1yu2sBVX1A&t=2265s&ab_channel=GabsHega

+ Marvelous designer / Clo3d: software for making clothes and objects out of cloth for video games and movies.

<https://youtube.com/playlist?list=PLf-uWfGxf6j0IfUawyKXpEaCEAaelSUUb>

+ Maya: standard software in the animation industry.

<https://www.youtube.com/playlist?list=PLd-Ko-lua91lPAVgCxNQmS9cEma2VQC-K>