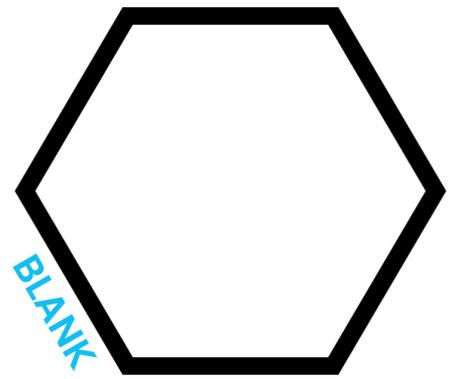
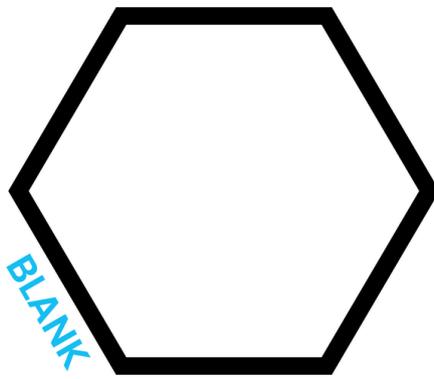


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Hexagonal Thinking Cards

Front

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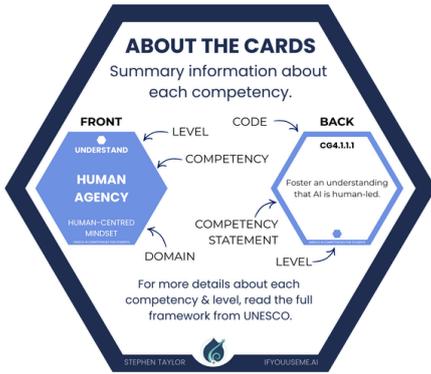


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Hexagonal Thinking Cards

Back

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CREDITS
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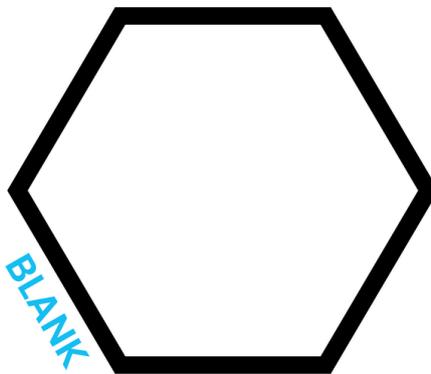
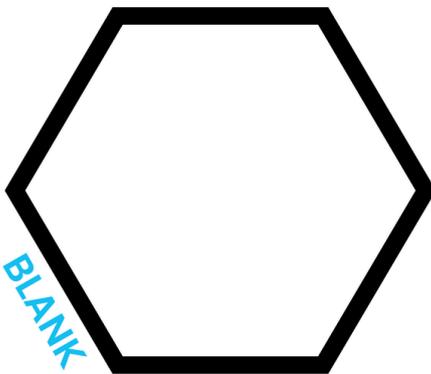
Read the full framework from UNESCO.
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USING THESE CARDS
Hexagonal Thinking is a Design Thinking strategy for making connections between ideas.

Cut out the competency cards and make some blank hexagons to write on. Put your target content/skills/lessons on the blank cards. Select the competencies that can suit your learning, and align with content.

The edges are where they interact with each other.
This might help you find creative connections and ideas.



CONNECTION HELPER
Poe AI Bot to help make connections for teaching.

This Poe Bot can help you make connections between your lessons/content and the competencies. Scan to try, or: ifyouseme.ai/guidance

CG4.1.1.3

Nurture critical thinking on the dynamic relationship between human agency and machine agency.

CG4.1.1.2

Facilitate an understanding on the necessity of exercising sufficient human control over AI.

CG4.1.1.1

Foster an understanding that AI is human-led.

CG4.2.1.3

Nurture the personal attitude that human accountability requires personal competencies to steer the purposeful use of AI.

CG4.2.1.1

Develop a view that human accountability is a legal obligation of AI creators and AI service providers.

CG4.2.1.2

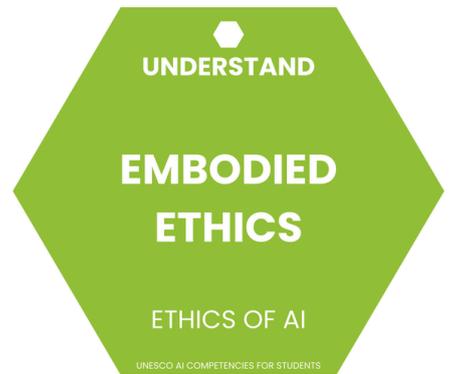
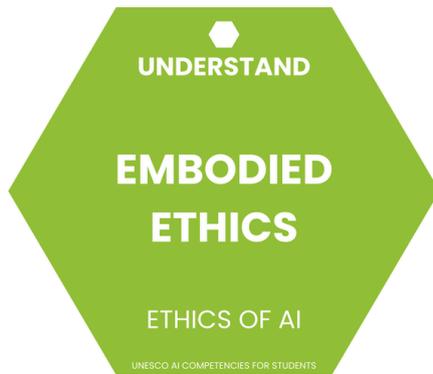
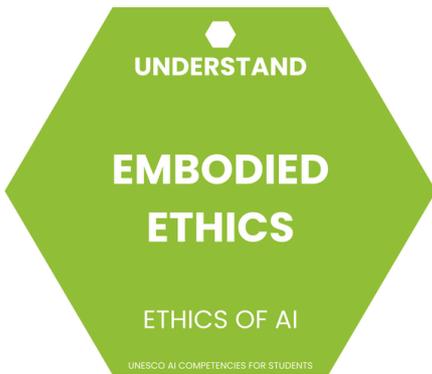
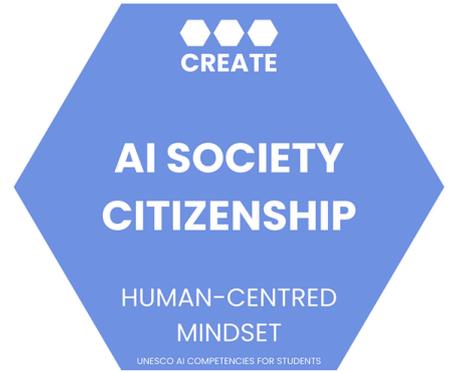
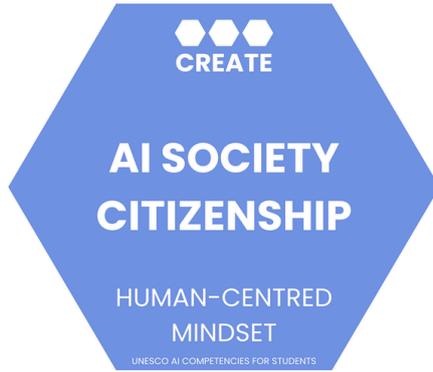
Generate the understanding that human accountability is a legal and social responsibility when using AI in making decisions about humanity.

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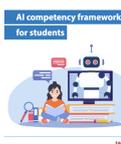
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CG4.3.1.3

Nurture the sense of self-actualization as an AI citizen and the lifelong learning attitude to AI.



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CG4.3.1.2

Nurture personal and social responsibilities in AI societies.



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CG4.3.1.1

Foster awareness of being a critical AI citizen.



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CG4.1.2.3

Guide the embodied reflection and internalization of ethical principles on AI.



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CG4.1.2.2

Facilitate scenario-based understandings of ethical principles on AI and their personal implications.



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CG4.1.2.1

Illustrate dilemmas around AI and identify the main reasons behind ethical conflicts.



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CG4.2.2.3

Deepen practical knowledge on the safe use of AI and awareness of locally applicable regulations.



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CG4.2.2.2

Offer opportunities to reinforce self-discipline in the responsible use of AI.



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CG4.2.2.1

Foster self-awareness and habitual compliance with ethical principles for the responsible use of AI.



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CG4.3.2.3

Cultivate social responsibilities to uphold 'ethics by design' in regulations on AI.



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CG4.3.2.2

Develop a critical attitude to the ethics-by-design principles behind existing AI systems and algorithms.



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CG4.3.2.1

Build awareness and understanding on 'ethics by design'.



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UNESCO AI COMPETENCIES FOR STUDENTS

Hexagonal Thinking Cards

Front

Print A3 2-sided

UNDERSTAND

AI FOUNDATIONS

AI TECHNIQUES & APPLICATIONS

UNESCO AI COMPETENCIES FOR STUDENTS

UNDERSTAND

AI FOUNDATIONS

AI TECHNIQUES & APPLICATIONS

UNESCO AI COMPETENCIES FOR STUDENTS

UNDERSTAND

AI FOUNDATIONS

AI TECHNIQUES & APPLICATIONS

UNESCO AI COMPETENCIES FOR STUDENTS

APPLY

APPLICATION SKILLS

AI TECHNIQUES & APPLICATIONS

UNESCO AI COMPETENCIES FOR STUDENTS

APPLY

APPLICATION SKILLS

AI TECHNIQUES & APPLICATIONS

UNESCO AI COMPETENCIES FOR STUDENTS

APPLY

APPLICATION SKILLS

AI TECHNIQUES & APPLICATIONS

UNESCO AI COMPETENCIES FOR STUDENTS

CREATE

CREATING AI TOOLS

AI TECHNIQUES & APPLICATIONS

UNESCO AI COMPETENCIES FOR STUDENTS

CREATE

CREATING AI TOOLS

AI TECHNIQUES & APPLICATIONS

UNESCO AI COMPETENCIES FOR STUDENTS

CREATE

CREATING AI TOOLS

AI TECHNIQUES & APPLICATIONS

UNESCO AI COMPETENCIES FOR STUDENTS

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Hexagonal Thinking Cards

Back

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CG4.1.3.3

Foster open-minded thinking on AI and an interdisciplinary foundation for AI.

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CG4.1.3.2

Develop conceptual knowledge on how AI is trained based on data and algorithms.

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CG4.1.3.1

Exemplify the definition and scope of AI.

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CG4.2.3.3

Encourage students to develop analytical and synthesis skills to leverage open-source datasets and AI tools.

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CG4.2.3.2

Provide opportunities to acquire age-appropriate technical skills in AI programming.

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CG4.2.3.1

Offer opportunities to strengthen knowledge and skills on data modelling, engineering and analysis.

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CG4.3.3.3

Equip students with skills to test and optimize their self-crafted AI tools.

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CG4.3.3.2

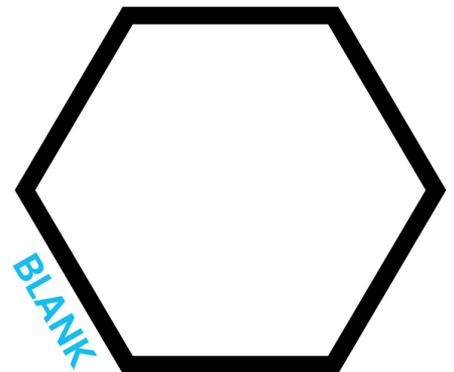
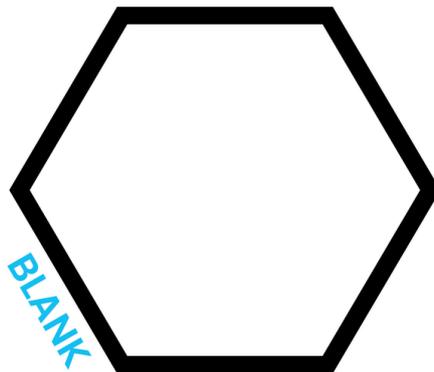
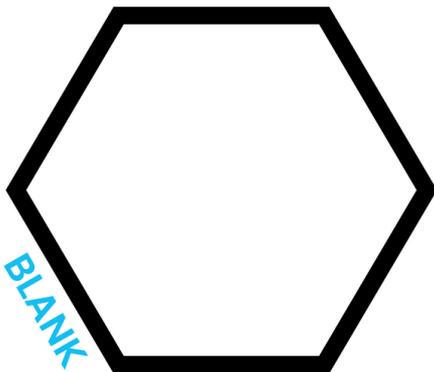
Enhance students' creativity in applying AI knowledge and skills to customize AI toolkits and coding.

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CG4.3.3.1

Challenge and enable advanced skills to develop task-based AI tools.

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AI competency framework for students



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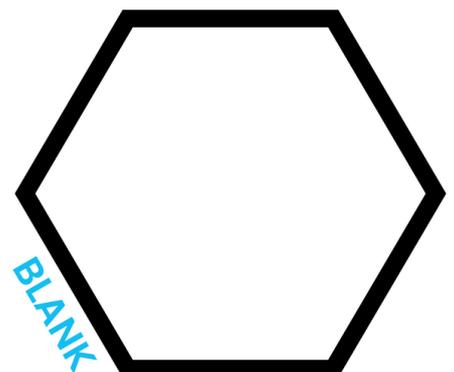
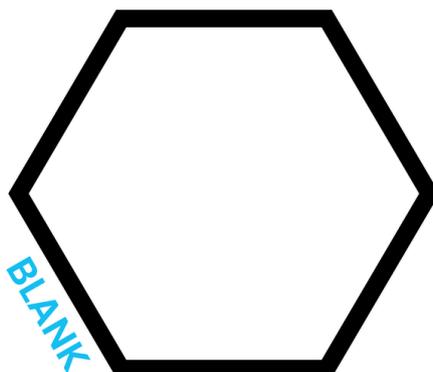
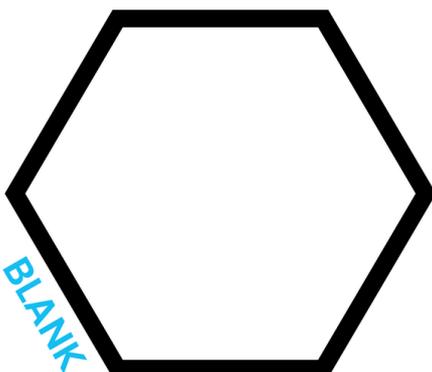
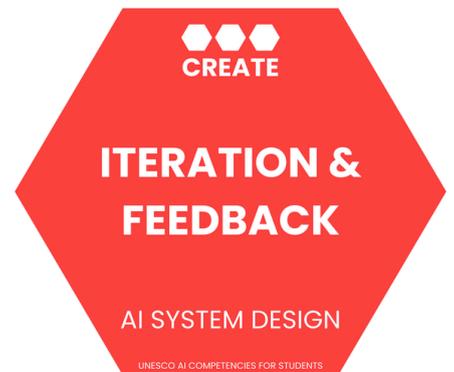
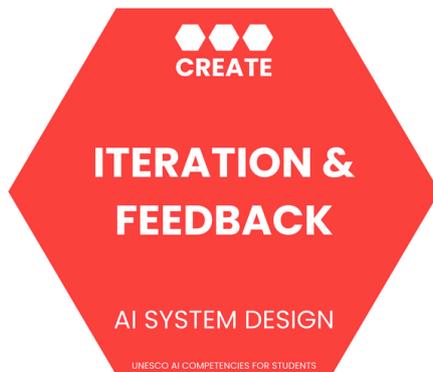
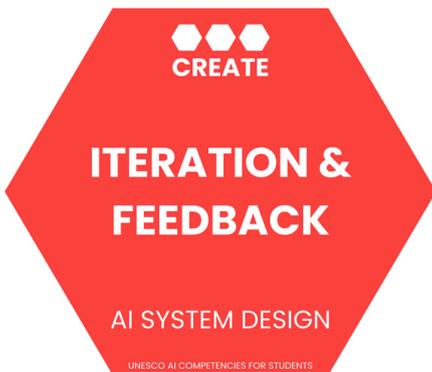
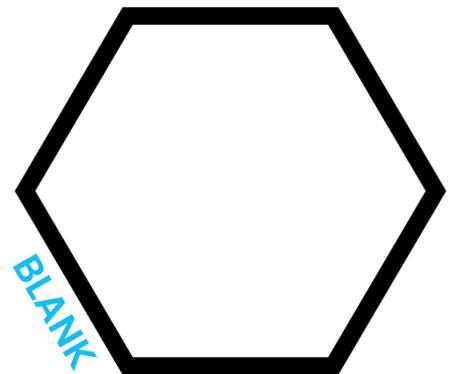
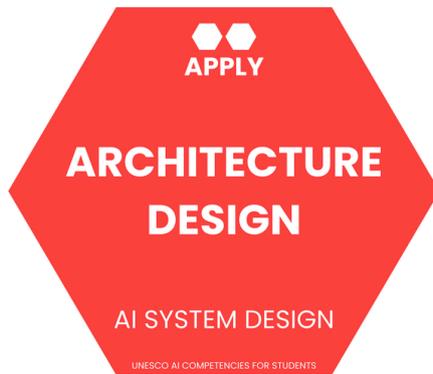
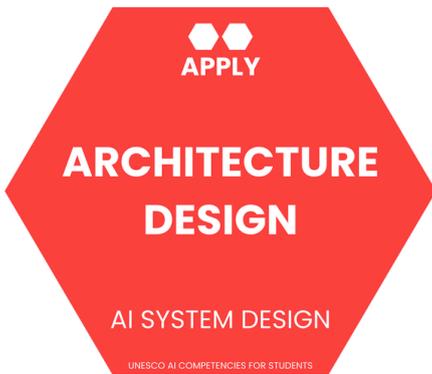
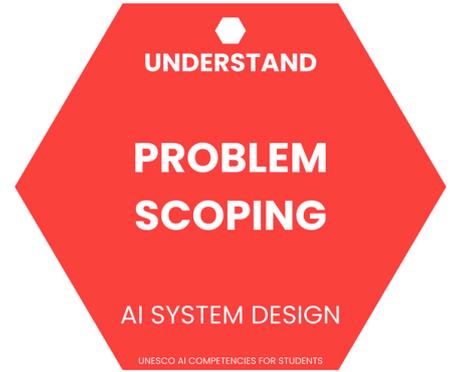
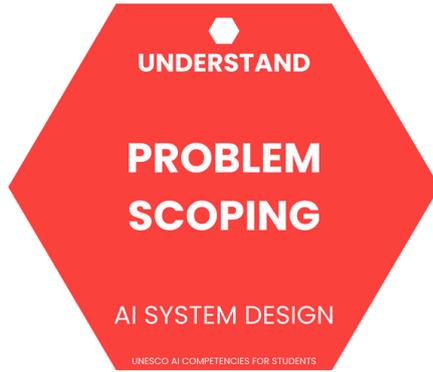
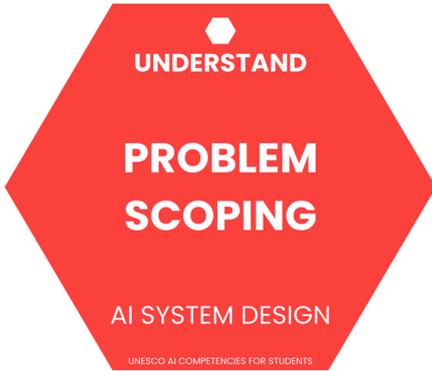
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CG4.1.4.3

Develop skills on assessing AI systems' need for data, algorithms and computing resources.

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CG4.1.4.2

Support the acquisition and reinforcement of skills in scoping a problem to be solved by an AI system.

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CG4.1.4.1

Scaffold critical thinking skills on when AI should not be used.

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CG4.2.4.2

Support the preparation of advanced technical skills and project management competencies needed by AI system building.

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CG4.2.4.1

Scaffold the acquisition of methodological knowledge and technical skills on AI architecture.

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CG4.3.4.3

Foster students' self-identities as co-creators in the AI era.

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CG4.3.4.2

Support the building of technical skills and social responsibilities in optimizing, reconfiguring or shutting down an AI system.

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CG4.3.4.1

Develop the skills to critique AI systems.

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AI competency framework for students



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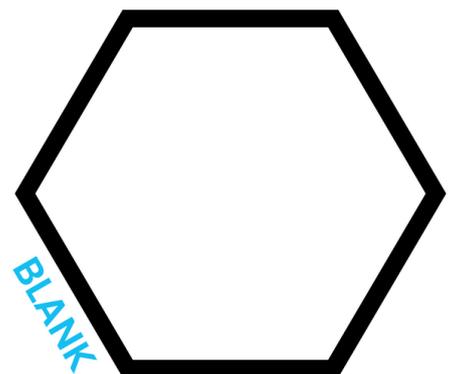
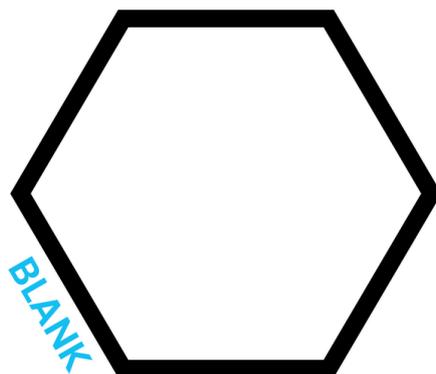
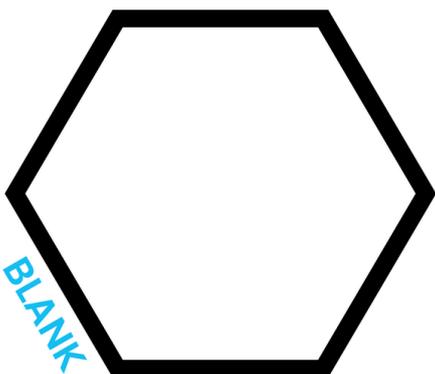
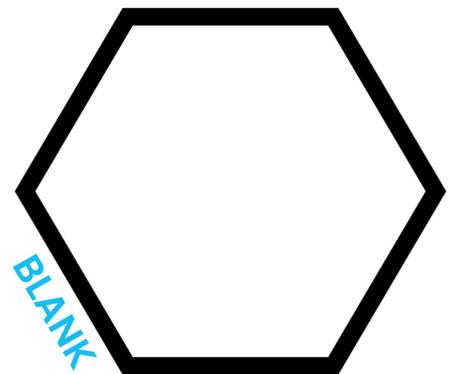
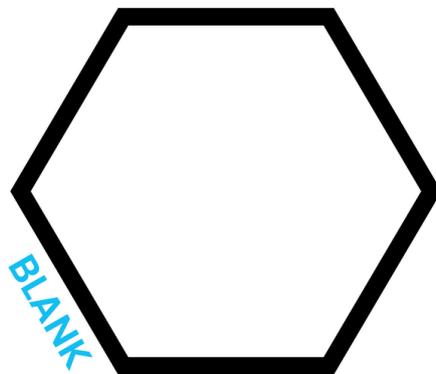
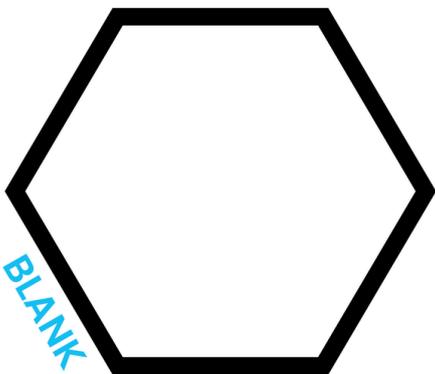
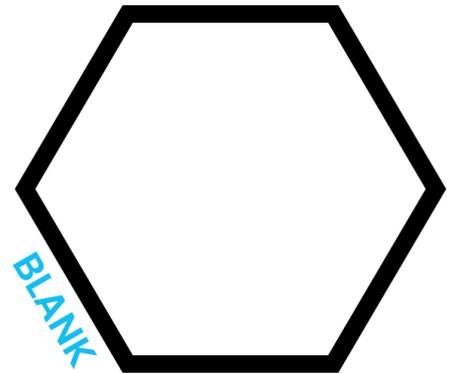
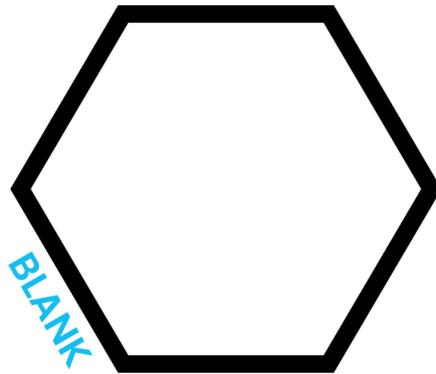
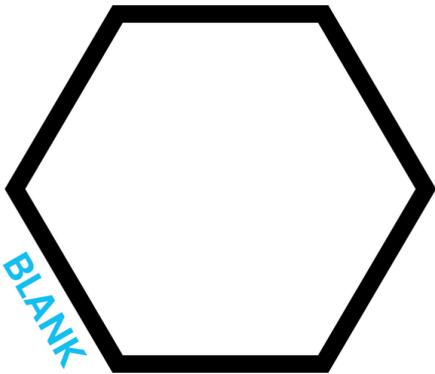
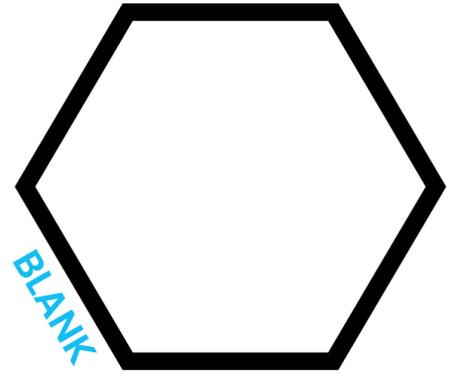
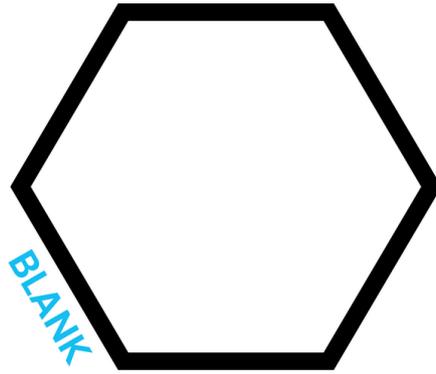
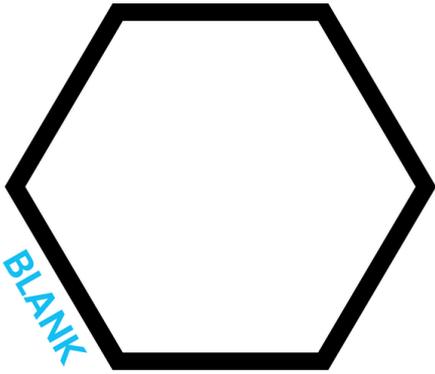
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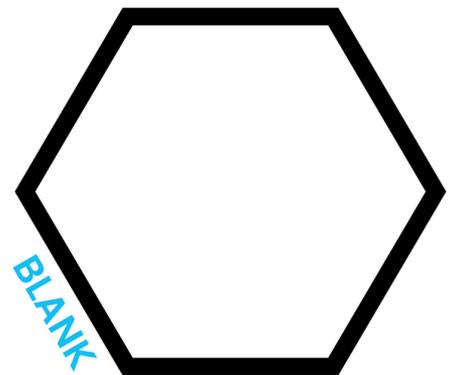
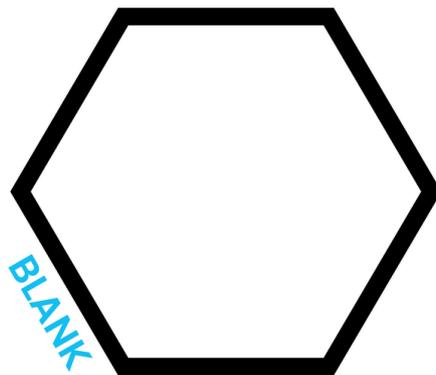
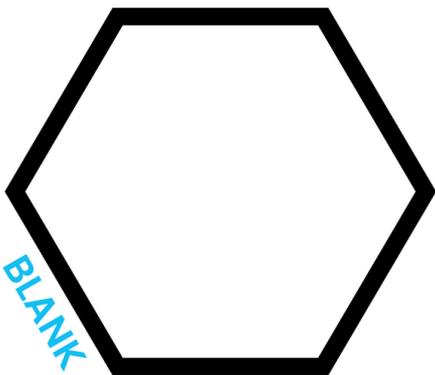
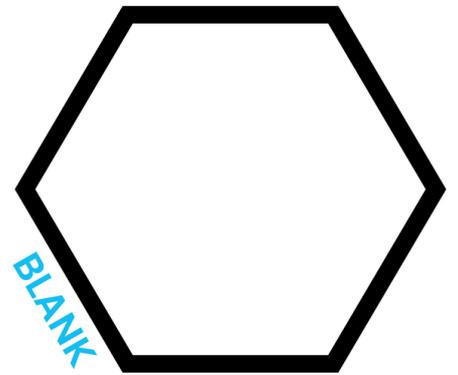
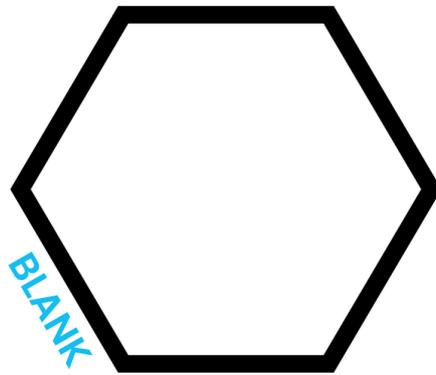
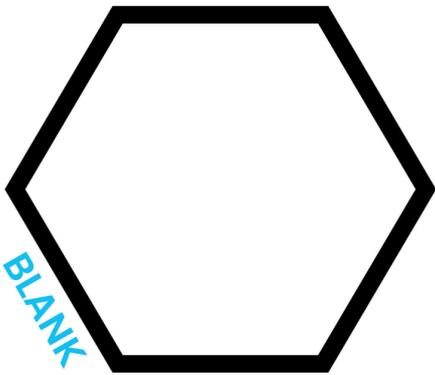
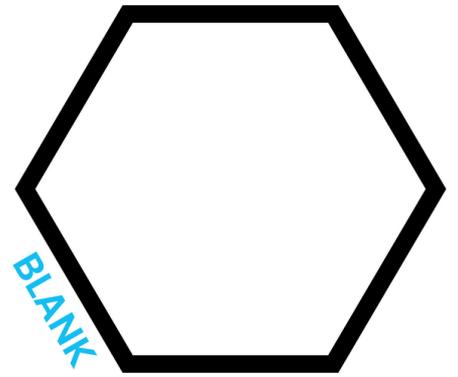
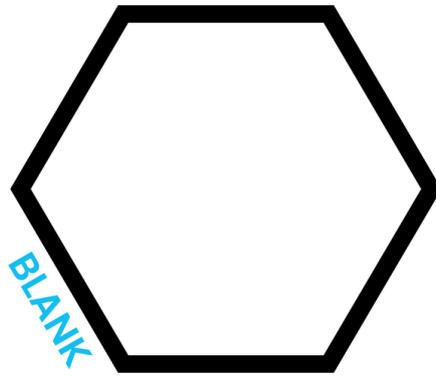
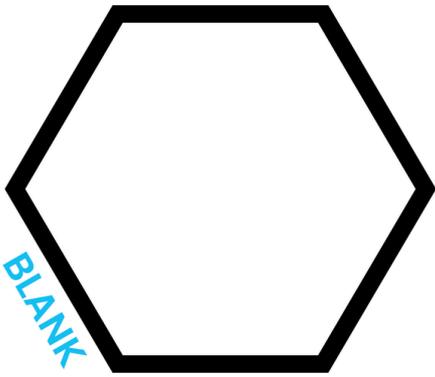
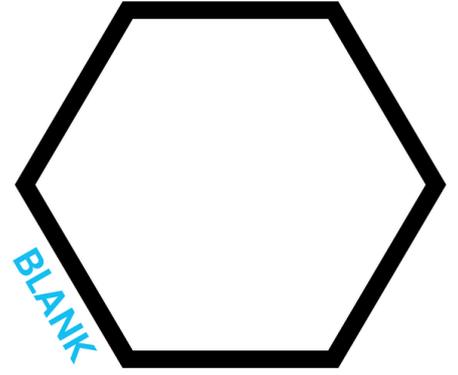
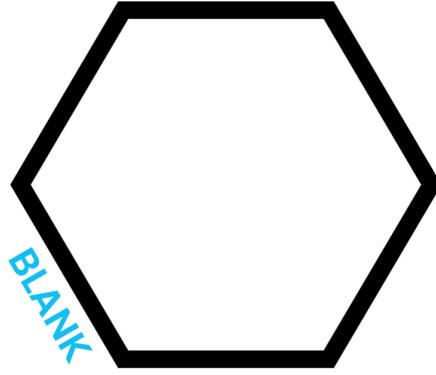
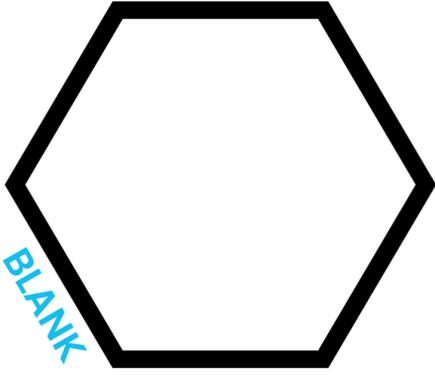
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