

AI Image Exploration!

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Activity Summary

Using a thinking routine is a great way to explore images produced by AI. These routines are appropriate for all proficiency levels, but Novice learners may require scaffolding in the form of sentence stems or checklists. This example, based on [Creative Hunt](#), was created for Novice learners.

Learning Outcome(s):

Learners will be able to...

- Generate images of fashion using AI
- List critical vocabulary related to fashion
- Identify creative responses and/or examples of creativity

Mode(s): Presentational

Material(s): Creativity Hunt Handout

Procedure

1. Open an image generator like <https://www.craiyon.com/> and display on a projector or in another shared space (e.g., Zoom). Work with learners to generate a prompt or two. An example prompt might be clothing + fashion + magazine or clothing + fashion + sketch.
2. Look at the images. Learners should use the images to document three things on their handouts: (1) purpose of the clothing; (2) the parts of the clothing; and (3) the audience (who is clothing for?). You may wish to provide learners with a word bank as optional scaffolding.
3. Work to fill in a shared document (displayed on projector or whiteboard) with learners' answers. You can type in learners' answers directly, or have learners write post-its and place them on the board. Then, as a class, star what you think is especially creative. Is it a type of fashion? Is it one of the identified purposes?
4. Learners reflect on the handout by ranking the five most creative ideas and identifying one way they use fashion.

Notes

- This AI generator takes roughly one minute to produce images.
- You may wish to use sketches and drawings or paintings as your image type when working within the AI generator (AI-generated faces can be largely unrealistic). However, examining said faces with learners might add some interest.
- Step 2 could be used to generate learner-created vocabulary lists in lieu of reviewing the vocabulary they already have. Relatedly, some teachers may wish to decrease or eliminate the word bank as it will detour from some of the opportunities for learner-generated ideas.
- Extension ideas: (1) Examine the AI tool itself using the same routine. (2) Run the same query in the L1 and the L2 and compare and contrast the images. Then, using that analysis, decide if there are any lines of inquiry you wish to follow with your learners. For example, with fashion, are there any trends in one language (e.g., hair color or type of clothing) that are less prevalent in the other language? Do magazine covers (like Vogue from different countries) correlate with that observation?

Creativity Hunt

1400

1. Look at the images generated, then complete the table.

Purpose of Fashion	Parts (Components) of Fashion	Audience (Who Is Fashion For?)

Word Bank (Optional Scaffolding)

Pants Sandals Dress shoes Baseball hats Coats Shirts Shoes Dresses	Jackets Shorts Tennis shoes / Sneakers Skirts Scarves Jewelry Woolen Caps	To decorate To express one's self For a function (to work out, etc.) To inspire To impress To follow rules To protect (from the weather or sun) To be a part of a group To be creative	Myself My friends My family My peers Bosses, teachers, or other people in positions of power People I don't know People everywhere
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2. Reflect

- Rank the five most creative ideas. Your favorite idea should be first.

- Complete the idea.

My favorite fashion is _____.

I use it to _____.

