DW Akademie

MIL Heroes and Villains in the age of AI

An AI supplement to the guidebook



MEDIA AND INFORMATION LITERACY

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Overview

Purpose of the supplement

This supplement extends the original *MIL Heroes and Villains Guidebook* into the field of Artificial Intelligence (AI). It equips MIL practitioners with the confidence, clarity and practical tools needed to facilitate AI discussions in their work—without overwhelming them with technical detail.

It connects AI realities to the familiar Heroes and Villains (H&V) method and prepares facilitators to work with the Storyworld Map as a tool for learning.

What you will need

This supplement builds on the **MIL Heroes and Villains Guidebook** and is a facilitation guide for MIL educators and trainers. You will need:
- the **MIL Heroes and Villains Guidebook** as a foundation,
- experience facilitating MIL training or education.

You do **not** need technical AI expertise.
The focus is on facilitation, not specialization.

What you will find inside

1. Facilitator Primer

A concise, narrative-style introduction to AI foundations, written in clear, practical key statements.

It covers:
- how AI works (without jargon),
- where AI appears in everyday communication,
- benefits, risks and real-world impact,
- how to talk about AI without creating fear,
- simple guiding ideas and safe demonstrations for teaching (in Annex D).

The writing is intentionally short, practical and confidence-building.

2. Heroes and Villains perspective boxes

Short "Heroes and Villains perspective" boxes throughout the supplement connect AI-related challenges to the Heroes and Villains approach, including the AACRA heroes and the four villains.

This maintains continuity with the original Guidebook and supports a smooth transition into the Storyworld.

3. The AI Storyworld orientation map

A visual storytelling guide that groups AI-related challenges into narrative regions, each linked to a villain and a set of MIL responses.

Facilitators use the map to guide participant journeys through tasks, discussions and examples drawn from their own contexts.

4. Annexes for deeper learning

To keep the core text lean, all technical, extended, or specialized material is placed in annexes, including:

Annex A: Digging deeper into AI concepts and technical background
Annex B: More benefits, risks and sector specific examples
Annex C: Talking about AI with participants
Annex D: Demonstrations, exercises and session variations
Annex E: Facilitating AI conversations with confidence, clarity and care

The annexes are optional reference material—the core text stands on its own.

In short

This supplement equips MIL facilitators with a clear understanding of AI, connects those insights directly to the Heroes and Villains method and prepares them to guide learners through AI-shaped media environments with confidence.

It reduces overload by focusing only on what facilitators need in practice, complements existing DW Akademie and H&V training approaches and supports safe, reflective and empowering learning experiences.

The Primer builds facilitator clarity.
The Storyworld turns that clarity into shared exploration.

Together, they form a complete AI and MIL learning journey—without losing focus, balance, or confidence.

PART 1

Facilitator Primer

CHAPTER 1

How to use this supplement

What this supplement is for, how to work with it and how the parts connect

This supplement supports facilitators in designing engaging Media and Information Literacy (MIL) sessions about AI using the Heroes and Villains approach. It is **not a linear course and not a fixed program**.

Instead, it offers a **structured set of building blocks** that you can combine, adapt and extend depending on your audience, context and time available.

The supplement consists of three closely connected parts:
- the **Facilitator Primer**,
- the **AI Storyworld** (map, zones, characters),
- and a set of **core activities, journeys and annexes**.

Each part has a different role, but they are designed to work together.

How to use the Facilitator Primer

This section gives you the essential background you need to guide discussions about AI and media **without becoming a technical expert**. It helps you understand the basics clearly, recognize where AI appears in everyday communication and feel prepared to respond to questions that arise during workshops.

This is written as a short, structured narrative with clear key points. You can read it from start to finish to build confidence, or return to individual sections when preparing specific sessions.

This is **not** a technological course.

It is a **practical foundation** that strengthens your confidence as a facilitator.

After working through the Primer, you will be able to:
- explain core AI concepts in simple, non-technical language,
- recognize where AI shapes everyday media use,
- guide balanced discussions about risks, benefits and real-world impact,
- respond calmly to common questions and concerns,
- identify misunderstandings and unrealistic expectations,
- support reflective and critical habits around AI-shaped information environments.

You do **not** need:
- programming knowledge,
- mathematics or statistics,
- advanced AI tools or professional AI experience,
- specialized terminology,
- or perfect answers.

Clear explanations, honest framing and thoughtful facilitation are enough.

The goal is not to “teach AI.”

The goal is to help people understand how AI shapes their media world—and how they can navigate it using skills they already have.

Facilitation, not teaching

This supplement supports **facilitation**, not instruction.

The focus is on guiding reflection and discussion—not delivering expert answers.

More facilitation guidance in the Annex E.

More facilitation guidance in the Annex E by scanning the QR code.

How the Primer connects to the rest of the supplement

The Primer prepares **you**, the facilitator.

Part 2 of the supplement is designed for learning **with participants**.

Once you have worked through the Primer, you move into the AI Storyworld:
- the **Storyworld Map** provides orientation and a shared reference,
- the **zones** cluster everyday AI-related challenges,
- the **Heroes and Villains** translate abstract issues into recognizable patterns,
- the **activities** turn understanding into experience,
- the **journeys** help you combine activities into short, medium, or long sessions.

Facilitators may adapt activities and journeys, but each zone contributes a necessary piece of learning.

Together, they form a complete media and AI literacy experience.

The annexes provide optional depth, variations, worksheets and safety guidance. They are there to support your work—**not** to be used all at once.

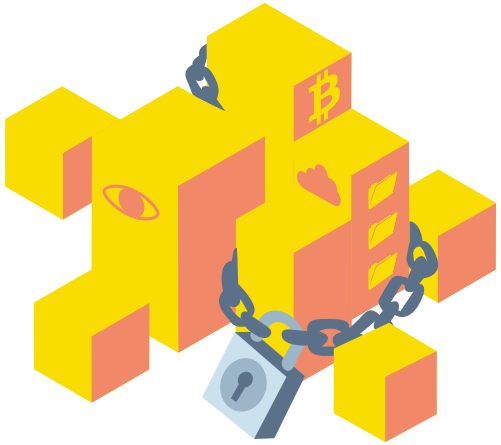
How to work with this supplement

Like the original Heroes and Villains guidebook, this supplement invites experimentation.

You are encouraged to:
- **adapt activities** to your context,
- **select** only what is useful,
- **create** your own exercises using the Heroes and Villains method,
- and **combine elements** in ways that make sense for your audience.

The structure is there to support you—not to limit you.

Later sections and annex material show concrete examples of how the Primer, Storyworld and activities come together in practice. For now, focus on understanding the logic of the supplement and choosing an entry point that fits your needs.



Localizing the Heroes for your context

The heroes are not fixed characters. They are learning roles that can be adapted to your participants' culture, language, and everyday realities. Localizing them helps participants recognize the skills as something they can practice themselves.

You can adapt:
- names to familiar local names or languages
- appearance to reflect local age groups, professions, or communities
- examples of actions to match real media habits in the region
- settings to schools, markets, youth groups, radio stations, or homes

Keep the core competence unchanged—only adapt the story wrapper.
Examples (local adaptation):
- Andre (Access) might be Ash, a community radio volunteer checking multiple sources before broadcasting.
- Amina (Analyze) might be Abdi, a student comparing two WhatsApp messages before forwarding.
- Caslav (Create) might be Chanda, a youth group member using AI to design a poster responsibly.
- Reaksmey (Reflect) might be Ruth, a teacher pausing before reacting to a provocative post.
- Akosua (Act) might be Anna, a local activist reporting harmful content and guiding others.

The goal is simple: participants should feel, *"This could be me."*

CHAPTER 2
Key terms

2.1 Core terms used throughout the supplement

AACRA
The five core Media and Information Literacy actions: **Access**, **Analyze**, **Create**, **Reflect**, **Act**.

AACRA is used across the Storyworld as the practical response framework for navigating AI-related challenges.

Agency
The ability to make informed choices and act deliberately in digital and media environments.

Artificial Intelligence (AI)
Systems that learn from data to recognize patterns and make predictions, without understanding meaning, intention, or truth.

Prediction
The core mechanism behind AI systems. AI predicts what is most likely to come next—it does not "know" what is correct or true.

Automation
The use of systems to perform or accelerate tasks that were previously done by humans.

Personalization
The tailoring of content, feeds, or recommendations to individuals based on predicted interests or behavior.

Recommender systems
AI-driven systems that suggest content based on past behavior, engagement and predicted interest.

These systems strongly shape visibility, attention and amplification.

Synthetic media
Text, images, audio, or video that appear real but are generated or altered by AI systems.

Bias
Systematic unequal representation in AI outputs that reflects patterns, gaps, or inequalities in training data or design choices.

Profiling
The use of collected data to categorize people and predict preferences, behavior, or risks.

Data extraction
The collection and reuse of behavioral or personal data, often happening invisibly in the background.

Manipulation
The strategic shaping of content, context, or emotion to influence perception or behavior without informed consent.

Amplification
The process by which certain content spreads faster because it triggers engagement, especially emotional reactions.

Knowledge moment
A short, focused explanation used during activities to clarify what is happening, without turning the session into a lecture.

What this list is—and is not

This is **not a full AI glossary.**

It is a **working vocabulary** designed to support:
- the Storyworld Map,
- the Villains and zones,
- the activities and journeys,
- and AACRA-based reflection and action.

You do not need to teach these terms explicitly.
They are reference points you can draw on when needed.

For more details and more terms, please go to Annex A.

CHAPTER 3
AI foundations and facilitation

What is AI?

AI is technology, and generative AI is a system that uses patterns in large amounts of data to **predict and generate** text, images, or recommendations.

It may appear intelligent, but it **does not (yet) understand meaning or context**—it works through probability.

How AI works, where it appears and why it matters for MIL

3.1 The AI shift: What has changed

AI is not new. What *has* changed is its visibility.

Tools that once operated quietly in the background are now directly used in everyday communication. Systems that ranked search results, filtered content, translated text, or recommended videos have become visible, interactive and widely accessible.

Generative AI accelerated this shift. People can now create text, images, audio and video instantly, often without technical skills. AI has moved from hidden infrastructure to everyday experience.

For MIL, this means AI is no longer a specialist topic. It shapes daily information environments.

Three key changes matter for MIL:

1. **AI moved from background to foreground**
People now directly encounter and use AI systems, rather than being influenced by them invisibly.

2. **AI affects how we communicate—and who communicates**
AI shapes feeds, recommendations, moderation, translation, assistants and synthetic content. It influences how people express themselves, interact with others and receive messages—often without noticing the system behind it.

3. **AI changed what "understanding information" means**
When content can be generated endlessly and convincingly, MIL must include awareness of systems—not only content.

Key questions shift from: *"Is this true?"*
to: *"What system produced this—and why?"*

Why this matters for facilitators

Many people feel confused, intimidated, excited or overly optimistic about AI. Most have never reflected on how AI systems shape what they see.

Your role is to:
- create clarity without technical overload,
- explain systems through simple patterns,
- connect AI to participants' own experiences,
- model balanced thinking,
- support reflection and agency.

You do not need to be an expert.
You are a guide.

3.2 How AI works (without Jargon)

AI can be explained using one core idea:
AI does not think or understand.
It learns patterns from data and makes predictions.

AI systems learn:
- what belongs together,
- what usually follows what,
- what looks similar or different.

From these patterns, they generate outputs such as text, images, rankings, or recommendations.

What AI is good at

AI performs well on simple goals and is increasingly able to handle more complex tasks.

This is why AI is effective at writing fluent text, recognizing images, generating media, or predicting preferences.

These are **pattern-rich tasks**.

What AI not is good at

AI struggles when:
- context changes quickly,
- tasks require real-world judgement,
- information must be verified as true,
- values, fairness, or consequences matter.

This is why AI can sound convincing but still be wrong, misinterpret sensitive situations, or miss what humans see as obvious.

These are **context-rich judgement-heavy tasks**.

AI does not know. It predicts.
It predicts:
- the next word,
- the next click,
- the most likely category.

AI sounds intelligent because predictions often sound meaningful—not because the system understands truth, intention, or consequence.

Why AI hallucinates

Hallucinations occur when AI:
- lacks data,
- faces unclear tasks,
- fills gaps with likely patterns.

To the system, this is normal prediction behavior. To humans, it looks like an error.

A simple explanation for participants:
"AI produces plausible answers—not always correct ones."

Why AI can be biased

AI reflects its training data.

Bias appears when:
- harmful patterns repeat,
- groups are underrepresented,
- historical inequalities are embedded,
- systems optimize for engagement, not fairness.

Key message

"AI does not create bias—it amplifies what already exists."



How data shapes AI behavior (in simple terms)

AI systems learn by studying large amounts of data—text, images, videos and records of human behavior. They look for patterns in this data and use those patterns to make predictions.

Most large AI datasets come from places where data is abundant, digitized and easy to collect—often majority languages and contexts from the Global North, where many technology companies are based.

If data reflects unequal treatment, stereotypes, gaps, or missing perspectives, the AI learns those patterns too—and ignores what is not well represented. AI does not understand fairness, context, or social history. Bias is not intention: the system cannot judge whether a pattern is harmful or unjust.

When systems are optimized for speed, efficiency, or engagement, dominant patterns tend to spread faster and more widely.

In short

AI repeats and scales the patterns it is trained on—including whose voices are present and whose are missing.

A deeper explanation of data, training and system design can be found in Annex A.

3.3 Facilitating AI conversations with confidence

Facilitating conversations about AI does not require technical expertise. What matters is clarity, balance and a focus on participant experience.

Most challenges in media and AI sessions do not come from a lack of knowledge, but from:
- explaining too much,
- using technical language,
- or trying to answer every question immediately.

This supplement is designed to help facilitators stay grounded, confident and participant-centered.

Key facilitation principles to keep in mind:

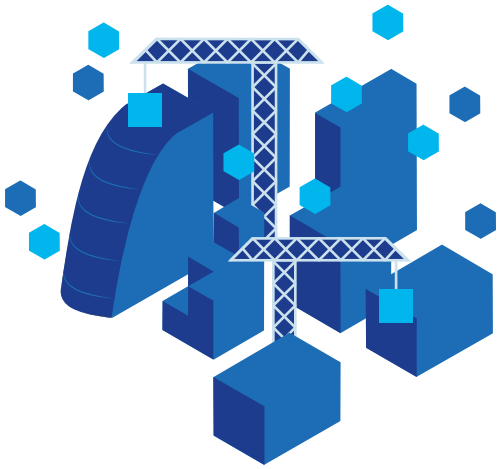
- **Keep explanations simple and observable**
  AI can be explained through what it does, not how it is built. Patterns, prediction and limits are more useful than technical detail.

- **Balance curiosity and caution**
  AI brings real risks and real opportunities.
  Overstating either fear or hype makes learning harder.

- **Treat questions as learning signals**
  Participant questions show where people are curious, confused, or concerned.
  You do not need perfect answers—guiding exploration is enough.

- **Protect emotional safety**
  Topics like deepfakes, profiling, harassment, or scams can be unsettling.
  The goal of AI and MIL literacy is empowerment, not anxiety.

- **You are a guide, not an expert**
  Your role is to help participants recognize patterns, reflect on experience and connect insights to AACRA skills—not to explain everything about AI.



Want more depth?

For more indepth background information and tools, see:

Annex A: Digging deeper into AI concepts and technical background

Annex B: More benefits, risks and sector-specific examples

Annex C: Talking about AI with participants

Annex D: Demonstrations, exercises and session variations

Annex E: Facilitating AI conversations with confidence, clarity and care

These annexes are optional reference tools.

The core text stands on its own.

You can find all annexes here by scanning the QR code.

3.4 Where AI appears in everyday communication

AI is embedded across daily communication—often invisibly.

- **Content people receive:**
  Feeds, search results, recommendations
- **Content people create:**
  Predictive text, chatbots, image tools
- **Communication from others:**
  Automated replies, targeted messaging, scams
- **Moderation and filtering:**
  Content removal, visibility reduction
- **Everyday tools:**
  Navigation, translation, photo enhancement, assistants

AI is not a separate product. It's a technology embedded in our communication infrastructure.

Facilitators help participants recognize these touchpoints and reflect on their effects.

Optional support (Annexes)

For facilitators who want deeper support:

Annex A: Digging deeper into AI concepts and technical background
Annex B: More benefits, risks and sector-specific examples
Annex C: Talking about AI with participants
Annex E: Facilitating AI conversations with confidence, clarity and care

These annexes are optional reference tools.
The core text stands on its own.

Heroes and Villains perspective: Villains as patterns

AI as such is not harmful.
But when harmful patterns exist in data or systems, AI reproduces them.

Malicious actors can use AI for causing harm in the following ways:
Manipulator: synthetic media and distortion
Agitator: amplification and outrage loops
Bully: impersonation and harassment
Thief: profiling and data extraction

The Storyworld does not blame technology.
It helps make recurring patterns visible—so they can be recognized, discussed and addressed, **whether embedded in systems or used by malicious actors.**

Manipulator



Agitator



Bully



Thief



3.5 Core AI concepts

What facilitators need to know

Facilitators do not need technical definitions — only clear ideas.

Recommender systems
Feeds optimized for engagement, not balance.

Personalization
Different information worlds for different people.

Profiling
Systems guess who users are based on behavior.

Synthetic media
Machine-generated content that looks real.

Training data
AI learns from examples; biased data leads to biased outputs.

Machine learning
Pattern recognition, not understanding.

Automation vs. autonomy
AI automates tasks; it does not decide.

Consent and data extraction
AI learns from visible and invisible behavior.

Hallucination
Confident but wrong predictions.

Bias
Unequal representation in data.

Heroes and Villains lens — Responding to AI-age challenges

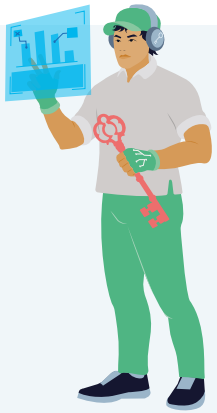
AI-shaped media brings new risks — but the response is not new.

The same core MIL actions still work.
Access, Analyze, Create, Reflect, Act.

The Villains show how influence, distortion, and harm operate.
The Heroes show what you can do about it.
- Spot the pattern.
- Choose your response.
- Use your AACRA skills.

Where Villains confuse, AACRA restores clarity, confidence, and agency.

Access



Analyze



Create



Reflect



Act



CHAPTER 4
AI, Media and Information Literacy

4.1 Why AI changes the media environment

Artificial intelligence does not create a completely new media world—but it changes how media works in practice, **making it necessary to reassess Media and Information Literacy in this context.**

AI makes media:
- **faster**,
- more **personalized**,
- and **less transparent** in how decisions are made.

Where earlier media systems relied more visibly on human editorial choices and fixed rules, AI-driven systems:
- learn from user behavior,
- adjust content continuously,
- predict what may interest or trigger users,
- and operate largely behind the scenes.

As a result, AI increasingly shapes:
- what content is shown or hidden,
- how messages are framed,
- how quickly information spreads,
- and how people interpret what they see.

The media environment shifts from one mainly shaped by human decisions to one that is increasingly automated and personalized. Influence becomes harder to notice, responsibility harder to trace and effects harder to reflect on.

For Media and Information Literacy, this is not a complete new starting point—but a faster, more complex version of existing challenges plus some new ones.

4.2 What MIL still means in the age of AI

The core goal of MIL remains unchanged:
- to help people understand, question and navigate media environments in ways that support agency, participation and informed decision-making.

What changes in the age of AI is how media reaches people—and how much happens before they actively choose.

AI systems:
- shape what appears in feeds and search results,
- influence emotions before reflection takes place,
- blur the line between human and automated communication,
- and scale both helpful and harmful content rapidly.

This makes MIL skills more critical than ever:
- **Access** now includes understanding how systems select and filter content.
- **Analyze** means recognizing automation, synthetic media and hidden influence.
- **Create** involves using AI tools responsibly and with awareness of impact.
- **Reflect** helps people pause when emotions are triggered or manipulated.
- **Act** focuses on practical habits related to privacy, safety and trust.

AI literacy does not replace Media and Information Literacy—it raises the stakes.



4.3 From skills to agency: Heroes in AI contexts

If you have worked with the Heroes and Villains guidebook before, this will feel familiar. AACRA remains the core set of responses—the skills participants use when media environments become confusing, emotional, or unfair.

In AI-shaped contexts, AACRA helps facilitators and participants to:
- **Access** information while noticing automated filtering and selection,
- **Analyze** content, intentions and the systems behind what appears,
- **Create** responsibly using AI tools,
- **Reflect** on emotions shaped by personalization and amplification,
- **Act** with informed, ethical media habits.

These skills matter most when they are used in real situations—not just talked about.

This is where the **AI Storyworld** comes in.

Instead of discussing AI in the abstract, **participants move through a shared landscape**: They start from their own media habits, encounter familiar situations, meet recurring challenges and practice AACRA responses along the way.

The Storyworld turns MIL into a journey—from recognition to reflection to action—grounded in everyday experience.

The Heroes are also you!

The Heroes are therefore not only characters in the Storyworld. They are also a mirror of the learner. Each Hero represents a skill that participants already have in some form—and can strengthen through practice.

Becoming confident in media and AI environments does not mean choosing one Hero.

It means **learning to use all of them together**:
- finding reliable options,
- questioning what appears,
- creating responsibly,
- pausing to reflect,
- and acting with care.

In this sense, the Heroes are both a team in the Storyworld—and the abilities participants develop in themselves.

This is the end of Part 1

You now have the shared language needed to move into the Storyworld.

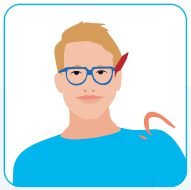
Part 2 will move from understanding AI conceptually to experiencing how it shapes daily media use—and from abstract ideas to hands-on exploration.



Andre is our **Access** Hero. He is great at accessing diverse and credible sources of information. He never relies on a single source. This means he avoids becoming trapped in echo chambers.



Our **Analyze** Hero is Amina. She is very good at identifying bias, misinformation and manipulation. She has a great toolkit of skills for analyzing all types of media.



Caslav is our **Create** Hero. He uses his creativity to make meaningful content and supports constructive media interactions.



Reaksmey is our **Reflect** Hero. She understands how addictive media can be, but also knows when to pause. She reflects on her media habits, recognises patterns, and shows how media can shape beliefs and attitudes.



Akosua wants to protect people from cancel culture and online mobs. That's why she's our **Act** Hero. She uses her media literacy skills to take thoughtful and responsible action.

PART 2

Experience and practice

CHAPTER 5

From understanding to experience

5.1 The AI Storyworld: An introduction

The Facilitator Primer provides the foundation:

clear concepts, simple explanations, realistic risks and guidance for talking about AI in everyday communication.

The AI Storyworld builds directly on this foundation.

Where the Primer focuses on **understanding**, the Storyworld focuses on **experience**.

It turns media and AI literacy from abstract knowledge into something participants can explore, discuss and apply together.

The Primer prepares you as a facilitator.

The Storyworld is where participants learn through experience.

From concepts to experience

In the Primer, you explored:
- how AI works at a basic level,
- where it appears in everyday media,
- what benefits and risks it brings,
- and how to guide conversations about it.

The Storyworld places these ideas into a shared, visual framework (or zones):
- **regions** that represent AI-shaped media environments,
- **Villains** that embody recurring harmful patterns,
- and **Heroes (AACRA)** that represent practical responses and skills.

This shift helps participants move from *talking about AI* to navigating it.

The Storyworld Map

At the center of the Storyworld is a map (see page 20).

The map provides **orientation**, **not instruction**.

It helps participants see the AI-shaped media landscape as something that can be explored and questioned—not as something chaotic or overwhelming.

The map includes:
- a central starting zone for personal reflection,
- several zones linked to specific challenges and opportunities,
- and possible journey paths groups can follow in different ways.

There is no single correct route.

Facilitators and participants decide where to go and how deeply to explore.

5.2 How the Storyworld works

The AI Storyworld is a learning structure that turns abstract AI concepts into shared experience.

It helps participants explore how AI shapes everyday media. They learn to spot common patterns of influence. And they practise Media and Information Literacy responses in real-life situations.

The Storyworld works through five connected elements: the map, the zones, the villains, the heroes and the journeys.

The Storyworld Map

The Storyworld Map provides orientation, not instruction.

It offers a visual overview of AI-shaped media environments and helps participants understand where they are, what kinds of challenges appear there and how different issues connect.

The map includes:
- a central starting point for personal reflection,
- several zones representing everyday media environments shaped by AI,
- and multiple possible paths that groups can follow.

There is no single correct route through the map.

Facilitators and participants decide where to begin, where to pause and where to go deeper.

Zones as everyday media environments

Each zone represents a place already familiar from everyday media life:
- places where stories, images, and posts are created;
- places where messages spread and compete for attention;
- places where people interact, support, debate, or attack each other;
- places where apps and platforms quietly collect data and run services.

Together, these zones form the full media world people move through every day.

Zones are not platforms or tools. They describe **practices**—how media works and how people experience it in daily life. This helps participants recognize patterns across different platforms instead of focusing on specific technologies.

Villains as patterns of harm

The villains represent recurring harmful practices that appear in AI-driven communication:
- distortion of reality,
- emotional amplification,
- harassment and impersonation,
- extraction and exploitation of personal data.

The villains are not characters to blame. They are shortcuts for naming patterns that repeat across media environments.

AI does not invent these practices—but it can amplify them, scale them and make them harder to see.

How to use the Storyworld

The Storyworld is an invitation, not a script.

You can use it to:
- run short or longer learning journeys, as described in the Guidebook see page 14,
- combine suggested activities,
- adapt sessions to different groups,
- or design new activities using the map and characters as reference points.

The activities in this supplement show **how learning can happen**, not how it must happen.

Villains

The villains in the Storyworld represent real patterns in AI-driven communication:
- distortion of reality,
- emotional amplification,
- harassment and impersonation,
- and extraction of personal data.

These villains reflect what happens when powerful systems meet human intentions—good, bad and careless.

AI does not create these patterns—but it can amplify them.

Heroes as practical responses (AACRA)

The heroes represent the AACRA skills:
Access, **Analyze**, **Create**, **Reflect** and **Act**.

They are not abstract values, but **practical moves participants can use in real situations**.

Across the Storyworld, learning happens when participants:
- recognize a Villain pattern,
- pause to reflect on its effects,
- and practice one or more AACRA responses.

The learning space opens where Villains are identified and Heroes are activated—through guided tasks, discussion, and reflection.

Journeys as learning paths

Learning in the Storyworld happens through journeys.

A journey is a deliberate combination of activities that helps participants move from awareness to understanding, reflection and action.

Journeys are flexible:
- they can be short or long,
- they can go deeper or stay lighter
- and adapt to different groups, timeframes and contexts.

What matters is covering everything and choosing the level of depth given the amount of time you have but regardless of time **it is about creating meaningful connections between experience, reflection and agency**.



The Facilitator's role

You are not expected to perform the Storyworld.

Your role is to:
- guide participants through unfamiliar terrain,
- help them recognize patterns from their own experience,
- connect insights to AACRA skills,
- and create space for reflection and agency.

The Primer gives you clarity and confidence.

The Storyworld gives participants a shared structure to explore AI together.

Together, they form a complete **AI and MIL learning journey**.

5.3 The media mirror zone—starting the journey

All journeys in the AI Storyworld begin with reflection.

The media mirror is the first stop on the journey.

Before exploring villains, tools, or responses, participants pause and look at their own media world.

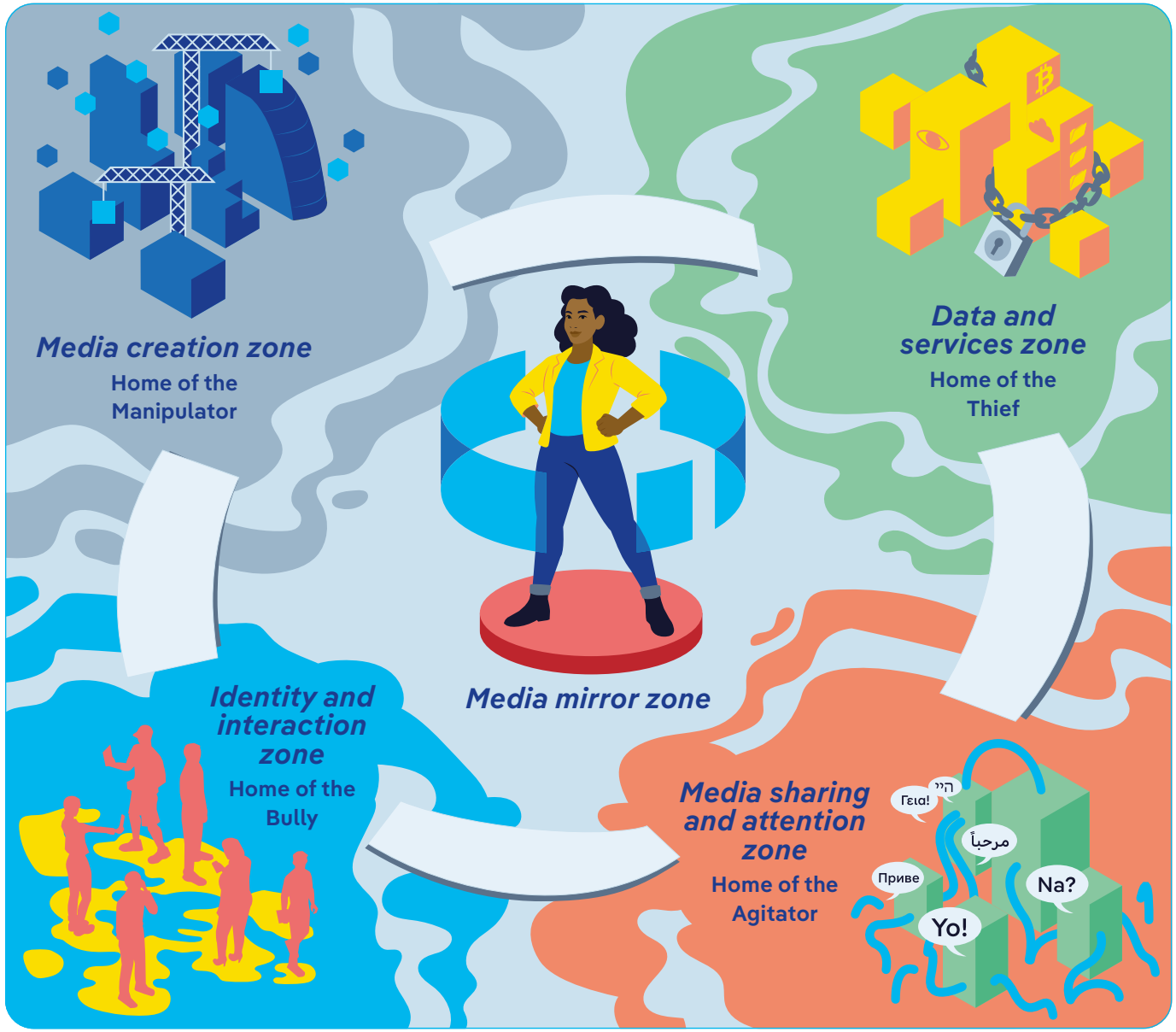
They start with what they already know and feel—their habits, questions and uncertainties—and use this as their compass for what comes next.

This activity helps participants:
- notice how media already shapes their everyday decisions and emotions,
- recognize where AI may be influencing what they see or do,
- establish a personal reference point they carry through the Storyworld.

The media mirror sets the tone for the entire learning journey.

It connects understanding AI to everyday media experience, not abstract technology. **The full media mirror activity sheet, including prompts and facilitation guidance, is provided at the end of the supplement.**

From this moment, every step in the Storyworld connects back to real life, not abstract AI.



5.4 The other zones at a glance

After the Media Mirror, participants continue their journey through the other zones of the AI Storyworld. Each zone represents a familiar media space where AI shapes everyday communication. Zones help facilitators and participants **focus on one pattern at a time**, without technical overload.

Each zone connects:
- a **Villain pattern**,
- a **real media environment**,
- and **AACRA responses** participants can practise.

Facilitators may choose the order and pacing of zones based on context, time, and learning goals. However, for complete AI and MIL learning, all zones should be visited across the journey.



The media creation zone — the Manipulator

This zone focuses on how media is **created and altered**.

Here, AI enables the rapid production of images, video, audio and text that can look convincing, even when they are misleading or false. The Manipulator thrives in this space, quietly blurring the line between what is real, what is altered and what is entirely made up.

Learning focus:
Recognizing manipulation practices and responding with critical analysis and responsible creation.



The media sharing and attention zone — the Agitator

This zone focuses on **visibility and reach**.

AI-driven systems decide what content is amplified, repeated, or made urgent. The Agitator exploits emotional reactions — outrage, fear, urgency — knowing that strong feelings travel faster than careful thinking.

Learning focus:
Noticing emotional steering, slowing reactions and making deliberate sharing choices.



The identity and interaction zone — the Bully

This zone focuses on **online interaction and identity**.

Here, AI can scale harassment, impersonation and harmful behavior through automation, repetition and anonymity. The Bully exploits power imbalances and social vulnerability to target groups or individuals.

Learning focus:
Recognizing harmful interaction patterns and practising safer, more respectful participation.



The data and services zone — the Thief

This zone focuses on **data use in digital services**.

AI systems collect, combine and analyze behavioral data in the background. The Thief operates quietly, turning everyday routine actions into profiles and predictions that shape what people see and how they are treated.

Learning focus:
Understanding data flows, questioning consent and strengthening privacy-related habits.

How the zones work together

Zones are **not isolated** and can involve several zones at once — for example:
- manipulated content (Manipulator),
- spread through emotional amplification (Agitator),
- enabled by automated interaction (Bully),
- driven by data-based targeting (Thief).

Together, the zones form a **complete media and AI literacy landscape**.

They help participants recognize overlapping patterns, connect challenges across contexts and apply AACRA skills in real situations.

Detailed activity sheets for each zone are provided at the end of the core text.
The core text offers orientation and structure; the activity sheets support hands-on learning.

5.5 Activities and the shared activity pattern

All Storyworld activities follow a **shared learning pattern**.

This pattern creates coherence across zones while allowing facilitators to adapt activities to different groups, contexts and timeframes. Activities are **structured experiences**, not scripts.

Across zones and formats, activities usually move through five elements:
- **Orientation** — entering a familiar media situation
- **Exploration** — engaging with an example from everyday media use
- **Recognition** — naming a Villain practice or recurring pattern
- **Reflection** — connecting insights to personal experience
- **Response** (AACRA) — practising Access, Analyze, Create, Reflect and Act

Not every activity needs all elements in equal depth.

Steps can be shortened, combined, or expanded depending on purpose and time.

The zone-based activities in this supplement **illustrate the pattern**.

They are examples — not requirements.

Facilitators are encouraged to adapt, remix, or design their own activities using the same structure. The pattern keeps learning focused on **experience**, **reflection** and **agency**, rather than tools or technical detail.

Flexibility by design

The shared activity pattern also works beyond zones — for cross-zone discussions, participant-led examples, or facilitator-designed exercises.

Additional formats and design prompts are available in the annexes.



5.6 The journeys

Journeys describe **how activities are combined and extended over time**.

The general journey logic is explained in the Heroes and Villains guidebook, page 14.

This supplement applies that logic to **AI-shaped media environments**.

Journeys help facilitators:
- pace learning,
- revisit topics with greater depth,
- and connect activities into a coherent learning experience.

Journeys, activities and zones

Journeys are built by **combining and extending activities**.

Facilitators can:
- add activities to deepen specific topics,
- return to zones with new examples,
- repeat the shared activity pattern as understanding grows.

All journeys **engage with all Storyworld zones**.

Each zone addresses a different dimension of AI-shaped media environments.

Together, they form a **complete media and AI literacy competence set**.

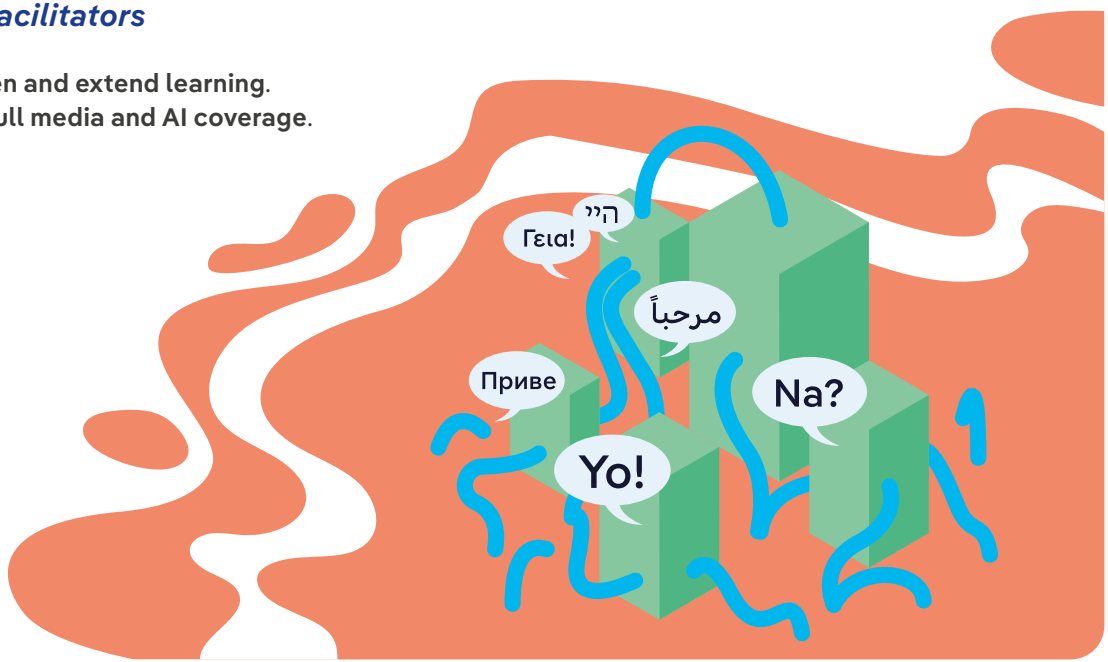
Journeys allow depth.
Zones ensure completeness.

Starting point

All journeys begin with the **media mirror**, grounding learning in participants' own media experience.

Key message for facilitators

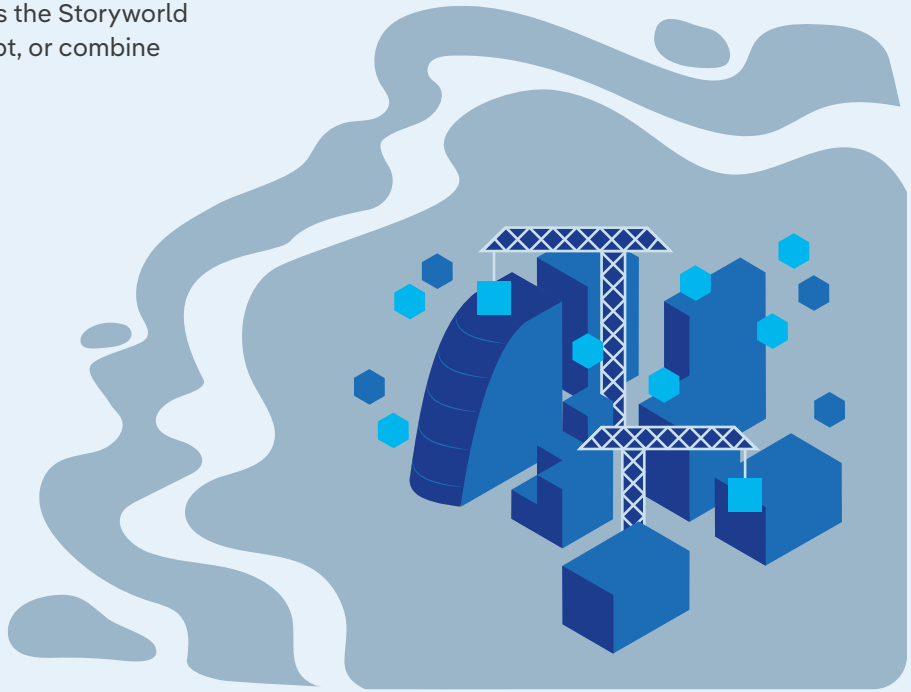
Use journeys to **deepen and extend learning**.
Use zones to **ensure full media and AI coverage**.



Activity sheets for facilitators

The following activity sheets form a connected set. Each zone focuses on a specific AI-shaped media environment and together they build a complete foundation for MIL and AI.

The activities are designed to work together, developing understanding, skills and agency across the Storyworld — while still allowing facilitators to adapt, or combine them based on their context.



Facilitator tip: Capture before it disappears

Build a simple habit of saving examples as you encounter them.

When something catches your attention:
- take a screenshot immediately,
- note the platform and rough date,
- save it in a single folder (e.g., “Media examples”).

You don’t need to analyse it right away.

The goal is to capture patterns, not to collect evidence.

Many harmful or misleading posts disappear quickly — screenshots help you work with real examples later, without searching or relying on memory.

Media mirror

Purpose

This activity helps participants pause and reflect on how they currently engage with media and information in AI-shaped environments. It creates personal orientation and prepares participants to connect later learning to their own experiences.

Instead of starting with tools or risks, the journey starts with lived experience.

What participants do

1. Enter the space

The facilitator introduces the **Media mirror** as a moment to pause before the journey begins. Participants are invited to focus on themselves—not on examples, systems, or technology.

2. Individual reflection

Participants reflect individually on a small set of questions, such as:

- How does media influence my daily decisions or moods?
- When do I feel unsure, pressured, or confused online?
- Where do I notice AI shaping what I see or do?
- How do I usually react when something online triggers a strong emotion?
- What do I tend to trust quickly online, and why?

Responses can be written, drawn, or noted privately.

3. Optional sharing

Participants may share selected reflections in pairs or small groups. Sharing is voluntary and focused on patterns, not personal details.

4. Carry reflections forward

Participants keep their reflections as a reference point. These notes can be revisited during later activities to connect new insights to personal experience.

Reflection

Participants consider:

- What questions do I already have about AI and media?
- Where do I feel confident and where do I not?
- What do I hope to understand better through this journey?

There is no pressure to answer everything now. These questions guide the journey ahead.

Facilitation notes

- Keep the pace calm and unhurried.
- Avoid correcting or analyzing participant reflections.
- Emphasize that uncertainty is a valid starting point.

Outcome

Participants gain:

- awareness of their own media habits and questions,
- a personal anchor for the Storyworld journey,
- readiness to engage with later activities more meaningfully.

Knowledge moment: Why reflection matters?

AI systems shape much of what people see, read and interact with—often without clear signals. Feeds, recommendations, rankings and notifications are adjusted continuously based on behavior, not conscious choice.

Because these influences stay mostly in the background, people rarely stop to notice how they affect attention, emotions, or decisions. Reflection creates a pause in this flow.

By slowing down and looking at their own experience first, participants begin to notice where questions, assumptions, or discomfort already exist. This makes later discussions about manipulation, amplification, or data use more concrete and personal.

Understanding does not start with tools or facts. It starts with awareness.

Media creation zone — the Manipulator

Purpose

This activity helps participants understand how AI can shape and distort reality in everyday media creation. Participants learn to recognize manipulation as a practice, not just a mistake and explore responsible responses using MIL skills.

What participants do

1. Enter the zone

The facilitator introduces the **Media creation zone** as a familiar space where images, videos, audio and text are created and edited every day.
The Manipulator operates here by blurring the line between real, altered and fabricated content.

2. Explore an example

Participants look at one or two examples, such as:
- an AI-generated or altered image or video,
- a misleading visual paired with a headline,
- a fabricated or manipulated quote.

Examples can be prepared in advance or taken from recent media.

3. Spot the Manipulator

Participants discuss:
- What feels off or inconsistent?
- What message is being pushed?
- What reaction is this content trying to trigger?

4. Name the villain behavior

Together, the group identifies how manipulation operates here, for example:
- blending real and synthetic elements,
- creating believable but misleading content,
- exploiting trust in visual or audio media.

Reflection

Participants reflect:
- How easy was it to trust this content at first glance?
- Where might similar content appear in everyday media spaces?
- Why is this kind of manipulation effective?

Heroes response

Participants explore responses using AACRA:
- **Access:** What other sources or original material could be checked?
- **Analyze:** What signals raise questions about authenticity or intent?
- **Create:** How can media be created responsibly in this space?
- **Reflect:** What emotions did this content trigger?
- **Act:** What habits help limit the spread of misleading content?

Facilitation notes

- Avoid technical deep dives or detection tools.
- Emphasise that creative tools can be used both responsibly and harmfully.
- Focus on practices and effects, not on blaming individuals.

Knowledge moment: What's happening here?

AI systems create or alter media by learning patterns from large collections of images, videos, voices and texts. They do not understand reality, intention, or truth — they reproduce what statistically fits.

Because these outputs follow familiar visual or language patterns, they often feel trustworthy at first glance. This creates a strong sense of realism, even when content is misleading or taken out of context.

Manipulation does not always require bad intentions or advanced tools. It can happen when AI-generated or altered content is shared without explanation, verification, or care. For example, a person may share an AI-generated image that looks real but presents a misleading situation, shaping how others understand it.

What matters is not whether something was made with AI, but **how it is used, framed and shared** — and whether people are encouraged to question it.

Outcome

Participants gain:
- a clearer understanding of how manipulation works in media creation,
- awareness of how AI can be misused in familiar environments,
- practical strategies for more critical and responsible engagement.

Media sharing and attention zone— the Agitator

Purpose

This activity helps participants understand how AI shapes visibility, attention and reach. Participants explore how emotional amplification works and how to respond using MIL skills.

What participants do

1. Enter the zone

The facilitator introduces the **Media sharing and attention zone** as the space where content is shared, recommended and amplified.

The Agitator operates here by using AI-driven systems that reward emotional reactions.

2. Explore an example

Participants examine examples such as:
- content that spread unusually fast,
- emotionally charged headlines or videos,
- repeated messages appearing across feeds.

3. Spot the Agitator

Participants discuss:
- What emotions does this content trigger?
- What behavior does it encourage?
- Why might this content be prioritized?

4. Name the villain behavior

Together, participants identify how agitation works through:
- emotional steering,
- engagement-based amplification,
- repetition and urgency.

Reflection

Participants reflect:
- How did this content make you feel?
- Why do emotional messages spread faster?
- Where do you see similar patterns in your own feeds?

Heroes response

- **Access:** What other perspectives could balance this?
- **Analyze:** What signals suggest emotional steering?
- **Create:** How can information be shared without escalating tension?
- **Reflect:** How do emotions affect judgement and sharing?
- **Act:** What habits help slow down uncritical sharing?

Facilitation notes

- Avoid framing amplification as intentional manipulation by users.
- Emphasise that systems reward engagement, not accuracy.
- Keep discussion focused on patterns, not positions.

Knowledge moment: What's happening here?

Many platforms use AI systems to predict what will keep people engaged. These systems learn from past behavior—clicks, likes, comments and shares—and promote content that triggers reactions.

Strong emotions such as anger, fear, or excitement often lead to more interaction. As a result, emotionally charged content is more likely to spread, even when it is misleading or oversimplified.

This does not mean platforms aim to mislead. It means their systems reward attention, not accuracy or balance. Over time, this can make extreme or urgent messages feel more common than they really are.

Understanding this helps participants separate **what spreads fast** from **what deserves trust**.

For example, a person can use automated accounts or algorithms to push emotional or divisive content, increasing reactions and spreading outrage quickly.

Outcome

Participants gain:
- insight into how attention is shaped by AI,
- awareness of emotional amplification,
- strategies for more deliberate sharing.

Identity and interaction zone— the Bully

Purpose

This activity helps participants understand how AI can intensify harassment, impersonation and harmful interaction. Participants explore safer responses using MIL skills.

What participants do

1. Enter the zone
The facilitator introduces the **Identity and interaction zone** as the space where people communicate, comment and present themselves online.

2. Explore an example
Examples may include:
- abusive messages,
- fake or impersonated accounts,
- coordinated harassment,
- automated replies.

3. Spot the Bully
Participants discuss:
- Who is being targeted?
- What power imbalance is visible?
- How does automation increase harm?

4. Name the villain behavior
Participants identify patterns such as:
- hiding behind automation,
- scaling harm through repetition,
- exploiting vulnerability.

Reflection

Participants reflect:
- How does this behavior affect individuals and communities?
- Why does scale make harm worse?
- Where do you see similar dynamics online?

Heroes response

- **Access:** What support or reporting tools exist?
- **Analyze:** What signals suggest impersonation or coordination?
- **Create:** How can spaces be shaped more responsibly?
- **Reflect:** How do fear or anger affect reactions?
- **Act:** What habits help protect yourself and others?

Facilitation notes

- Handle examples with care.
- Avoid asking participants to share personal experiences.
- Emphasize that responsibility lies with practices and systems.

Outcome

Participants gain:
- understanding of AI-enabled harassment,
- awareness of impersonation practices,
- strategies for safer participation.

Knowledge moment: What's happening here?

AI systems can automate messages, manage many accounts and repeat actions at scale. They do not understand harm, empathy, or social impact—they repeat patterns quickly and consistently.

When used harmfully, automation can intensify harassment or impersonation by increasing speed, reach and anonymity. What once required effort can now happen easily and repeatedly.

This changes the balance of power. Harm becomes harder to escape and responsibility becomes harder to trace.

The key issue is not only individual behavior, but how systems make harmful interaction easier to spread.

For example, a person can use automated accounts to send large amounts of abusive messages, or to impersonate someone in order to harass or deceive others.

Data and services zone— the Thief

Purpose

This activity helps participants understand how data is collected and used in everyday services and how to respond with greater awareness and control.

What participants do

1. Enter the zone

The facilitator introduces the **Data and services zone** as the space where apps and platforms collect data in exchange for convenience or access.

2. Explore an example

Examples may include:
- app permission requests,
- targeted ads,
- personalized recommendations.

3. Spot the Thief

Participants discuss:
- What data might be collected?
- What is visible and what is hidden?
- Who benefits from this data use?

4. Name the villain behavior

Participants identify patterns such as:
- excessive data collection,
- combining data across services,
- turning behavior into predictions.

Reflection

Participants reflect:
- Which data exchanges feel acceptable?
- Where do you trade convenience for control?
- How transparent do these services feel?

Heroes response

- **Access:** What information exists about data rights?
- **Analyze:** What permissions raise questions?
- **Create:** How could services be designed more responsibly?
- **Reflect:** How does convenience shape choices?
- **Act:** What habits help regain control over data?

Facilitation notes

- Avoid framing data use as purely malicious.
- Keep examples relatable and concrete.
- Encourage awareness, not fear.

Outcome

Participants gain:
- insight into how data underpins services,
- awareness of profiling practices,
- strategies for more informed choices.

Knowledge moment: What's happening here?

Many digital services use AI systems to analyze user data and predict preferences or behavior. These systems learn not only from what people share directly, but also from everyday actions like scrolling, pausing, or clicking.

Much of this data collection happens quietly in the background. Information is combined across services and used to personalise content or target messages.

AI systems optimize for efficiency and profit—not for fairness, transparency, or informed consent. As a result, people may lose control over their data without clearly noticing when or how it happens.

Recognizing these patterns helps participants see where awareness can lead to better choices and greater control.

For example, a person may use a free app without noticing that their behavior is tracked and combined to build a profile used to target them with personalized content or offers.

Pattern lab

Purpose

This activity helps participants make sense of AI-shaped media by analyzing real examples together and identifying recurring patterns across different environments. Instead of focusing on one zone or one villain, participants explore how similar practices appear across platforms and situations. This supports collective sense-making and deeper understanding.

What participants do

1. Enter the activity

The facilitator introduces the Pattern Lab as a shared space for exploration. The focus is not on judging individual examples, but on understanding how AI-related practices repeat across media environments.

Participants are invited to work together, drawing on their own observations and experiences.

2. Collect examples

Participants bring in or select everyday media examples, such as:

- social media posts,
- images or short videos,
- messages or comments,
- headlines, ads, or notifications.

Examples do not need to be extreme or controversial. Familiar, ordinary content works best.

3. Identify patterns

Working in small groups or as a whole group, participants discuss:

- which Storyworld zones the examples relate to,
- which Villain practices might be present,
- what similarities appear across different examples.

4. Name the villain behavior

Together, participants describe how Villain practices operate across contexts, for example:

- manipulation through altered or synthetic media,
- agitation through emotional amplification,
- extraction through invisible data use.

Reflection

Participants reflect:

- Which patterns appear most often?
- Where do these practices feel familiar from everyday media use?
- How do different Villain practices reinforce each other?

Reflection focuses on connections, not conclusions

Heroes response

Participants explore responses using AACRA:

- **Access:** What additional information or perspectives could help here?
- **Analyze:** What signals help identify repeating practices?
- **Create:** How could media be used more responsibly across contexts?
- **Reflect:** How do repeated patterns affect trust and behavior?
- **Act:** What habits help interrupt or reduce harmful patterns?

Knowledge moment: What's happening here?

AI systems shape media environments by learning from past behavior and optimizing for attention, interaction, or efficiency. Similar patterns appear across platforms because the same system logics are applied in many places.

What matters is not analyzing every detail, but recognizing recurring practices across contexts.

Facilitation notes

- Keep the focus on patterns, not on fact-checking individual examples.
- Avoid turning the activity into debate or judgement.
- Encourage curiosity and shared exploration.
- Adjust depth depending on time and group experience.

Outcome

Participants gain:

- a clearer understanding of how AI-related practices repeat across media environments,
- confidence in recognizing patterns beyond single cases,
- strategies for more informed and responsible engagement.

Closing activity— from insight to action

Purpose

This activity helps participants bring together what they have explored across the Storyworld and translate it into practical, everyday actions.

It reinforces Heroes as a simple, usable framework for navigating AI-shaped media beyond the session.

What participants do

1. Pause and step back

The facilitator invites participants to step out of the zones and look back at the journey as a whole.

The focus shifts from Villain practices to participants' own perspective and everyday choices.

2. Revisit key moments

Participants briefly identify:
- one insight that stayed with them,
- one Villain practice they now notice more clearly,
- one moment that changed how they think about AI and media.

3. Work through AACRA

Using Heroes as a guide, participants reflect on questions such as:
- **Access:** What sources, tools, or perspectives do I want to use more intentionally?
- **Analyze:** What signals will I pay closer attention to when engaging with media?
- **Create:** How can I contribute more responsibly in AI-shaped spaces?
- **Reflect:** What emotions or habits do I want to notice before reacting?
- **Act:** What is one small, concrete step I can take after this session?

4. Name one action

Each participant chooses one realistic action or habit they want to try in their everyday media use.

Reflection

Participants consider:
- Which Heroes step feels most natural to me?
- Which one feels hardest?
- Where do I already use these skills, even without naming them?

Facilitation notes

- Keep this activity grounded and realistic.
- Encourage small, achievable actions rather than big promises.
- Allow silence and individual reflection.
- This activity works well individually, in pairs, or as a whole-group round.

Knowledge moment: Why AACRA matters?

AI systems increase the speed, scale and complexity of media environments.

This can make it easy to react automatically to scroll, share, trust, or dismiss without thinking.

AACRA offers a simple structure to slow this down.

It does not promise perfect control or "right" answers.

Instead, it helps people:
- notice what is happening,
- make sense of it step by step,
- and respond with intention rather than reflex.

AACRA turns awareness into agency—not by removing complexity, but by giving people a way to navigate it.

Outcome

Participants leave with:
- a clearer sense of orientation in AI-shaped media environments,
- a shared language for talking about challenges and responses,
- and at least one concrete action they can carry into everyday life.

Visual work materials for use during Storyworld activities

The **Villain posters** are provided at the end of this supplement, and the **AI Storyworld Map** is included as a separate folded poster.

They are designed as **practical materials** for facilitators to use during sessions.

- The **Storyworld Map** supports orientation, helps connect zones, and shows how different AI-related challenges relate to each other.

- The **Villain posters** offer quick visual reference points for recognising recurring practices and patterns during activities and discussion.

These materials can be used flexibly—introduced at the start, brought in during activities, or revisited for reflection and summary.

For additional ideas, activity formats, and session materials, see Annex D: Demonstrations, exercises and session variations.

A complete alternative set of illustrations for all characters and posters, developed by Namibian illustrator Karel Swanepoel, is also available and can be used for training purposes.

Built together: Our contributors

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MEDIA CREATION ZONE

The Manipulator

What this Villain is about

The Manipulator uses AI to create or alter content that looks real but misleads.

The goal is often confusion and emotional reaction, not proof.

What this looks like in real life

- Convincing images or videos that feel "off"
- Content taken out of context
- Fake quotes, screenshots, or audio
- AI-generated faces, voices, or events
- Urgent messages: "Look before it's deleted"

How AI strengthens this

AI makes manipulation:

- faster and cheaper
- more personalized
- harder to spot

Prediction and personalization target emotions.

Why this matters

Manipulated content:

- weakens trust
- blurs reality
- disrupts public discussion

How to respond (AACRA)

Access

Check original and trusted sources

Analyze

Ask who created this and why

Create

Do not share unverified content

Reflect

Strong emotions are a warning sign

Act

Pause, compare, and respond carefully

Key takeaway

The Manipulator exploits speed and emotion — AI amplifies its reach.



MEDIA SHARING AND ATTENTION ZONE

The Agitator

What this Villain is about

The Agitator uses AI-driven systems to amplify emotions.

Anger, fear and outrage are pushed because they keep people engaged.

What this looks like in real life

- "Us vs. them" framing
- Emotionally charged headlines
- Repeated exposure to extreme views
- Viral posts designed to provoke
- Fast reactions rewarded over reflection

How AI strengthens this

AI systems:

- prioritize emotional content
- personalize feeds
- reinforce existing beliefs
- normalize extreme positions

Why this matters

Constant agitation:

- fuels polarisation
- shuts down dialogue
- weakens social trust

How to respond (AACRA)

Access
Seek diverse, reliable sources

Analyze
Notice emotional framing

Create
Do not escalate conflicts

Reflect
Pause when emotions run high

Act
Slow down and support dialogue

Key takeaway

The Agitator turns emotion into fuel—
AI keeps the fire burning.



IDENTITY AND INTERACTION ZONE

The Bully

What this Villain is about
The Bully uses AI to intimidate, impersonate and silence others.

Anonymity and automation make abuse easier and harder to stop.

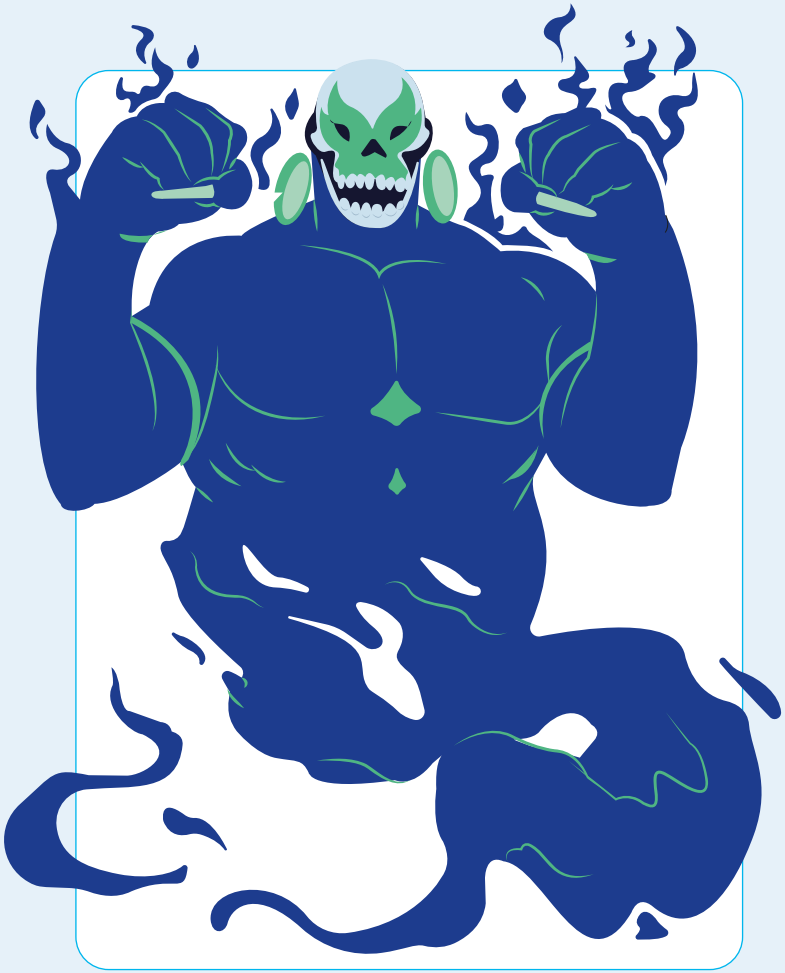
What this looks like in real life
- Fake or cloned profiles
- Deepfake images or voices
- Coordinated harassment
- Impersonation of real people
- Abusive messages at scale

How AI strengthens this
AI enables:
- convincing impersonation
- automated harassment
- hidden responsibility
- rapid escalation

Why this matters
Bullying and impersonation:
- silence voices,
- push people out of public spaces
- reduce diversity and participation

How to respond (AACRA)
Access
Use support and reporting tools
Analyze
Spot impersonation and patterns
Create
Protect personal data
Reflect
Acknowledge emotional impact
Act
Document, report, and support safely

Key takeaway
The Bully hides behind AI— collective awareness limits its reach.



DATA AND SERVICES ZONE

The Thief

What this Villain is about

The Thief collects and uses personal data without people fully realising it.

The aim is influence and control through information.

What this looks like in real life

- Apps collecting more data than expected
- Tracking across websites and devices
- Detailed profiles built from clicks and likes
- "Free" services paid for with data
- Ads that feel uncomfortably accurate

How AI strengthens this

AI:

- analyses large data sets
- predicts behaviour and preferences
- links data from many sources
- makes profiling more precise

Why this matters

Unchecked data extraction:

- weakens privacy
- reduces personal control
- shifts power away from users

How to respond (AACRA)

Access
Learn how your data is used

Analyze
Question what is collected and why

Create
Share personal information carefully

Reflect
Think about long-term effects

Act
Adjust settings and demand transparency

Key takeaway

The Thief works quietly — AI makes it harder to see and stop.



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