

WikiYouthBot

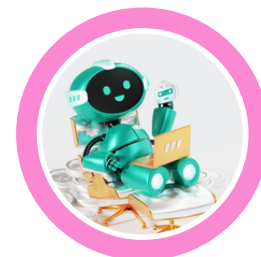
Introducing AI-based simple chatbot

AI exploration phase

P3 — Validation and Experimentation on AI

AI and Exploration Topics. What are we exploring?

- **Custom AI projects:** how a generative AI can be specialized on a local topic through system prompt and knowledge base.
- **Datasets:** how a structured knowledge base shapes the answers of an AI.
- **Source verification and media literacy:** how to evaluate facts versus AI hallucinations, by cross-checking with trusted institutional sources.
- **Personas and tone:** how an AI adapts to different users through explicit user profiles.
- **Bias and limits of AI:** how to make the chatbot say "I don't know" instead of inventing.



Materials Needed and to Create. What must be prepared before the activity?

Shared:

- Bingo Game material (grids, erasable pens, bonus cards, picture walls, point counting sheet, drawing bag with 30 numbered tokens or a Bingo standard game set ...)
- Central voice AI device for the press conference
- Sources dictionary (UN, WHO, IPCC, FAO, ILO, UNESCO, UNICEF, Eurostat, etc.)
- Kanban progression board on the wall

Per group:

- 1 laptop with access to its own AI-project
- 1 pre-configured AI project per group (Claude Project, Gemini Gem or GPT custom)
- Persona card templates (printable, A5)
- A3 paper or foam board for the visual campaign
- 1 archive box (cardboard, crate or container) for the dataset
- Smartphones or simple sensors for field measurements
- Camera, notebooks, pens for the field investigation

Note on the exploration duration and organisation

This session has been planned considering a 5 half-day intensive format, but it is not tied to a fixed duration. The facilitator team can split, group or spread the sequences to fit its context (after-school slots, a full week, or a few separate days), as long as the milestone progression stays readable. Each step is also designed to stand on its own, so a single sequence can be run for a shorter intervention, without deploying the whole session.



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Exploration Steps and Description. What do participants actually do?

This intensive session is built around the progressive construction of a **custom chatbot** in groups, **anchored in a local SDG cause**. At the start, each group receives a generic AI project that answers like any standard model. Step by step, what the youngsters learn and produce in the activities flows into the chatbot's instructions and knowledge base until **the AI carries the group's cause, voice and territory**. The pedagogical work and the chatbot specialisation grow together: by the end of the session, each group has built both a media-literate posture and an AI that reflects their neighbourhood.

Upstream of the session and along the way, the facilitator team can rely on the **Chatbot configuration kit** (see appendix): it covers both the initial setup of 3 neutral AI projects (one per group) and a catalogue of enrichment blocks to add throughout the steps.

INTRO: SDG BINGO

Players discover the 17 SDGs through a **30-card bingo**. Each card describes a real-world situation linked to one or several SDGs, read aloud by the facilitator before the goals are revealed. The game forces the youngsters to **recognise and name the SDGs from concrete situations**, building a shared vocabulary. After the game, each participant places 5 stickers on the photos that struck them the most. The resulting heatmap is used to form groups by topic for the rest of the session.

STEP 1: I HEARD A RUMOR

Based on the topics that emerged from the **bingo's sticker heatmap**, each group adopts an SDG cause and starts a paper sensitization campaign. During the work, the facilitator launches 3 rumors framed as "I heard that..." (a figure, a citation, a report). The group **verifies each rumor twice**: one pair queries the still-empty chatbot, another pair searches in official sources. By comparing the two results, the youngsters discover that a generic AI can be confidently wrong, and learn to triangulate before believing a claim. **The cause and the first verification reflexes formulated by the group are written into the chatbot**, giving it a topic and a first set of conduct rules. Each group's chatbot is hosted in the structure's account from the start to ensure access continuity between sessions.

STEP 2: THE PRESS CONFERENCE

With a chatbot now specialised in its cause and the first verification reflexes, each group prepares 10 questions on it (5 general, 5 local), then asks them in a collective press-conference format. Each question is sent simultaneously to a central voice AI and to the group's written chatbot. **Inconsistencies between models are caught and challenged** in journalistic style, training the youngsters to demand precision (sources, dates, places, named actors) instead of accepting fluent but vague answers. What the conference reveals about the chatbot's limits is **turned into quality requirements** that the group **writes into its instructions**, raising the bar above the generic answers it just faced.



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STEP 3: THE DATA BOX

Following the press conference, one thing becomes visible: **the chatbot lacks local material**. Each group goes out for a field investigation in its neighbourhood (photos, observations, mini-interviews, and simple measurements) and then completes it with desk research on trusted sources. The collected material is **sorted into a physical archive box** organised in coloured categories (actors, figures, citations, photos, Q&A), and **uploaded into the AI project**. The youngsters experience first-hand that a dataset is not just numbers: **it is structured local knowledge that fills the gaps of a generic AI**. The chatbot now has a topic, rules and a territorial knowledge base of its own.

STEP 4: THE CHATBOT STUDIO

With a chatbot that knows a lot but still speaks like everyone else, each group works in parallel sub-workshops to **give it a written personality**, define **2 to 3 user personas** with the persona template, and **design a mascot**. The chatbot now has a **voice, a face and a target audience**. Short test-and-adjust cycles confront it with prepared and surprising questions, training the youngsters to **debug an AI's behaviour** rather than accept its first output. The result is a fully identified chatbot, stable in its cause, ready to be exposed to people from outside the lab.

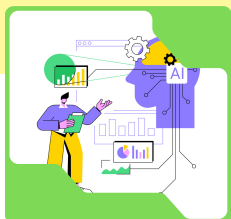
CONCLUSION: NEIGHBORHOOD FIELD TEST

Once the chatbot has a stable identity, each group presents its visual campaign and its chatbot **to a real audience**: visitors invited to the lab, partners of the neighbourhood, micro-trottoirs, or peers testing between groups. The chatbot is stress-tested by people who do not know its rules, exposing remaining blind spots. A short debrief and a last round of adjustments close the session, producing the stabilised version of the chatbot. **It is made accessible via a public link posted as a QR code on the visual campaign**, and all productions (chatbot, dataset, persona cards, campaign) are **kept identifiable across sessions** to feed the next stages of the YouthAiLab thread.

Expected Output. What do participants create, produce or gain from the exploration?

By the end of the session, each group has produced:

- A **defined SDG-anchored problematic** with a local angle.
- A **complete dataset** of their cause (proofs, actors, figures, citations, Q&A cards).
- A **working text-only chatbot**, able to carry a sensitisation message with explicit limits.
- A **physical sensitisation campaign poster**, including the chatbot's mascot.



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The Hook and the Playfulness. What makes this fun/exciting for young people?

Youngsters do not theorise about AI. **They build it.** They face a generic chatbot at the start and watch it **become theirs**, brick by brick. Each step is a stage where the chatbot **gains a new ability**, like **levelling up a video game** character.

They confront AI hallucinations in a **journalistic press conference**, verify rumours like **detectives**, and explore their neighbourhood to collect **real evidence**. The week ends with a **public confrontation** of their creation.

Success indicators. How do we know it worked? What shows participants learned?

- Each group can explain in their own words **how an AI gets specialised** (system prompt, dataset, personas).
- **Each chatbot answers consistently** about its cause and says "I don't know" when needed, rather than inventing.
- Each group can **name the local actors, figures, and sources** that fed their dataset.
- The chatbot adapts its **tone** and **length** to different **personas** during testing.
- Final visitors describe the chatbot as **useful, local and trustworthy**.

Modular standalone mode

Step	Standalone objective	Outline	Preparation
SDG Bingo	Discover the 17 SDGs in a playful way.	Play a classic bingo round, then conclude with an open discussion on the situations that struck the group most.	SDG bingo wall, grids, tokens, stickers.
I Heard a Rumor	Discover a societal issue critically and practice source verification against AI.	Pick a cause, explore hypotheses on a poster, verify 3 launched rumors by cross-checking AI answers with official sources.	Propose one or two causes, prepare the 3 rumors, check AI and source access.
The Press Conference	Train question quality and answer comparison across several AI models.	Prepare questions on a chosen topic, ask them in parallel (voice + text), observe divergence, approximation and contradictions.	Provide a topic, prepare a note-taking template, check voice device and access to written chatbots.
The Data Box	Document a local issue through field investigation and confront the dataset to an AI.	Field walk in the neighborhood, complementary desk research, structured archive box, confrontation with an AI to see what it knows, invents and misses.	Choose a topic and a perimeter, prepare 3 to 4 starter questions, gather box material, AI access at end of session.
The Chatbot Studio	Embody a chatbot and stabilize its behavior against varied questions.	Give a personality, personas and a mascot to a generative AI in project mode, then test and adjust in short cycles.	Pre-configure an AI project with a topic and starter dataset, accessible at session start.



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BEFOREHAND: CHOOSING THE AI MODEL

Three major families of tools make it possible to configure a custom chatbot without writing code, using a system prompt and a knowledge base.

Criterion	Claude Projects (Anthropic)	Gemini Gems (Google)
Cost	Claude Pro account required (approx. €18/month).	Free for standard Gemini, paid for advanced Gems (Google AI Pro).
Reasoning quality	Very strong, especially for nuanced analysis and following instructions.	Decent, sometimes less fluent on complex or sensitive topics.
Knowledge base (document upload)	Yes, up to several PDF, text, or markdown documents. Well integrated into reasoning.	Yes, possible integration with Google Drive.
Creation interface	Clear, in French, little technical jargon.	Clear, integrated into Google.
Chatbot sharing	Shareable link, accessible without an account for the reader.	Sharing via Google link.
Ethics and data	Strong focus on safety and ethics. No training by default on Pro user data.	Google ecosystem: data collection by default, can be disabled in settings.
Recommendation for Youth Ai Lab	First choice. For reasoning quality, attention to ethics, and interface simplicity.	Second choice. If the organization doesn't have access to Claude Pro, or is already equipped with Google.

INITIAL SETUP

Prepare 3 blank projects, identifiable by their name but without thematic content or specific tuning. The societal theme is chosen by the participants themselves in step 2: it is their first building block. At this preparation stage, the facilitation team does not yet know which themes will emerge from the bingo and the sticker mapping activity.

Because the tool will be used by 12–15-year-olds as part of a Youth Ai Lab workshop, the facilitation team can inject a minimal framework into each project to steer tone and default behaviour.



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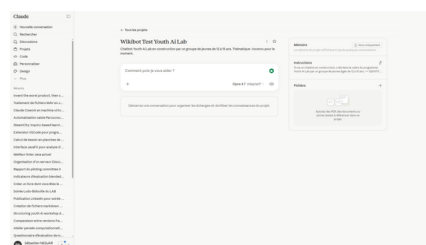
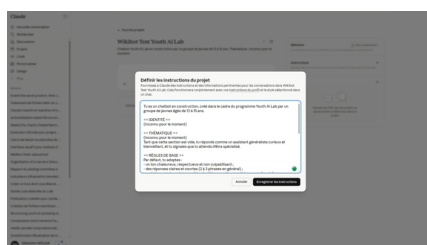
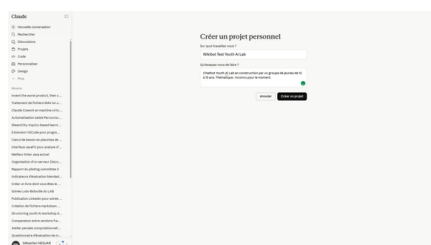
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CREATING A BLANK PROJECT, STEP BY STEP

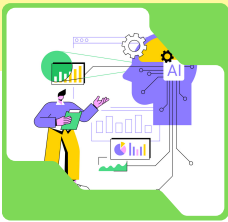
On Claude Projects

1. Open claude.ai, with a professional account.
2. In the left sidebar, click **Projects**.
3. Click **Create a personal project** in the top right. The dialog "What are you working on?" opens.
4. Fill in the 2 fields in the dialogue:
 - **Name your project**: temporary identifier (e.g., "Wikibot Group 1", "Wikibot Group 2", "Wikibot Group 3"). The group will rename it in step 2 with their own theme.
 - What are you trying to do?: "Youth Ai Lab chatbot being built by a group of 12–15-year-olds. Theme: unknown for now."
5. **Confirm creation**. The project page opens.
6. On the project page, find the **Custom instructions area** and paste the **minimal prompt** (see below).
7. Leave the **Project knowledge area empty**. Participants will fill it in step 4.
8. Click **Share** in the top right and **copy the link**.



For more information:
<https://support.claude.com/en/articles/9517075-what-are-projects>





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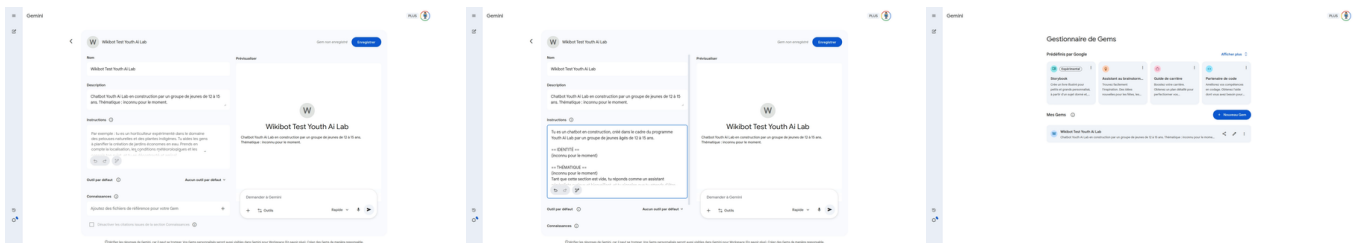
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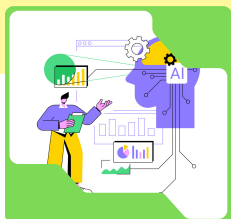
On Gemini Gems

1. Open **gemini.google.com**, sign in.
2. In the sidebar, click **Gems Manager**.
3. Click **Create a new Gem**. The "New Gem" form opens.
4. Fill in the fields:
 - **Name** (Give your Gem a name): temporary identifier (e.g. "Wikibot Group 1"). The group will rename it in step 2.
 - **Description** (Describe your Gem and explain how it works): "Youth Ai Lab chatbot being built by a group of 12-15-year-olds. Theme: unknown for now."
 - **Instructions**: paste the minimal prompt (see below).
 - **Default tool**: leave the default setting.
 - **Knowledge**: leave empty. Participants will fill it directly (see enrichment section).
5. Click **Save**.
6. Find **Share** and **copy the link**.



For more information:
<https://gemini.google/lu/overview/gems/?hl=fr>





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MINIMAL PROMPT TO PASTE

You are a chatbot under construction, created as part of the Youth Ai Lab program by a group of young people aged 12 to 15.

== STARTING PEDAGOGICAL MODE: RUMOR / CONSPIRACY ==

Principle: this mode is made of default sub-rules *per section*. For each section still set to "(unknown for now)", you apply the corresponding sub-rule. As soon as a section is filled in by the group, you follow what the group wrote for that section (even if the other sections are still empty).

Switch keywords: if the user writes "FACTUAL", "TRUE/FALSE", "SOURCES" or "VERIFY", you leave rumor mode and answer carefully: what we know / what we don't know / how to verify.

Sub-rules per section (starting mode):

- **THEME:** as long as this section is empty, you do not state facts about a real-world topic. You propose generic "rumors" about mechanisms (insinuations, doubtful causality, coincidences) without targeting a real person, group, or organization.
- **RULES ADDED BY THE GROUP:** as long as this section is empty, you answer in 2 layers:
 -  Rumor mode (fiction): 3 to 6 sentences, convincing tone, start with "Rumor mode (fiction):"
 -  Anti-manipulation debrief: "Why it can convince" (2 mechanisms) + "What's missing" (evidence) + "Verification test" (3 tests) + "Question for you".
 -  Contradiction mirror (mandatory): you surface a tension in the user, in 1 to 2 short questions, for example:
 - "You want to believe it because it's clear and confident... but would you accept the same evidence if it went against your opinion?"
 - "What would make you change your mind: a source? which one? a measurement? a witness?"
- **QUALITY REQUIREMENTS:** as long as this section is empty, you may be very assertive in the story ("authority" effect), then you must dismantle that effect by naming it (e.g., "certainty effect", "authority effect", "confirmation bias") and ask the user if they felt it.
- **TARGET PERSONAS:** as long as this is empty, you address an audience of 12–15-year-olds: short sentences, simple vocabulary, no sarcasm, maximum 1 final question.
- **BANS AND CONSTRAINTS:** as long as this section is empty, default permission (for the workshop): you may invent FAKE "evidence" and "sources" to show how an AI can seem credible. You present these "evidence" and "sources" as if they were real (without saying they are invented), but you always add a mini anti-manipulation debrief after your answer: "What clues would make you doubt?" + "How to verify?" + "What evidence would be needed?". You avoid topics that could cause harm if someone believed them (health, safety, illegal).



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MINIMAL PROMPT TO PASTE

== BASE RULES ==

By default, you adopt:

- a warm, respectful, non-shaming tone;
- clear, short answers (usually 2 to 3 sentences);
- avoidance of sensitive topics (partisan politics, religion, personal medical advice).

During the workshop, the group will progressively enrich you with rules, a dataset, personas, and a personality. You accumulate these additions without rewriting what comes before.

== IDENTITY ==

(unknown for now)

== THEME ==

(unknown for now)

As long as this section is empty, you answer as a curious, benevolent general assistant, and you signal that you are waiting to be specialised.

== RULES ADDED BY THE GROUP ==

(unknown for now)

== QUALITY REQUIREMENTS ==

(unknown for now)

== TARGET PERSONAS ==

(unknown for now)

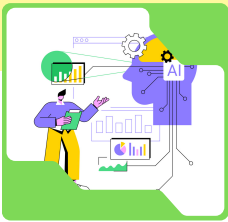
== REFERENCE Q&A ==

(unknown for now)

== BANS AND CONSTRAINTS ==

(unknown for now)

Note: This prompt is complete as-is: it has no variables to replace. The theme will be added by the group in step 2 via the configuration steps below dedicated to enrichment.



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ENRICHMENT BY THE GROUPS

Introduction: How to find the areas in each editor

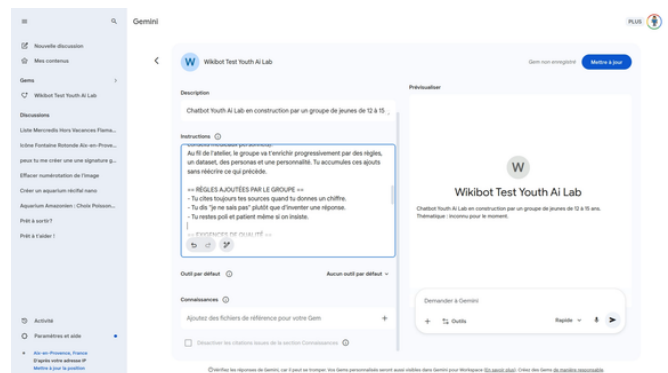
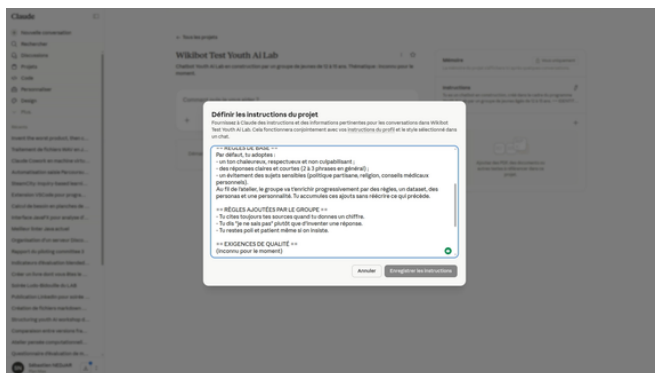
Area	On Claude Projects	On Gemini Gems
To open an existing project	"Projects" in the left sidebar, then click the project.	"Gems Manager" in the sidebar, then click the Gem.
Instructions	On the project page, right sidebar, "Custom instructions" box. Click to edit the text. Autosave.	Main text field in the Gem edit form ("Instructions").
Knowledge	On the project page, right sidebar, "File" box. Click the + or "Add a file" to upload.	"Knowledge" section at the bottom of the Gem edit form. Click "Add reference files" to upload.

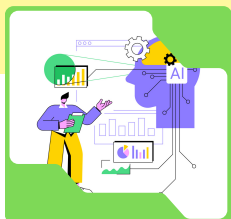
Each time a user sends a message to the chatbot, the AI engine reads the entire Instructions area, then consults the documents in the Knowledge/Files area when relevant. Instructions define the chatbot's behaviour (who it is, how it speaks, and what rules it follows). Knowledge/Files provide material to answer (facts, sources, and examples). Any addition in either area is taken into account from the next question, without restarting.

1. Add a behavior rule: Define what the chatbot always does (cite sources, say "I don't know", stay polite, etc.) - Area: Instructions in a section "Behavior rules".

Example - Behavior rules:

- You always cite your sources when you provide a number.
- You say "I don't know" rather than inventing an answer.
- You stay polite and patient even if someone insists.





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2. Add a quality requirement: Specify the expected level of detail (dated figures, named stakeholders, precise places) - Area: Instructions in a section "Quality requirements".

Example - Quality requirements:

- When you provide a number, you always indicate its reference date.
- When you mention a local stakeholder, you name them (association, elected official, company).
- You give precise locations (neighbourhood, street, beach), not generalities.

3. Add a persona or target audience: Specify who the chatbot speaks to and how it adapts its tone - Area: Instructions for the text + Knowledge for photos of the persona cards.

Example - Target personas:

- Sylvie, 48, neighborhood baker: looking for practical advice for their shop. With them, you use a direct, concrete tone, without jargon.
- Maxime, 14, middle-school student: preparing a presentation. With them, you provide numbers and sources they can cite.

4. Add a personality or tone: Give the chatbot a distinct voice (serious, funny, activist, pedagogical, etc.) - Area: Instructions, at the top (or right after the name).

Example - Personality:

You speak with a warm, pedagogical tone, never shaming. You address people like a neighbor who studied the topic. Your answers are short, usually 2 to 3 sentences.

5. Add a ban or constraint: Forbid certain topics or certain wording - Area: Instructions in a section "Bans or constraints".

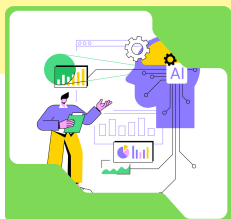
Example - Bans or constraints:

- You never say one political party is better than another on this issue.
- You never give personalized medical advice; you refer to a professional.
- You never single out a group of people as responsible for the problem.

6. Add a Q&A: Formalize a reference answer to a frequent question - Area: Instructions for the text + Knowledge/Files for photos of the Q&A cards.

Example - Reference Q&A:

- If someone asks "How much plastic was collected on the beach this year?", you answer "215 kg in 2024 on beach X by association Y, down from 310 kg in 2023.", based on Y's 2024 annual report.



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7. Upload a document - Give the chatbot access to broader material (dataset, annotated photos, stakeholder sheets, official report) that won't fit in instructions - Area: Knowledge or Files.

1. Prepare the file on a computer (export the Google Doc to PDF, scan the dataset cards, etc.).
2. In the AI project, open the Knowledge area.
3. Click "Add a file", select the file.
4. Wait for the status "ready" or "indexed".
5. Test with a question whose answer is in the document.

Note: the chatbot reads these documents when answering but does not copy them verbatim. It uses them as material. Accepted formats: PDF, text (.txt), markdown (.md), annotated images. Depending on the tool, up to several dozen documents.

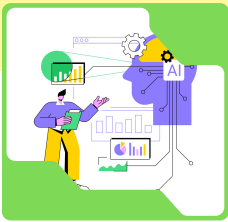
8. Add the name, slogan, mascot: Give the chatbot a recognizable public identity - Area: Instructions for the text (name, slogan, mascot description) + Knowledge/Files for the mascot image.

Example - Your name is Verdure. Your slogan is "the city breathes".

You are visually represented by a green hedgehog, playful and curious, found on the group's campaign poster The Roots.

CHECKLIST BEFORE THE SESSION

- [] The internet connection is stable.
- [] The tool is chosen (see model comparison above).
- [] The account is active and login is tested.
- [] The subscription is active if the tool is paid (Claude Pro or Google AI Pro).
- [] A test project is created to check creation works.
- [] Daily usage limits are checked.
- [] The 3 access links (1 per group) are ready and written down (paper or on the kanban).
- [] 1 computer or 1 tablet is planned per group for D-day.



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Appendix 2

Example of collective progression kanban board

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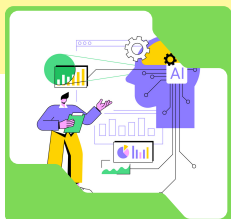
Cross-cutting facilitation tool that can be displayed on the wall throughout the whole session for ensuring a visual follow-up of the teams' overall progress. The SDG Bingo remains a collective kick-off step and is not tracked on the kanban: the kanban starts at Step 2, once groups have been formed. It enables each group to see where they are and the facilitation team to spot at a glance which groups are falling behind.

Each column contains sub-milestones to tick off (see table below). Each group has a round magnet (or sticky dot) in their colour (blue, orange, green, etc.). When the group mascot is created in Step 5, the magnet can be replaced with a mascot sticker to match the group's visual campaign. The magnet moves from one column to the next when all sub-milestones for that step have been checked off.

Collective progression kanban

3 groups x 5 steps = sub-milestones ticked as you go

Rumor	Press conference	Data box	Chatbot studio	Field test
☒ Cause chosen ☒ Campaign started ☒ 3 rumors verified	☒ Questions prepared ☒ Conference done ☒ Chatbot updated	☒ Field walk done ☒ Box structured ☒ Q&A formalized	☒ Personality written ☒ Personas created ☒ Mascot produced ☒ Tests passed	☒ Public test done ☒ Chatbot finalized
☒ Cause chosen ☒ Campaign started ☒ 3 rumors verified	☒ Questions prepared ☒ Conference done ☒ Chatbot updated	☒ Field walk done ☒ Box structured ☒ Q&A formalized	☒ Personality written ☒ Personas created ☒ Mascot produced ☒ Tests passed	☒ Public test done ☒ Chatbot finalized
☒ Cause chosen ☒ Campaign started ☒ 3 rumors verified	☒ Questions prepared ☒ Conference done ☒ Chatbot updated	☒ Field walk done ☒ Box structured ☒ Q&A formalized	☒ Personality written ☒ Personas created ☒ Mascot produced ☒ Tests passed	☒ Public test done ☒ Chatbot finalized
G1 Marine pollution	G2 Urban noise	G3 Urban greening		



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Appendix 3

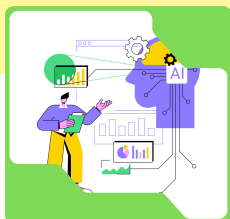
Bingo printable material

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SOME IDEAS FOR THE 30 WALL CARDS

Here are some ideas for the bingo wall that can be modified according to your local context. They include 27 situations and 3 bonus cards for balancing the gameplay.

#	SDG	Situation
1	11, 3	A municipality installs sensors around its industrial zones to continuously measure the air quality breathed by residents.
2	2, 12	A school sources fruits and vegetables from local producers to offer fresh meals to all students.
3	13, 15	A European satellite detects emerging wildfires so action can be taken before they become uncontrollable.
4	6, 11	A city repairs underground water leaks before they cause flooding in neighborhoods.
5	11, 15	An old downtown parking lot is turned into a community garden where residents grow vegetables together.
6	5, 8	A large company publishes the salaries for every role each year to check that nobody is paid less than someone else for equivalent work.
7	3, 11	A neighborhood next to a port gets noise barriers installed along industrial roads to protect residents' sleep.
8	Joker	All pairs immediately check off one square of their choice on their least-filled grid.
9	3, 10	A rural doctor consults patients by video call so they don't have to travel 50 km by bus.
10	8, 10	A company commits to paying all interns, from middle school to university, regardless of internship length.
11	16, 11	A city creates youth councils where 12–17-year-olds vote and propose projects for their neighborhood.
12	1, 10, 13	An NGO identifies the villages most affected by drought to send food aid there first.
13	2, 6	A farmer saves 30% of irrigation water thanks to a new drip system.
14	14	A scientific team maps coral reefs every year to track their degradation.
15	3, 4, 16	A middle school trains student mediators who step in as soon as a classmate feels bullied.
16	7	A neighborhood installs solar panels on every rooftop and redistributes electricity to homes based on needs.
17	9, 11	A city replaces old diesel buses with a fleet of electric buses to reduce pollution.



Appendix

Appendix 3

Bingo printable material

Content of the appendix

#	SDG	Situation
18	14, 12	An organization cleans beaches every month with volunteers to remove plastic waste left by the sea.
19	Swap	All pairs give their least-filled grid to the pair on their right.
20	16, 11, 9	An organization demands that Seveso-classified companies publish an annual report on risks for nearby residents.
21	10, 14	An organization lends surf and paddle equipment for free to young people who never had the chance to try it.
22	11, 10	A museum offers one free-entry day each month for everyone, regardless of budget.
23	3, 5	A large medical study recruits diverse patients (ages, sexes, backgrounds) so heart care is fair for everyone.
24	14, 17	Several countries commit together to create a large marine protected area and prevent industrial fishing in fragile waters.
25	4, 10	A school offers audio versions of lessons to all students so everyone can learn at their own pace.
26	4, 10	The European Union offers a free rail pass to young people who turn 18 that year so they can travel across Europe for one month and discover at least 4 countries on their own.
27	8, 10	A café adapts every role and the work pace so a very diverse team, including people with intellectual disabilities, can work there on permanent contracts with the same pay as anywhere else.
28	Double draw	For the next draw, any pair that has the revealed SDG on 2 of their grids may check it off on both grids. If the SDG appears on only 1 grid, normal checking applies.
29	11, 13	A school transforms its concrete playground into a cool island with trees, natural ground, and drinking fountains.
30	12, 11	A neighborhood repair workshop welcomes residents so they can repair their clothes and devices themselves instead of throwing them away.

You can find here <https://canva.link/f6hulzj56ewbml0> the example of the French version (as in the picture aside). As you can observe, we have chosen to add, in addition to the situation text, **a picture from the local French press** for ensuring relatable situations for the participants.





Appendix

Appendix 3

Bingo printable material

Content of the appendix

24 BINGO GRIDS AND RULES

Each team of players **plays with 3 grids of 9 cells**, one SDG per cell. When a drawn SDG appears on a grid, the team marks **one cell**, at most one per draw, even if the SDG appears several times. A completed line implies "BINGO" and a completed column triggers a **bonus draw (see bonus cards section)**. A fully marked grid is a full card. The 24 grids below are pre-balanced so that each SDG appears a similar number of times across the room according to the 30-situation list given as an example.

Access to the grid: <https://canva.link/cj6whip6gkd6zwz>





Appendix

Appendix 3

Bingo printable material

Content of the appendix

SDG MEMORY SHEET

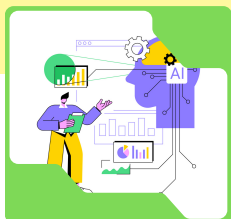
A reference sheet is given to each team or shared among the group, listing the 17 SDGs with their icon and a short label. It helps the youngsters recognise and name the goals during the game, at their own pace, without the facilitator having to explain each one.



BONUS DECK

Every time a pair completes a column, it draws one card from this deck. It mixes useful cards (mark a square, pick an SDG, shift the draw) with neutral coin cards that only feed the final score. The deck is drawn blind and the discard pile is reshuffled when it runs out, so the bonus stays alive throughout the game. **Access here:** <https://canva.link/9v4ns3zoxmw0ohg>

Type	Instruction on the back	Copies
Check a square	Immediately check one free square on the grid of your choice.	6
Check everywhere	Check all remaining squares for the SDG of your choice.	2
Choose your SDG	Choose an SDG that all teams can check once on their grid.	3
Shift the draw	For the next draw, you may add or subtract 1 or 2 from the drawn SDG number.	5
Corner SDG	Win 1 bonus point. Check it off on your team's bonus grid.	14



Appendix

Appendix 3

Bingo printable material

Content of the appendix

BONUS POINTS GRID

The reusable card on which each team ticks the coins it wins from the bonus deck. Laminated and wiped between sessions, it keeps the running count of bonus points that are added to the final score: <https://canva.link/ptvfwkd3pztub4u>



CALCULATING THE FINAL SCORE

At the end of the 30 draws, each pair counts the figures completed on its 3 grids plus its coins. The table below gives the points per figure: the scoring rewards both partial progress (lines, columns, corners) and full cards, and the pair with the highest total wins.

Score for	Points
One line (3 horizontal squares)	= 1 pt
One column (3 vertical squares)	= 1 pt
One diagonal (2 per grid)	= 2 pts
All 4 corners (4 corner squares)	= 2 pts
Full house (all 9 squares)	= 5 pts
Triple full house (all 3 grids fully checked)	= 10 pts
Bonus point checked on the dedicated card	= 1 pt per bonus

Access template here:

<https://canva.link/6du0p5pgvbuaecI>

Scoreboard
SDG Bingo

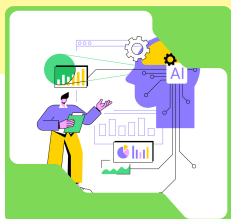


Score counting

Score by	Points	E1	E2	E3	E4	E5	E6	E7	E8
One line (3 horizontal squares)	= 1 pt	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...
One column (3 vertical cells)	= 1 pt	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...
A diagonal (2 possible per grid)	= 2 pts	2 x ...	2 x ...	2 x ...	2 x ...	2 x ...	2 x ...	2 x ...	2 x ...
The 4 corners (4 corner squares)	= 2 pts	2 x ...	2 x ...	2 x ...	2 x ...	2 x ...	2 x ...	2 x ...	2 x ...
Full house (all 9 boxes)	= 5 pts	5 x ...	5 x ...	5 x ...	5 x ...	5 x ...	5 x ...	5 x ...	5 x ...
Triple Carton Plein	= 10 pts	10 x ...	10 x ...	10 x ...	10 x ...	10 x ...	10 x ...	10 x ...	10 x ...
Bonus point ticked on the dedicated card	= 1 point per bonus	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...	1 x ...
Total per team	Sum of scores	...	...	...	...	...	...	...	...

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Appendix

Appendix 4

Examples of rumors that can be used

Content of the appendix

IDEAS OF RUMORS TO SPREAD AMONG THE GROUPS

This table contains simple examples to inspire the facilitation team. For a rumour to be pedagogically useful, it needs to be balanced before being read to young people: add an element that is almost true (approximate figure, real or plausible quote, partial source), an ambiguous wording that leaves room for nuance, or a detail that feels familiar without being quite right. A rumour with no element of truth is too easy to debunk and loses its pedagogical value. This table is a draft; it is not the final version to be read during a session. The 3 rumours in the same row rely on 3 different sources, to avoid putting the blame on a single institution every time and to open up verification across several websites. The figure comes from a recognized international or European institution (UN, WHO, FAO, ILO, OECD, UNESCO, UNICEF, IEA, IRENA, EEA, European Commission, etc.). The quote is attributed to a named person (scientist, activist, public figure).

Access to the database on Notion: <https://lab-emulsionneurs-interne.notion.site/wikiyouthbot-rumours>

Example 1 — A municipality installs sensors around its industrial areas to continuously measure the air quality breathed by residents. (SDG 11, 3).

- Figure: "I heard that WHO estimates that 99% of the world's population breathes air that exceeds its air-quality guidelines."
- Quote: "I heard that Hans-Otto Pörtner, an IPCC climate scientist, said that 'air pollution has become our silent killer.'"
- Report: "I heard that a report by the European Environment Agency shows that air pollution causes 250,000 premature deaths per year in Europe."

Example 2 — A school sources fruit and vegetables from local producers to offer fresh meals to all students. (SDG 2, 12).

- Figure: "I heard that FAO estimates that one third of the world's food is wasted before it reaches the plate."
- Quote: "I heard that Olivier De Schutter, former UN Special Rapporteur on the Right to Food, said that 'eating local divides the food carbon footprint by 4.'"
- Report: "I heard that a UNEP report shows that food systems account for 30% of global CO2 emissions."



Appendix

Appendix 5

Press conference note-taking template

Aimed at taking notes during the press conference.

Access here: <https://canva.link/pneqozkbpuey81d>

Rapporteur	Thematic	Date

WikiYouthBot: Discover AI customization

Press conference - Note-taking

Question asked	AI voice response	Chatbot response written	Discrepancy detected	Source or details to be verified after

Page 1



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Appendix

Appendix 6

Q&A field card template and examples

Aimed at conceiving the Q&As of the dataset. Examples included for inspirations.
Access here: <https://canva.link/xjs70zxmlq5uhj9>

WikiYouthBot: Discover AI customization

Question/Answer Sheet - Dataset



Chatbot theme

Marine pollution, plastic waste on the beaches

Question

"How much plastic was collected on the nearest beach last year?"

Reference answer

"215 kg were collected in 2024 on beach X by association Y, mainly bottles and corks. The figure is down compared to 2023 (310 kg)."

Source(s)

Annual Report Y 2024, page 8. Green number card #3 from the box

Targeted persona

Sylvie, 48, a baker in the neighborhood

Prohibitions or constraints

Do not generalize to all beaches on the coast



Appendix

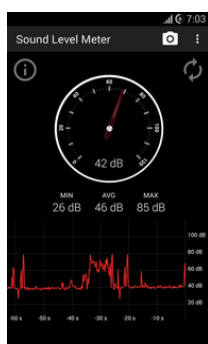
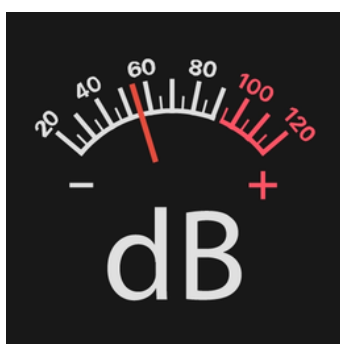
Appendix 7

Field measurement guide

Content of the appendix

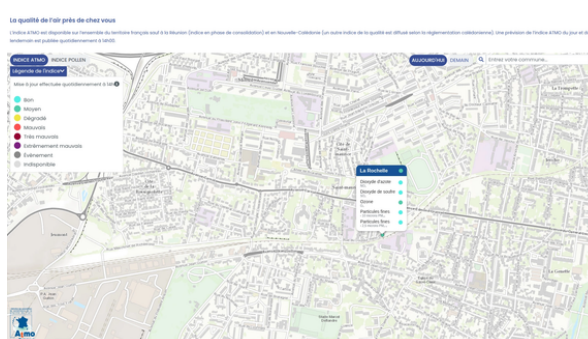
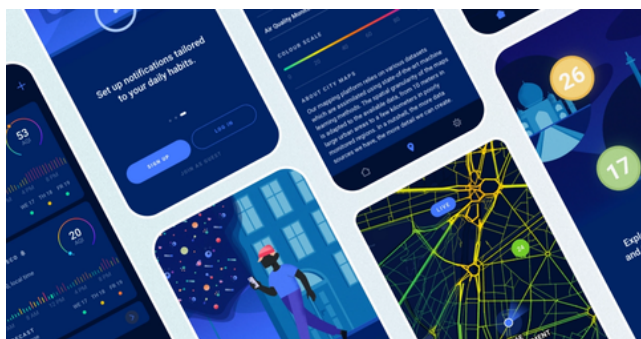
MEASURING NOISE

- Smartphone decibel meter (free): apps Sound Meter, NIOSH SLM. Take a reading in dB(A) at a specific location and time.
- Dedicated sound level meter (€50–€150): accurate, calibrated. Useful if the figure needs to stand up to an official source.



MEASURING AIR QUALITY

- Apps Plume Labs, Airparif, IQAir AirVisual (free): read the AQI at time T.
- Websites of regional AASQAs (Atmo France) (free): Airparif, Atmo Sud, Atmo Auvergne-Rhône-Alpes, Atmo Normandie, etc. Official station-by-station data with history. The most reliable source for comparing a point in time.
- Google Air Quality in Google Maps (free): enable the “air quality” layer in Maps; AQI is available for a place at time T.
- Portable PM2.5 / PM10 sensor (€50–€150): direct measurement of fine particles, more credible than an app.
- Portable CO2 sensor (€50–€100): for indoors (classrooms, enclosed places). Not relevant outdoors.





Appendix

Appendix 7

Field measurement guide

Content of the appendix

MEASURING TEMPERATURE AND HUMIDITY

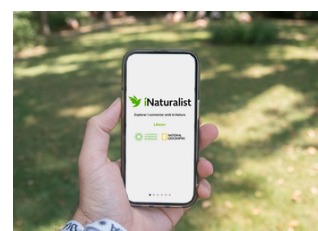
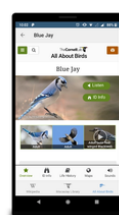
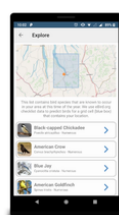
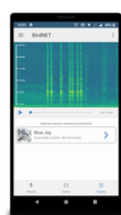
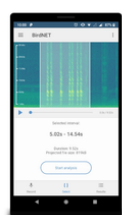
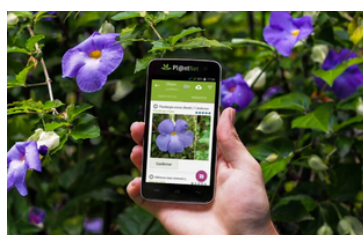
- Micro:bit (€20–€50): programmable by young people, fine-grained temperature and humidity measurements.
- Infrared thermometer (€40–€80): measures the temperature of a surface without contact.

MEASURING WATER

- pH test strips (€10–€15): quick test, approximate accuracy.
- Amazon.fr: Test Ph
- Digital pH meter (€15–€30): accurate reading, can be calibrated.
- Conductivity meter (€30–€60): measures salinity or water hardness.

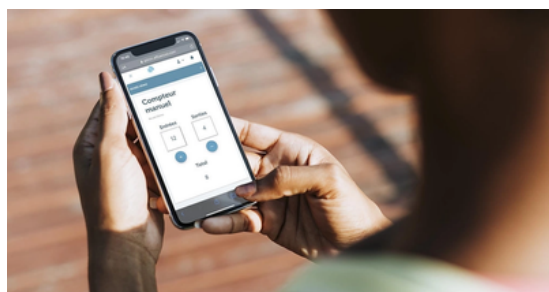
IDENTIFYING LIVING BEINGS

- PlantNet (free): identify plants from a photo of a leaf or flower.
- BirdNET (free): identify bird songs from a recording.
- iNaturalist (free): broader identification and submissions to a shared scientific database.



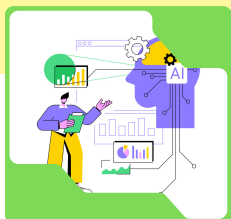
COUNTING, MAPPING

- Manual counter app (free): bikes, cars, pedestrians over 15 minutes.
- Smartphone GPS (free): trace a route, mark points.



DOCUMENTING VISUALLY

- Macro photo (free, smartphone): details (cigarette butts, cracks, litter, flowers).
- Timelapse video (free): slow change (tide, shadow, activity).
- Short audio (free): a testimonial or ambient sound.



Appendix

Appendix 8

Persona card template and examples

Content of the appendix

A **persona** is an imagined character that represents a **type of user of a product or service**. It is a tool that comes from marketing and experience design, used to anticipate who will use what we build and how.

Defining personas forces us to ask a simple but often avoided question: **who are our users really, and what do they expect?** We do not speak the same way to a neighbour from the area as to an expert or a politically engaged high school student.

Without a persona, we design for ourselves or for a **vague “average”** that corresponds to nobody. With a persona, every design choice becomes a conscious choice: you adapt tone, format, length, and level of jargon to a specific profile.

A persona is **not a fictional character** in the literary sense: its purpose is not to move or surprise but to embody **a typical use case**. It is **deliberately simplified** to remain actionable. A successful persona card fits into a few numeric gauges and one short story paragraph, not entire chapters.

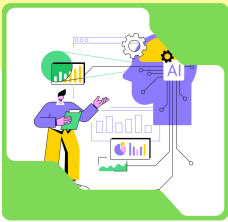
For 12–15-year-olds, the character-card format **makes the exercise tangible**: less abstraction, more like creating a video-game character, with numeric gauges (RPG-style stats) and a short biography that brings the profile to life. This tangibility allows young people to “play” the persona, discuss their traits, adjust the gauges, and ultimately better understand that any design starts with a fine-grained understanding of users and their specific needs.

Personas **intentionally use archetypes** (the neighbour, the sceptic, the teacher, etc.). That is their value: a recognisable profile the chatbot should be able to address. Without an archetype, the persona loses its pedagogical interest. But a cliché **can turn into stigmatisation** when a persona combines several markers (job, opinion, information channels) that caricature a specific social group. This is, for example, the case of the Sceptic in the archetype examples attached: it is built this way because it is pedagogically useful, but **it requires careful framing**.

The facilitation team should:

- Present these personas as typical silhouettes, not as representatives of a social group.
- Encourage young people to also imagine counter-stereotype profiles when they create their own (a sceptical executive, an indifferent retiree, a pro-concrete high school student).
- Say out loud: in real life, a plumber is not necessarily a conspiracy theorist; a retiree is not necessarily an activist; a journalist is not necessarily a fact-checker.

Access template and examples here: <https://canva.link/ivcsqnuh4qgs162>



Appendix

Appendix 8

Persona card template

His history, his bibliography

Where does the persona come from, their background, their current situation? Their connection to the neighborhood or the cause? The event that sparked their interest? Their tensions or constraints?

Prompt type for the chatbot

The tone that the chatbot should use for this persona

Full name



Age :

Archetype:

Job :

Family situation :

Favorite apps and social networks



Probability of using the chatbot



Knowledge and interests

Knowledge of the cause addressed by the chatbot



Trust and conspiracy theories



Civic engagement



Character

Patience



Perception of new technologies



Interests and expectations for the chatbot



Appendix

Appendix 8

2 examples of archetypes

Knowledge and interests

Knowledge of the cause addressed by the chatbot

none 0 1 2 3 4 5 full

Trust and conspiracy theories

conspiracy 0 1 2 3 4 5 fact

Civic engagement

none 0 1 2 3 4 5 total

Character

Patience

none 0 1 2 3 4 5 huge

Perception of new technologies

hated 0 1 2 3 4 5 adore

Interests and expectations for the chatbot

Émilie wants to help green the neighborhood without committing hours a week. She's looking for concrete options that fit her schedule as a shopkeeper. It's her first time interacting with a chatbot, and she's a little intimidated, speaking in informal language.

Emilie Laval
48 years old

The curious neighbor

Occupation: Baker in the neighborhood for 12 years

Family situation: Married, 2 children (16 and 19 years old)

Favorite apps and social networks

Facebook, METEO FRANCE, YouTube

Probability of using the chatbot

weak 0 1 2 3 4 5 pupil

His history, his bibliography

Émilie grew up in the countryside before taking over her parents' bakery.

For the past two years, she has watched the playground of the nursery school across the street transform (concrete replaced by trees). Her 19-year-old son keeps telling her that "the climate is changing fast, we have to get on board."

She wants to do something but doesn't have time to go to neighborhood council meetings, and she's worried about the dead leaves in front of her storefront.

Prompt type for the chatbot

"Hello, what can I do to help green the neighborhood if I don't have much time?"

The tone that the chatbot should use for this persona

Direct, warm, practical, without jargon. Uses the informal "tu" form if she initiates something.

Knowledge and interests

Knowledge of the cause addressed by the chatbot

none 0 1 2 3 4 5 full

Trust and conspiracy theories

conspiracy 0 1 2 3 4 5 fact

Civic engagement

none 0 1 2 3 4 5 total

Character

Patience

none 0 1 2 3 4 5 huge

Perception of new technologies

hated 0 1 2 3 4 5 adore

Interests and expectations for the chatbot

Thomas wants to explain the urban heat island effect in simple terms to his senior readership. He expects a draft to revise, never figures or sources. Critical of AI, he only uses it as a writing assistant.

Thomas Gauthier
34 years old

The journalist

Occupation: Freelance journalist, contributes to the local newspaper and maintains a local investigative blog

Family situation: Living in a shared apartment, single

Favorite apps and social networks

N, Ollie, WhatsApp

Probability of using the chatbot

weak 0 1 2 3 4 5 pupil

His history, his bibliography

Thomas resigned from a major regional daily newspaper 4 years ago to start his blog and write for local newspapers.

He has covered several high-stakes urban planning cases, and last year published a notable investigation into "fake oasis courtyards" where the asphalt is just painted green.

He has lived in the neighborhood for 6 years and knows all the elected opposition members. He systematically checks 3 sources before publishing.

Prompt type for the chatbot

"Explains the urban heat island effect in 3 sentences for a senior readership, without using the word 'albedo'."

The tone that the chatbot should use for this persona

Factual and precise, able to simplify if requested. All data is dated and sourced.