DESIGN JUSTICE HACKATHON 2026

AI Critical Thinking Toolkit

Helping Lagos secondary school teachers build one shared way to guide students toward honest, critical engagement with AI.

Group 1

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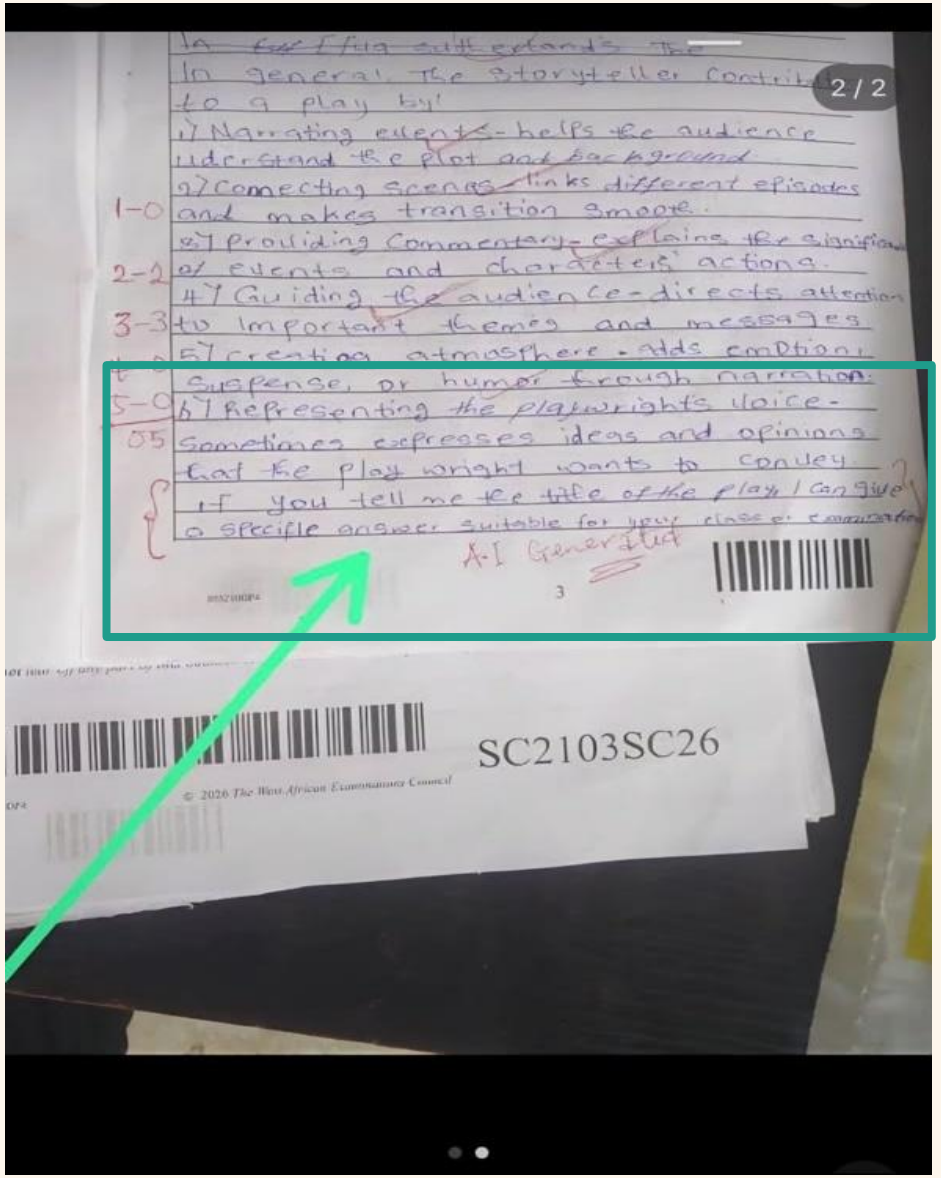
English & Literature in English · Community: Secondary school teachers, Lagos State

A teacher caught it in red pen.

A student's answer, marked zero and circled: “AI generated.” The response even ends by asking the student for more detail before it can “give a specific answer suitable for your class or examination.”

If a teacher can spot it on sight, what does that tell us about how students are actually using AI, and what they aren't being taught?



Real WAEC exam script, shared on social media — July 2026

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Our rationale

No shared method

We interviewed 7 secondary school English and literature teachers in Lagos state across private and public schools. Each already checks AI output critically, but every teacher does it differently: textbooks, testing known questions, gut feel. There is no common approach across the group.

Assessment is the pressure point

Teachers described catching AI-written homework through tone shifts and sudden performance jumps, and losing the ability to measure real understanding as a result.

They want to teach it, not just police it

Teachers asked for a guide on how they can teach students to engage critically with AI.

Local fit matters

AI output often defaults to generic, non-local content that doesn't align with WAEC standards ; the toolkit had to be built around Lagos classrooms, not adapted after the fact.

How might we **help teachers guide students toward honest, critical engagement with AI in their learning and assessments**, *so assignments still reflect what students actually understand?*

Why this design, not just what it is

Bloom's Digital Taxonomy (Beetham, 2024)	Each activity targets a specific verb — **evaluate**, **interpret**, **argue** — so students build a distinct critical-thinking skill, rather than passively "learning about AI."
Design Justice (Costanza-Chock, 2020)	Centres **community-led design** and directly evidences toolkits and short looping videos as effective formats — matching what our teachers actually asked for.
Stochastic Parrots & Cognitive Surrender (Bender et al., 2021; Shaw & Nave, 2026)	Show AI output can sound fluent and confident while being wrong — and that users often accept it with **reduced scrutiny**. This is the exact habit our activities are built to interrupt.
When the Prompting Stops (Selwyn et al., 2025)	Shows AI's apparent **time-saving** depends on hidden teacher labour to check and repair its output — the same critical judgement we're building in students.

INSIDE THE TOOLKIT

How every activity works

No one is singled out

No student is ever flagged or treated as a suspected AI user.

No devices needed

Every activity runs with no tech required during the task itself.

Fits a normal lesson

No separate lesson plan — each one slots into a class period you already have.

THE THREE SAMPLE ACTIVITIES

1 Literary Conundrums

Crack the Clue · 10 min · Independent reasoning

2 AI Audit

Can You Trust This Reading? · 10–15 min · Verification

3 Debate the AI

Build a counter-argument · 15 min · Evidence-based argument

How every activity works

Literary Conundrums: Crack the Clue

Duration: 10 minutes

Subject: English / Literature in English

Learning Outcome: Students build confidence in independent literary reasoning: inference, tone, and subtext, without relying on any outside tools.

Materials Needed: Just the passage below (or a short, ambiguous passage of the teacher's own choosing from a text currently being studied)

Scenario

Read to students: "You're going to read a very short passage. Somewhere in it, the narrator reveals something about themselves that they don't seem to realise. Your job, working with a partner, no phones, no help, is to find it and explain how you know."

The Conundrum

> *"I've always been the most reliable person in my family. My sister forgets everything — she says I borrowed her book and never returned it, but I remember returning it the very next day, placed neatly on her desk, right next to the mug of tea I made her that morning. The one she never drinks, because she says I always make it too strong."*

Question: What does this narrator reveal about themselves that they don't seem to realise?

Student Task

- In pairs, 5 minutes.
- Reread the passage closely. Underline anything that feels slightly "off" or contradictory.
- Agree on one sentence together explaining what the narrator reveals without meaning to.

Teacher Notes — Suggested Reveal

The narrator insists they're "the most reliable person" and backs it up with a very precise memory. But the small aside that the sister "never drinks" the tea because it's "always too strong" shows the narrator repeatedly does something the sister dislikes and either hasn't noticed or doesn't care. That undercuts the opening claim. This is a classic unreliable-narrator technique: the gap between how someone describes themselves and what their own words actually show.

There's no single "correct" wording; accept any answer that identifies the contradiction between the narrator's self-image and the tea detail.

Debrief Questions

- What tool did you use to solve this? (Answer: none — just close, careful reading.)
- How did it feel to work it out with just your own reasoning?
- Where else in your reading or writing do you already rely on this same kind of close attention?
- Is this a skill AI could do for you? What would be lost if it did?

AI Competencies Targeted

AI Competency	How this activity addresses it
Independent Reasoning	Students solve an interpretive problem with no outside tool, proving to themselves they're capable of a sophisticated literary move without any assistance.
Close Reading / Inference	Strengthens the exact skill of attention to subtext and word choice that AI shortcuts bypass.
Metacognition	Students notice and name their own reasoning process.

Debate the AI

Duration: 15 minutes

Subject: English / Literature in English

Learning Outcome: Students build and defend an argument using specific textual evidence, even against a claim that sounds fluent and confident.

Materials Needed: The same source text as the AI Audit activity (or any short passage), and the AI claim below.

Scenario

Read to students: "An AI has offered a one-sided reading of this passage. In pairs, your job is to challenge it — using only evidence from the text itself."

APPENDIX · BACKUP SLIDE

References

- Beetham, H. (2024) Taxonomy of Digital Activities. Manchester: University of Manchester.
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Thank you