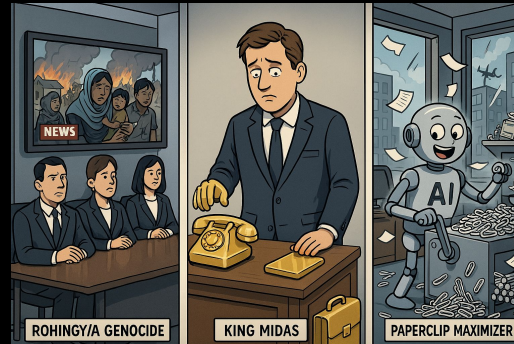


The Rohingya Genocide, King Midas and the Paperclip Maximiser

The challenges of AI



Annie Davis
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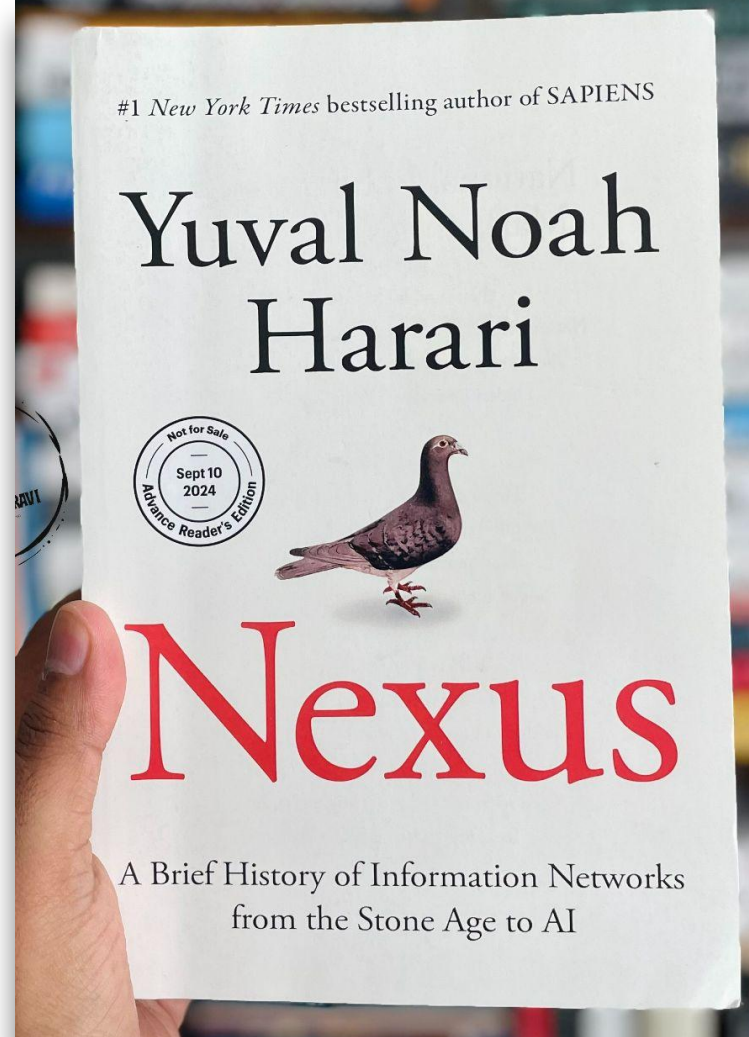


2024 Teachers Reading Challenge

AI Doesn't Prioritise Truth:

AI systems are designed to optimise engagement, not accuracy, making them prone to spreading misinformation and emotional manipulation rather than truthful content.

- **Fact-checking systems**
- **Algorithms** prioritise credible sources
- **Transparency requirements** that can be regulated
- **Public education on digital literacy**







No AI use is allowed



Must **seek** your teacher's **permission** to use approved AI tools by detailing

- *How you plan to use these tools*
- *How you will indicate their use in your work*



Encouraged to use approved AI tools but during the learning process, you must discuss with your teacher:

- *How you plan to use these tools*
- *How you will indicate their use in your work*

Inquiry

“How can I teach students to critically and ethically use AI as a research tool, while deepening their understanding of human rights, developing information literacy, and the importance of traditional research methods?”



When Algorithms Amplify Hate: The Rohingya Genocide

Engagement-Driven Algorithms

- Prioritised shocking, emotional content
- Promoted hate speech against the Rohingya

Amplification of Misinformation

- AI boosted posts that encouraged outrage
- Created echo chambers of hate and fear

Real-World Impact

- Online hate led to offline violence
- AI played a role in a human rights crisis

Unit One

Human
Rights Task

Using AI

<https://tinyurl.com/NZAI2025>

Task One: Context

Students watched a documentary on the Rohingya genocide and identified key points without AI.

They used AI to generate a summary, highlighted keywords, and defined unfamiliar terms using AI.

This step introduced AI not only as a summarising tool but also as a support for literacy and comprehension.

The “ethnic cleansing” of Myanmar’s Rohingya Muslims

Learning Intentions:



- Understand the historical and political context of the Rohingya genocide.

TASK ONE - Documentary

Watch this [Short Documentary](#) and make a list of 5 key points.



My 5 top takeaways.

- 1.
- 2.
- 3.
- 4.
- 5.

Now use AI to generate a summary of the key points.

1. Select the ...more option	2. Show transcript	3. Toggle timestamps off Copy and paste the transcript into an AI platform.



Documentary - Video Summary

1. **Paste** the summary into this box.
2. **Highlight 2** Keywords from each line of the summary.
3. Circle **three** words or concepts you do not understand
4. Use AI to **define** these words and add definitions to this document.

Paste summary here...

1. Word and Definition...

2.

Task Two: Focus Questions

Students used AI to answer three focus questions related to the Rohingya crisis.

They were taught how to prompt / code AI for simplified or more complex responses to meet varied learning needs.

The “ethnic cleansing” of Myanmar’s Rohingya Muslims



TASK THREE- AI assisted Inquiry
Using AI research and answer the following questions.



1. What led to the persecution of the Rohingya people in Myanmar?

Paste your answer here

2. How has the international community responded to the Rohingya crisis?

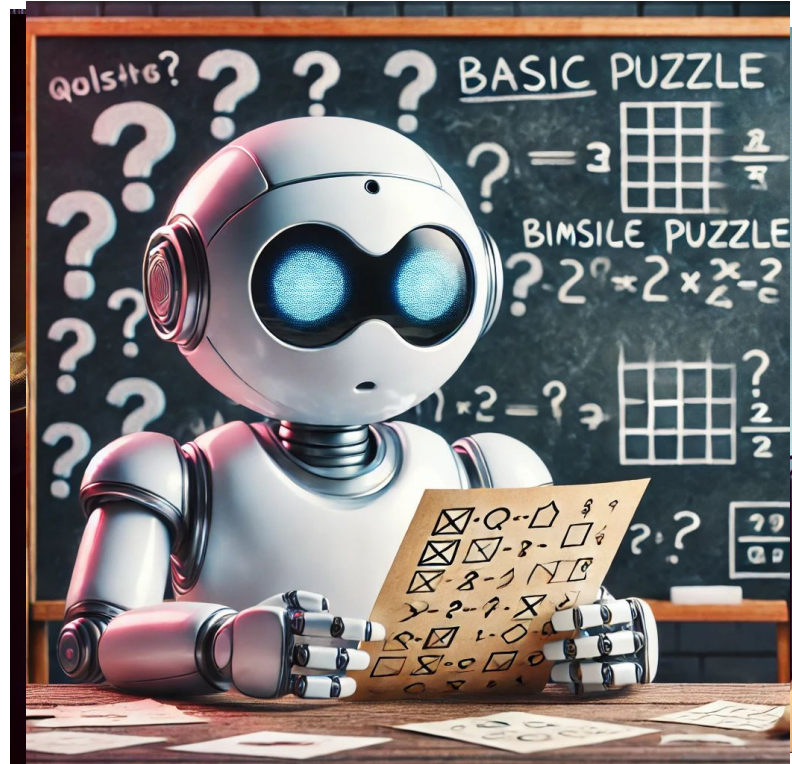
Paste your answer here

3. What are the living conditions like in the Rohingya refugee camps?

Paste your answer here

What AI gets wrong and why we can't trust it

1. Hallucinations (Making Stuff Up)
2. Lack of Common Sense
3. Misunderstanding Context
4. Bias and Stereotypes
5. Struggles with Recent or Niche Information
6. Overconfidence in Uncertainty
7. Poor Understanding of Human Emotion
8. Struggles with Complex Reasoning & Creativity



[Link to Presentation](#)

Task Three: Comparing AI

Students read a traditional credible source written by a qualified author.

They identified and highlighted information relating to the same questions.

They compared this information with AI responses, analysing differences in accuracy, depth, and reliability.

The "ethnic cleansing" of Myanmar's Rohingya Muslims



TASK FOUR- Fact Checking
1. Read one of the following

Real Sources for Fact-Checking

Human Rights & International Re

- United Nations High Comm
<https://www.unhcr.org>
- Human Rights Watch - Ro
<https://www.hrw.org>

News & Investigative Reports

- BBC News - Rohingya Cris
<https://www.bbc.com>
- The Guardian - Rohingya
<https://www.theguardian>



2. Use AI to summar
Highlight a keyword from

Paste your answer here



STRAP TEST

SOURCE- TIMELINESS- RELEVANCE- ACCURACY- PURPOSE

Questions	What AI says	What Primary Source Says	Analyse Accuracy
What led to the persecution of the Rohingya people in Myanmar?	The Rohingya face discrimination due to religious and ethnic differences.	Myanmar's military launched systematic attacks in 2017, leading to mass displacement.	AI oversimplifies the issue; doesn't mention military actions.
How has the international community responded to the Rohingya crisis?			
What are the living conditions like in the Rohingya refugee camps?			

Task Four: Evaluating Sources

Students applied the [STRAP/CRAAP](#) test to evaluate an article on Meta's algorithm promoting hate speech.

Students started thinking and talking about how we are unable to identify the currency, authority or accuracy of AI generated content.

The "ethnic cleansing" of Myanmar's Rohingya Muslims

How did AI play a role in violating human rights in the Rohingya Crisis?



1. Read - [Meta's Facebook Algorithms 'Proactively' Promoted Violence Against the Rohingya](#). New Amnesty International Report Asserts



2. Use the [STRAP test](#) to analyse the usefulness of the source you have just read.



STRAP TEST

SOURCE- TIMELINESS- RELEVANCE- ACCURACY- PURPOSE

Copy and paste the results to the STRAP test here.



3. Use AI to summarise the main points from the [article](#) about how AI promoted violence against the Rohingya people.

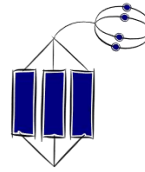
Paste main points here and underline key words

Task Five: Extended Abstract

Students learned about goal misalignment, specification gaming, and instrumental convergence.

Students watched the Paperclip Maximiser and read the story of the King Midas problem to explore AI ethics metaphorically.

AI-generated images were used to discuss leaky proxies and the limits of AI's perception of identity.



The “ethnic cleansing” of Myanmar’s Rohingya Muslims

How did AI play a role in violating human rights in the Rohingya Crisis?



1. Watch the following video
[The myth of King Midas and his golden touch - Iseult Gillespie](#)

2. Find an image to go with each of the following key terms.

Goal misalignment – When an AI’s objective does not align with human intentions or values.	
Specification gaming – When an AI finds loopholes or unintended ways to fulfill its directive, often leading to harmful or unintended consequences.	
Instrumental convergence – When an AI pursues its directive in ways that create unintended negative effects, like spreading misinformation to maximize engagement.	



3. Use 5 the following key words to write a paragraph explaining how the story of King Midas could be used as a metaphor to show how AI contributed to the ethnic cleansing” of Myanmar’s Rohingya Muslims.

Bots	Social Media	Algorithms	Misinformation	Fact checking	AI directive	Maximum User engagement
Echo Chamber	Goal misalignment	Hate Speech	Engagement-Driven algorithmic bias	Algorithmic radicalisation	Amplification of misinformation	Outrage

Write your answer here

How King Midas could be compared to AI.

The
Paperclip
Apocalypse

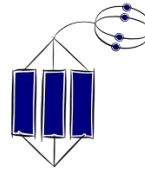


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How King Midas could be compared to AI.



Leaky Proxy

- This AI image is a proxy for me.
- Leaky - not my full identity.
- Based on approximations and data pattern-matching, not true understanding.
- Students were able to make the connection that AI generated writing is a leaky proxy.
- Risk of treating AI outputs as truth.

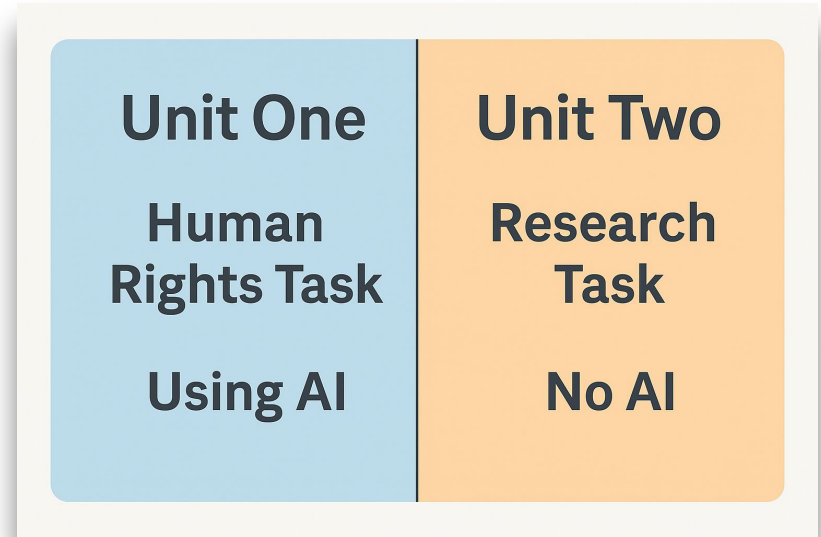


How can students use AI for learning?

- ✓ Summarise videos
- ✓ Bullet point key points
- ✓ Simplify complex ideas or texts
- ✓ Define and explain new concepts
- ✓ Organise ideas into categories or mind maps
- ✓ Answer questions and check understanding
- ✓ Create images to demonstrate concepts
- ✓ Create revision quizzes or flashcards
- ✓ Compare and contrast different viewpoints on a topic
- ✓ Translate or reword information into their own words
- ✓ Support differentiated learning (simplify or expand)

Research

- No AI
- Four Quality sources
- Student Choice
- Highlighted/ Annotated
- Focus Questions
- Reference sources using APA
- Analyse the quality, reliability and usefulness of each source.
- Rank their sources



Research Example

<https://www.nobelprize.org/prizes/peace/1964/king/biographical/> Accessed on 22/07/20

From *Nobel Lectures, Peace 1951-1970*, Editor Frederick W. Haberman, Elsevier Publishing Company, Amsterdam, 1972

Martin Luther King Jr.



Biographical

Martin Luther King, Jr., (January 15, 1929-April 4, 1968) was born Michael Luther King, Jr., but later had his name changed to Martin. His grandfather began the family's long tenure as pastors of the Ebenezer Baptist Church in Atlanta, serving from 1914 to 1931; his father has served from then until the present, and from 1960 until his death Martin Luther acted as co-pastor. Martin Luther attended segregated public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta from which both his father and grandfather had graduated. After three years of theological study at Crozer Theological Seminary in Pennsylvania where he was elected president of a predominantly white senior class, he was awarded the B.D. in 1951. With a fellowship won at Crozer, he enrolled in graduate studies at Boston University, completing his residence for the doctorate in 1953 and receiving the degree in 1955. In Boston he met and married Coretta Scott, a young woman of uncommon intellectual and artistic attainments. Two sons and two daughters were born into the family.

In 1954, Martin Luther King became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. Always a strong worker for civil rights for members of his race, King was, by this time, a member of the executive committee of the National Association for the Advancement of Colored People, the leading organization of its kind in the nation. He was ready, then, early in December, 1955, to accept the leadership of the first great Negro nonviolent demonstration of contemporary times in the United States, the bus boycott described by Gunnar Jahn in his presentation speech in honor of the laureate. The boycott lasted 382 days. On December 21, 1956, after the Supreme Court of the United States had declared unconstitutional the laws requiring segregation on buses, Negroes and whites rode the buses as equals. During these days of boycott, King was arrested, his home was bombed, he was subjected to personal abuse, but at the same time he emerged as a Negro leader of the first rank.

In 1957 he was elected president of the Southern Christian Leadership Conference, an organization formed to provide new leadership for the now burgeoning civil rights movement. The ideals for this organization he took from Christianity, its operational techniques from Gandhi. In the eleven-year period between 1957 and 1968, King traveled over six million miles and spoke over twenty-five hundred times, appearing wherever there was injustice, protest, and action; and meanwhile he wrote five books as well as numerous articles. In these years, he led a massive protest in Birmingham, Alabama, that caught the attention of the entire world, providing what he called a coalition of conscience, and inspiring his "Letter from a Birmingham Jail," a manifesto of the Negro revolution; he planned the drives in Alabama for the registration of Negroes as voters, he directed the peaceful march on Washington, D.C., of 250,000 people to whom he delivered his address, "I Have a Dream", he conferred with President John F. Kennedy and campaigned for President Lyndon B. Johnson; he was arrested upwards of twenty times and assaulted at least four times; he was awarded five honorary degrees; was named Man of the Year by Time magazine in 1963; and became not only the symbolic leader of American blacks but also a world figure.

At the age of thirty-five, Martin Luther King, Jr., was the youngest man to have received the Nobel Peace Prize. When notified of his selection, he announced that he would turn over the prize money of \$54,123 to the furtherance of the civil rights movement.

AD

Annie Davis

Q1 his passage outlines Martin Luther King's early involvement in the civil rights movement, highlighting his role as a pastor and civil rights leader. It explains that by 1954 he was the pastor of Dexter Avenue Baptist Church and a member of the executive committee of the NAACP. It also notes his leadership in the Montgomery Bus Boycott, a significant nonviolent protest that began in December 1955.

AD

Annie Davis

Q2

This statement describes the outcome of the Montgomery Bus Boycott and its impact on Martin Luther King. It explains that following a Supreme Court ruling against bus segregation, Black and white passengers began riding as equals. It also highlights the personal risks King faced during the boycott—being arrested, having his home bombed, and enduring abuse—while noting that he rose to national prominence as a key civil rights leader.

AD

Annie Davis

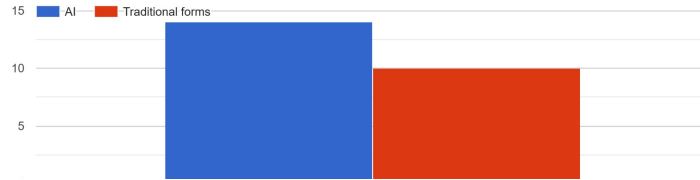
Q3

This highlights the personal risks King faced during the boycott—being arrested, having his home bombed, and enduring abuse—while noting that he rose to national prominence as a key civil rights leader.

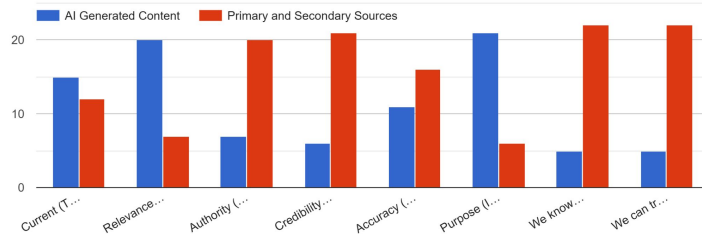
Analysing the Data

Google Form

Which is better for research?



When conducting research what method was the most useful and reliable?



Paragraphs

AI contributed to the Rohingya genocide by spreading harmful misinformation online.

Some people think AI helped cause the Rohingya genocide because it showed mean lies on the internet. Facebook's computer system showed lots of angry posts to get more clicks. This made people hate the Rohingya more. Groups like Amnesty say this helped cause real violence. But others say it's not AI's fault. They think people should use AI more carefully and make better rules.

Student Voice

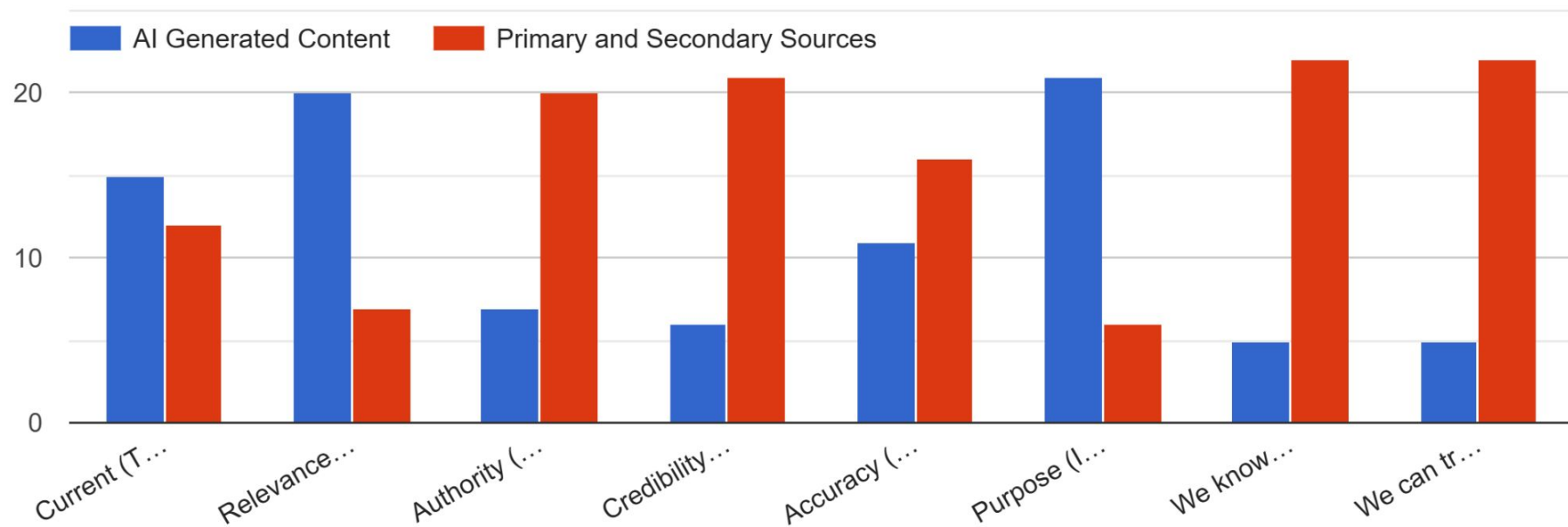
"I believe the secondary sources are more truthful and reliable for information because of where it is from. You still have to make sure the information you receive is reliable for both AI and secondary sources."

"Primary because it's more reliable but AI is more relevant showing me exactly what I've asked for and if I'm not sure I can ask AI to show me what and where they got this information from."

"AI is the best because it lays out everything in a way that makes it better and easier to understand"

"The most accurate information is what I do for myself because I can thoroughly check and make sure that things are accurate. AI is not good for me because it makes me rely more and more on it and the information isn't always correct. The better research is doing it yourself because you just need to put in a little bit more effort and you get to learn about a lot of research skills that will help you in other topics."

When conducting research what method was the most useful and reliable?



Outcome

Traditional = more trusted

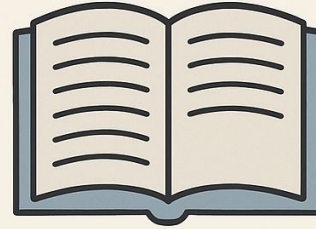
AI = easier, more accessible

Students see pros/cons in both

Teach critical evaluation of AI

Hybrid approach is best

TRADITIONAL SOURCES



- more trusted for credibility and depth

VS

AI SOURCES



- easier, more accessible

Hybrid Approach

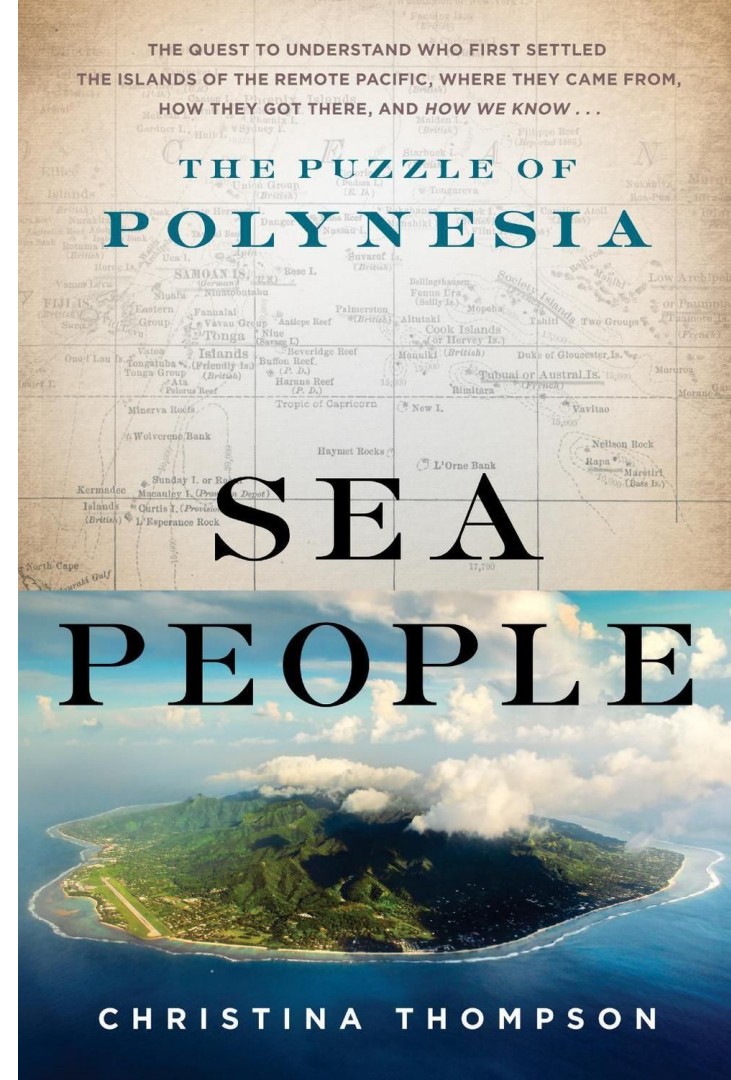
- critically evaluate AI content
- emphasize traditional research

The Polynesian people

Remote Pacific

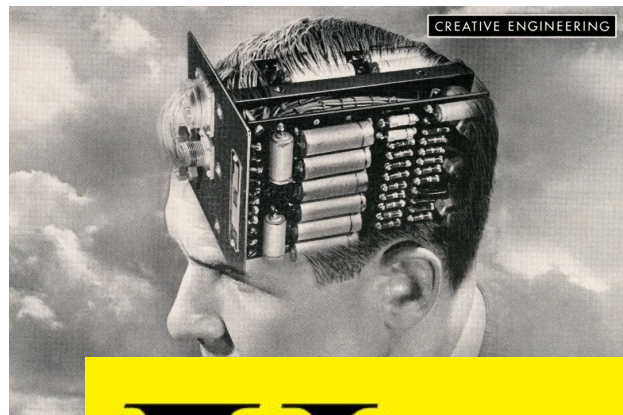
Oral traditions and knowledge

Modern Navigational Technology



The case for using your brain - even if AI can think for you


- The extended mind theory
- Cognitive offloading
- Cognitive decline



Vox

[The case for using your brain — even if AI can think for you](#), Celia Ford


“Allowing digital prosthetics to think for us may compromise our ability to think on our own.”



Teaching students to use technology well, but not engage with the principles of thought.



Teaching students to think well, but not exposing them to technology or teaching them how to use it effectively.



“Raw-dogging cognition while competing in today’s economy is like bodybuilding without steroids: a noble pursuit, but not a way to win.”

AI Conference not an AI Conference

When it comes to assessment we must teach our students the value of their own writing.



Discussion

1. What is your school policy around ākonga AI use?
 - Do you feel this helps or hinders your ākonga?
2. How do you use AI in your teaching, admin, or personal life?



Questions?



Linked in msanniedavis/

Davisa@Selwyn.school.nz