

A short story...



Who will make the better app using AI?



Coding expert



Normy

Expertise still matters.

What's the difference?

Knows more about it...



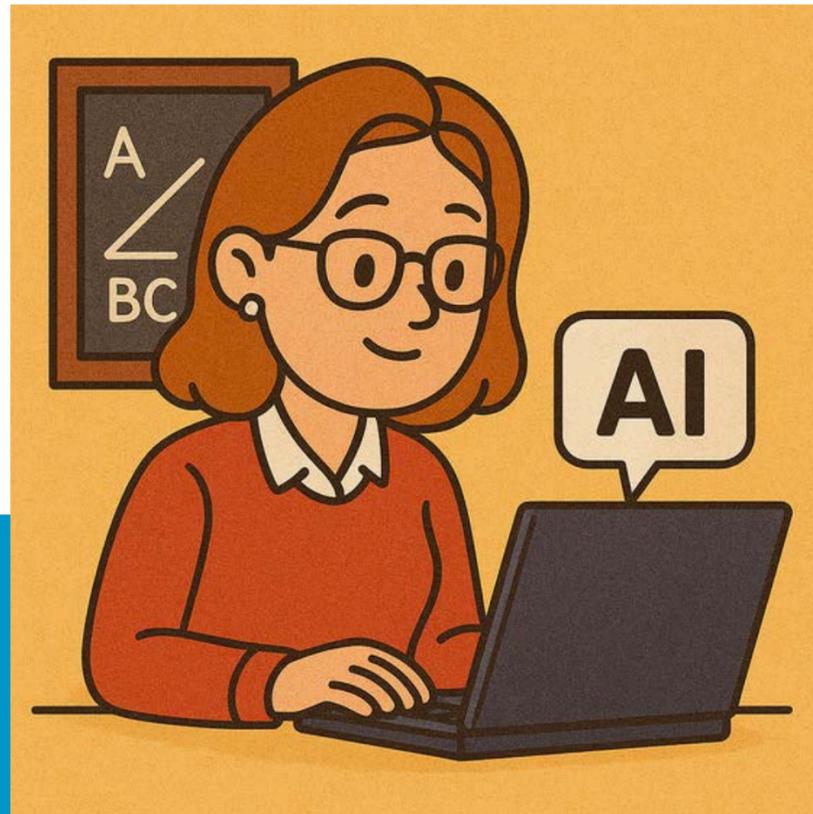
Recognises problems

Expert vocabulary



They have expertise

Who will make better, deeper, engaging educational experiences using AI?



Teacher with AI



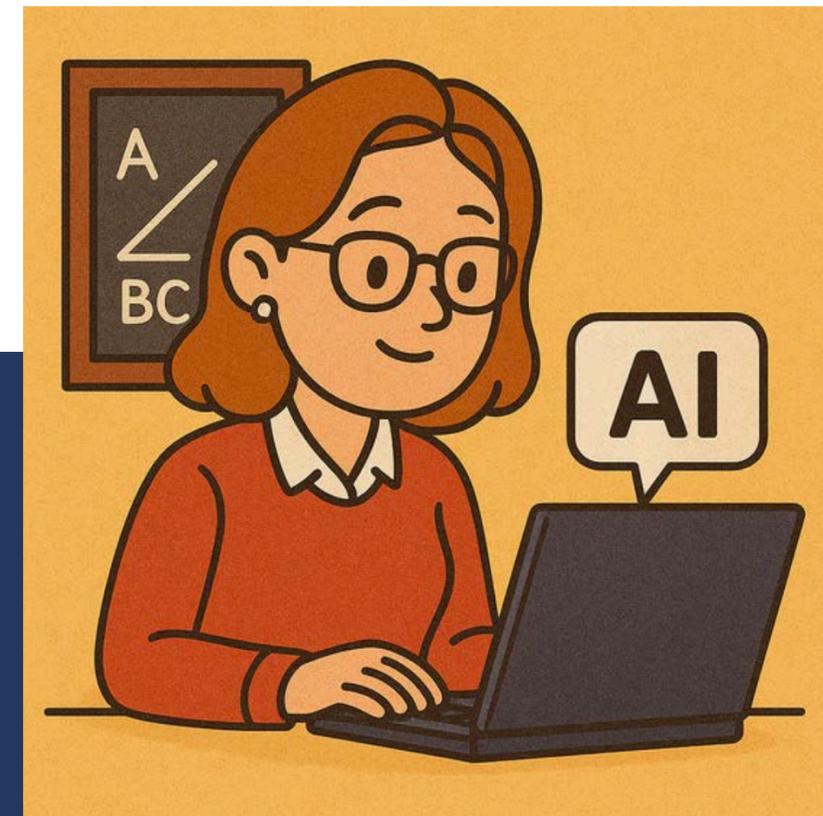
Coding genius with AI

What's the difference?

Use of educational models

Judge reliability of content

Knowledge of students

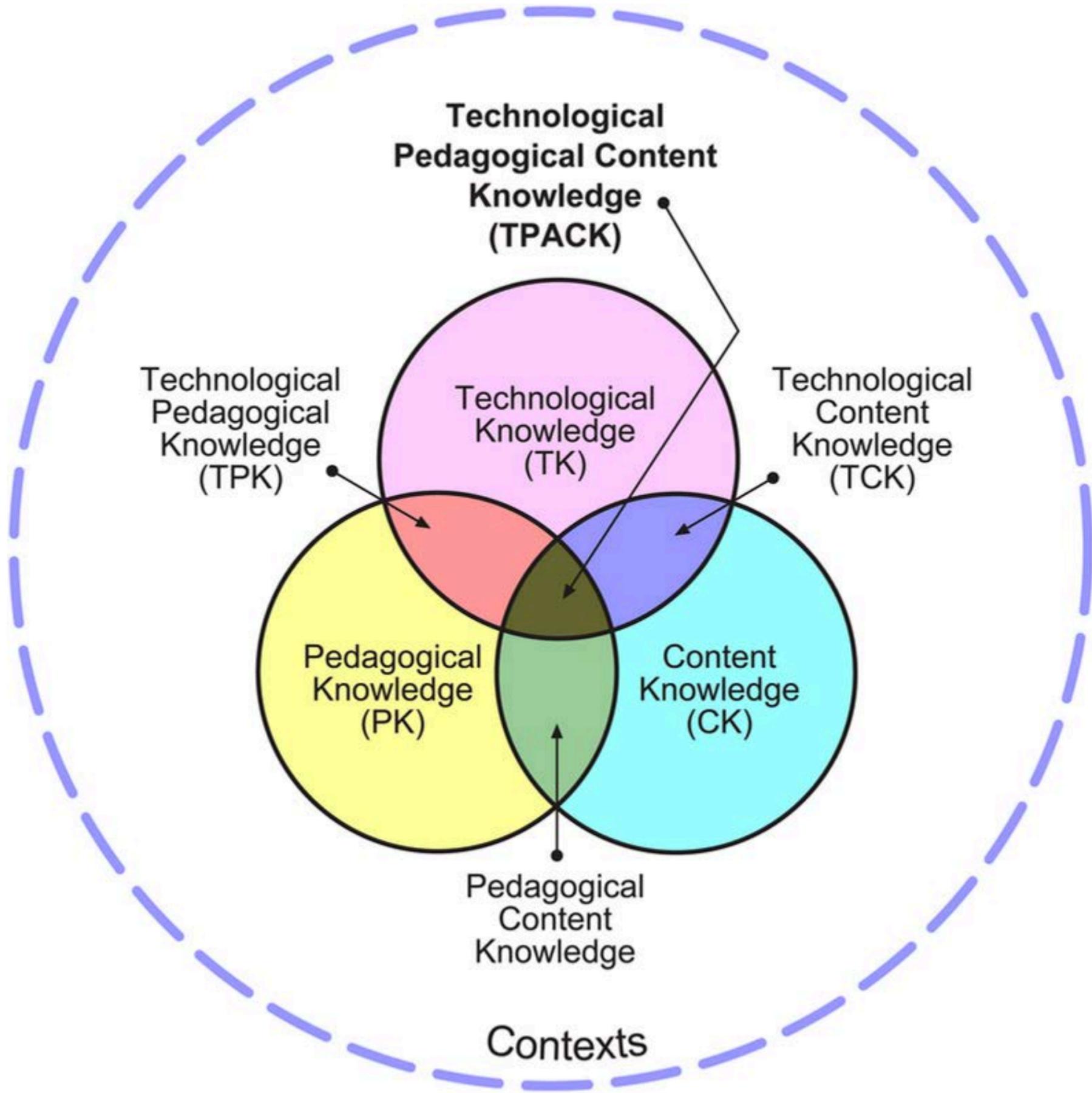


They have expertise

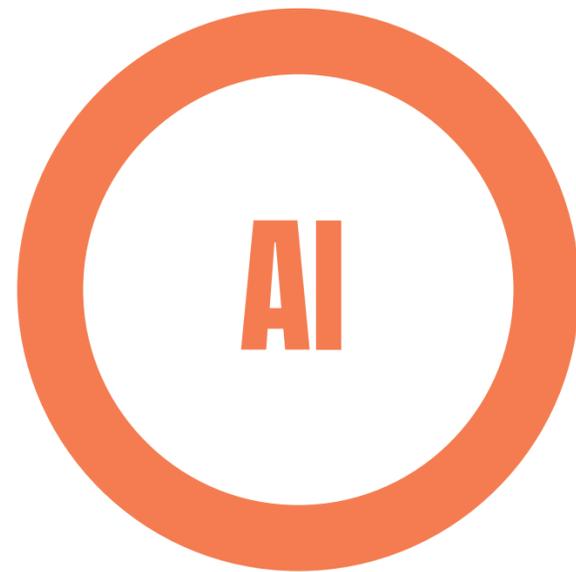
DOWN THE RABBIT HOLE: AI & GIFTED EDUCATION



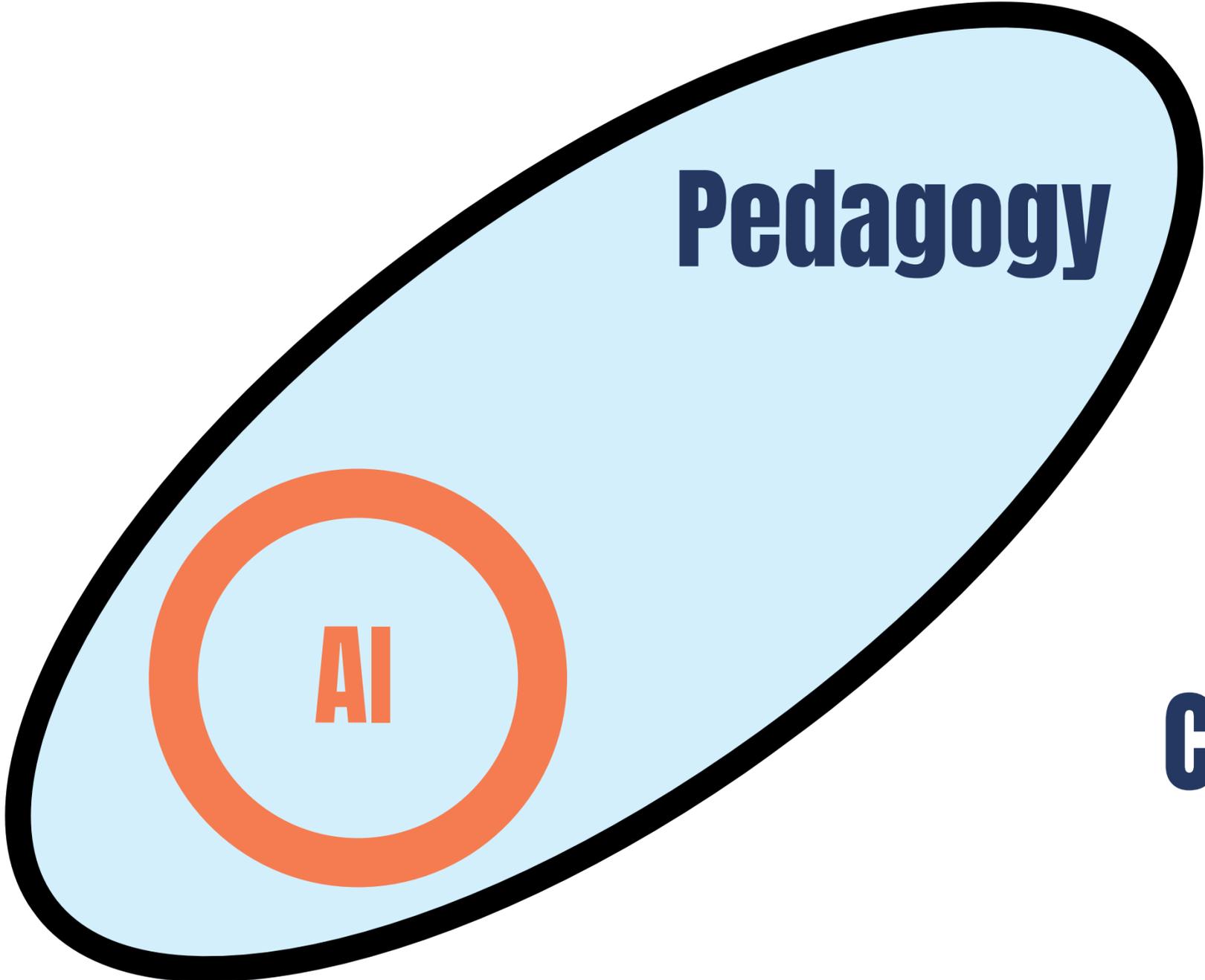
Jake Heading



Pedagogy



Content

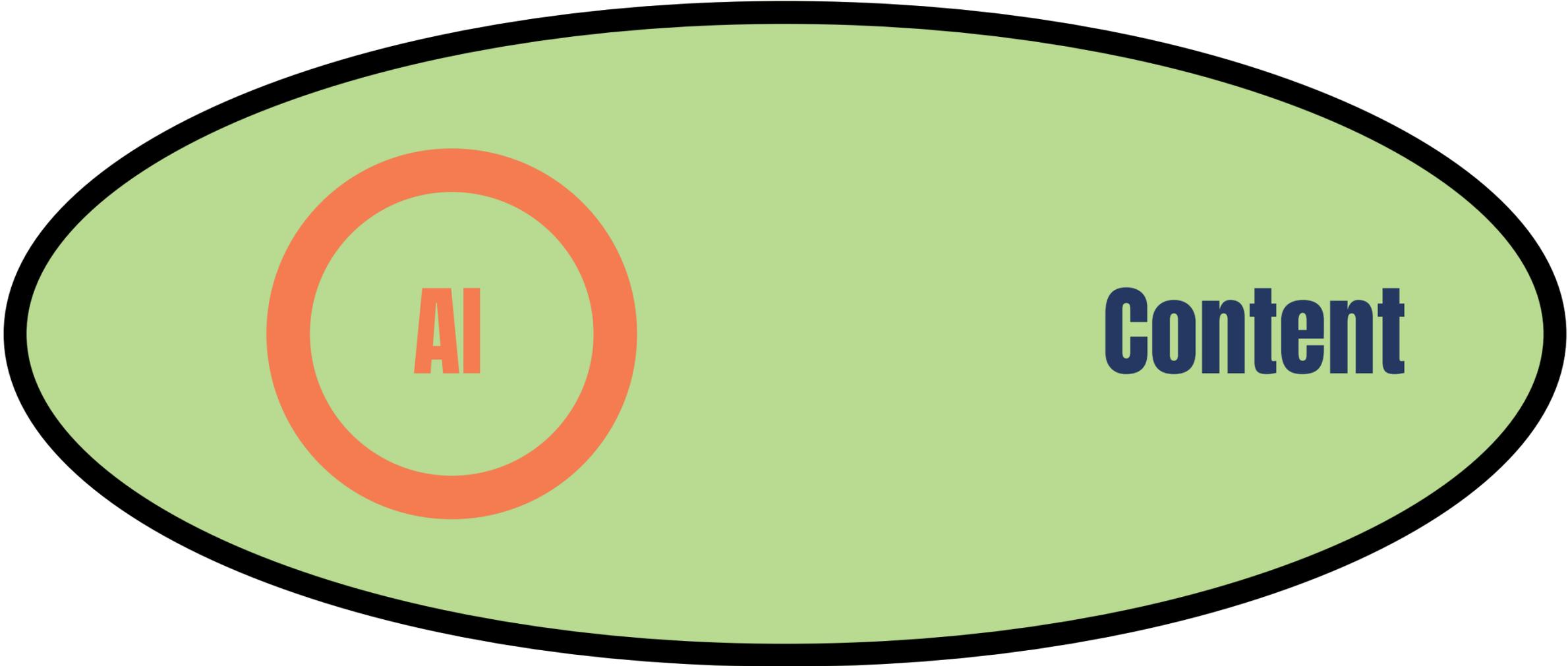


Pedagogy

AI

Content

Pedagogy



AI

Content

A range of knowledge and experiences...

AI Fatigue

AI has gotten alot better recently.

Artificial intelligence is when computers perform tasks that normally require human intelligence – like recognising patterns, solving problems, or generating ideas. – ChatGPT

AI Vocabulary

GPT – Generative Pre-trained Transformer

Model – Companies train AI models

Chat Interface – the most common way of using AI.

Hallucination – when AI makes things up confidently but incorrectly.

Context Window – how much the AI can “remember” in a conversation.

Ai history

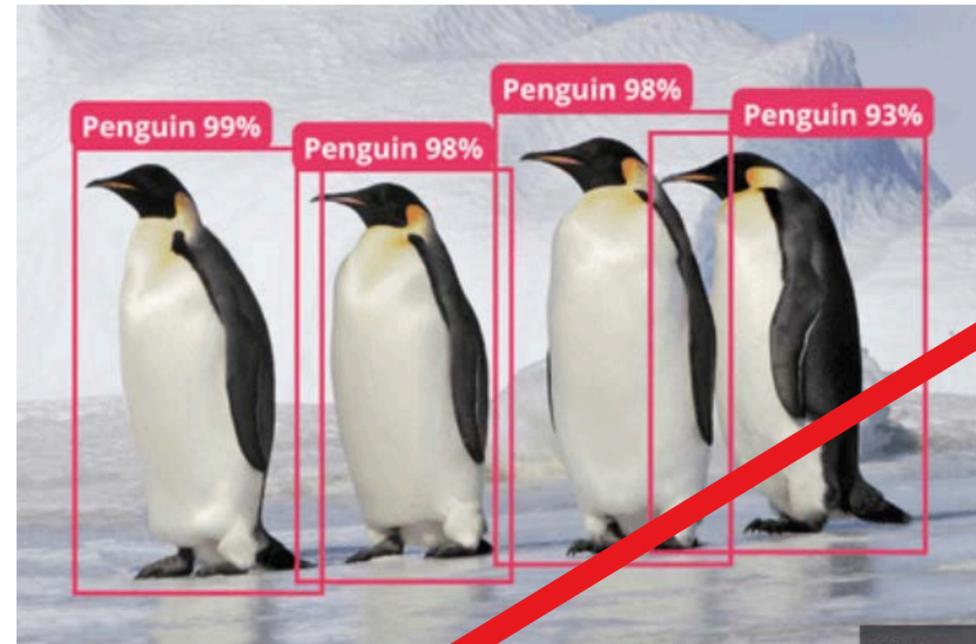
Rule-Based AI

Think, SIRI



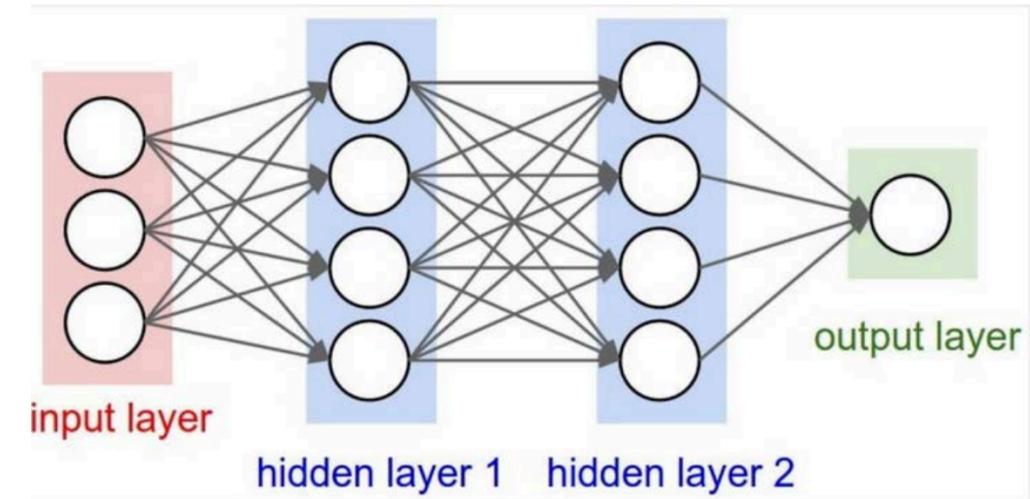
We know exactly how it works and what to expect

Machine learning



Trained on data

Deep neural networks



**Generative.
Creates new works**

Our understanding is limited



Fancy Autocorrect

I bought milk from the **Shop**

I drank from my **Water bottle**

It is a truth It doesn't care about the truth,
It wants likely

The Guessing Game

AI's no wizard, no crystal ball,
It doesn't "think" or "know" at all.

It scans the patterns it's trained to see,
And guesses the "next" with probability.

The next word, the pixel, the melody's line,
A fluent illusion, it looks divine.

But under the hood, no magic, no soul,
Just endless predictions that try to sound whole.

So treat it with wonder, but also with care,
It's clever at guessing — not always fair.



So many tools...

 Claude



ChatGPT



Eduaide.Ai

 Meta

Llama 3

KHANMIGO

by  Khan Academy

Diffit
For Teachers

**MAGIC
SCHOOL**



Copilot

Specialised

Generalised

Give you ideas

More predictable output

Often running behind

Longevity uncertain

Business model

What does your school provide?

Try it and see what is best

Blank slate

Highly variable output

Latest models

Will likely last

Diffit
For Teachers

MAGIC SCHOOL

KHANMIGO
by Khan Academy


Eduaide.Ai

Gemini  **Claude** 


ChatGPT


Copilot


Llama 3

Student-ready resources for...

Literally Anything

Books

Text, PDFs & Links

Vocabulary

What are you teaching? (Gravity, Main Idea...)

English

5th Grade

Align to...

More Options

Generate Resources

My Favorites

All Tools

Plan

Create

Differentiate

Support

Learn

Search

Blooket Generator

Chunk Text

Class Newsletter

Prediction

**Many schools already on
Microsoft (flick a switch)**

Schools buy tools

Powered by GPT 5

But few...

**Get fluent with
the big tools**

Use what they provide

Copilot

For data safety above all

**Draw on your own Microsoft
data**



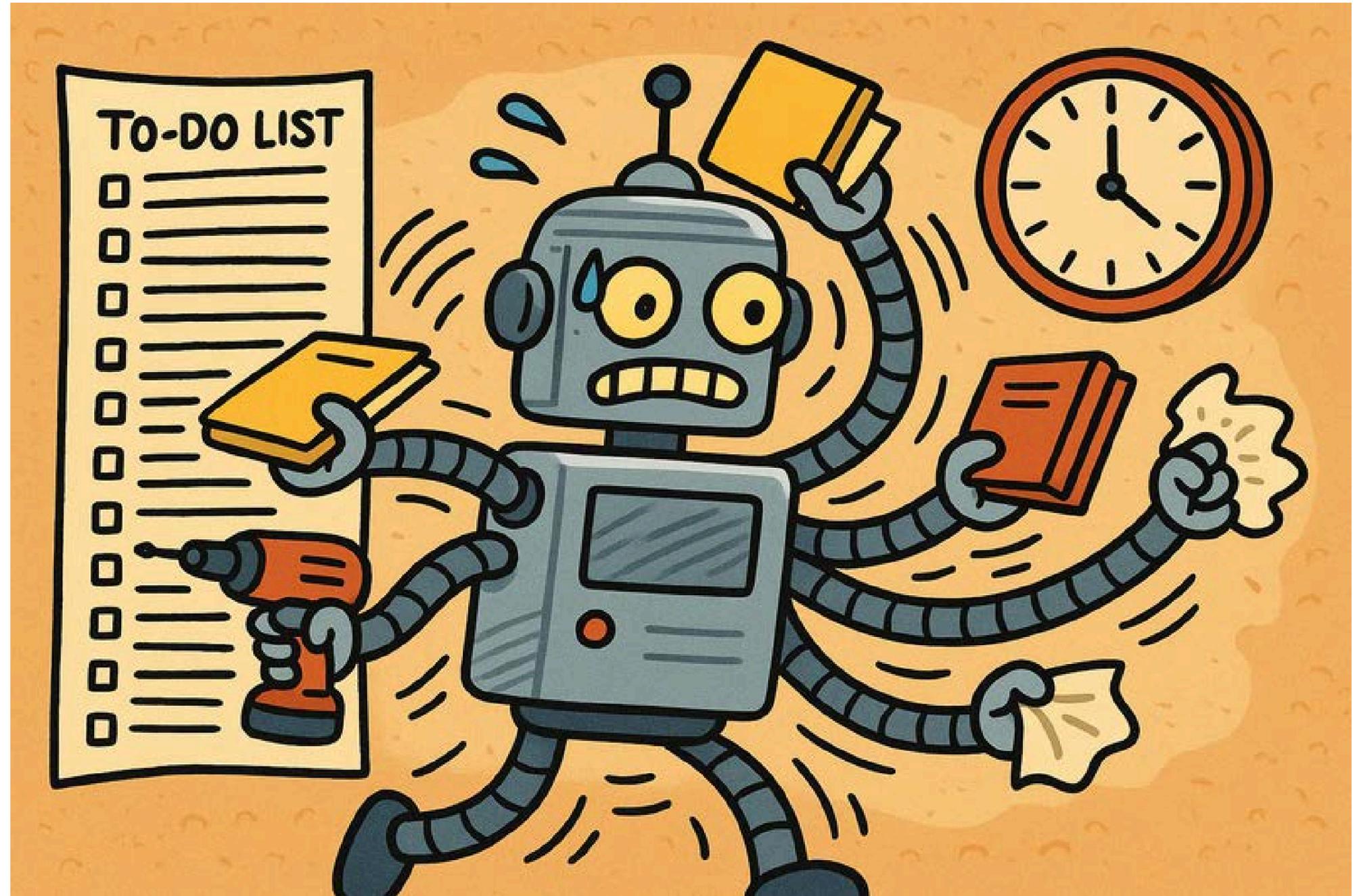
Problems with prompting

Tricks?

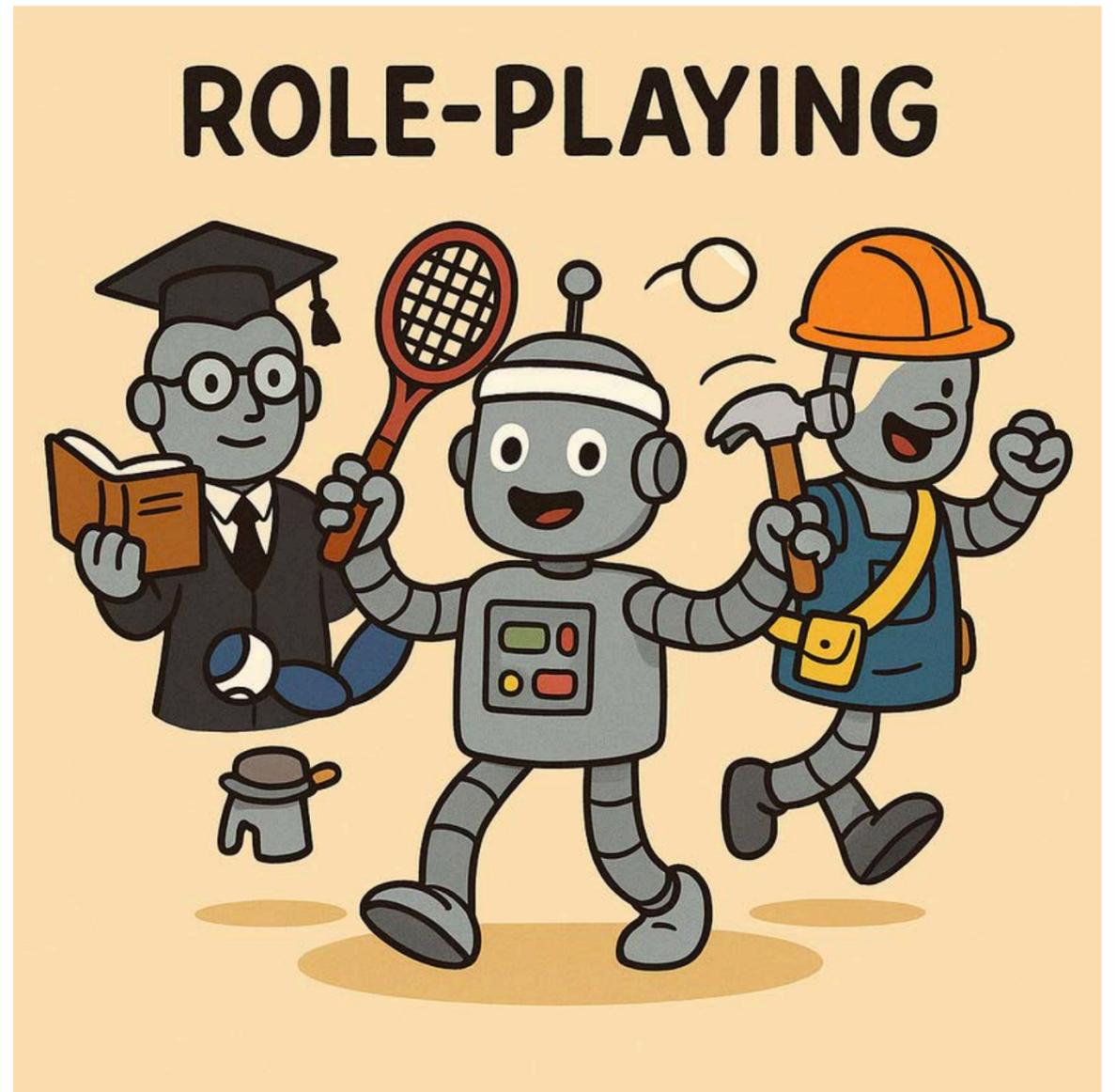
Structures?

Principles

**Less is
more**



Ask the AI to be someone specific.



You are an expert educator of primary students with advanced knowledge of giftedness. You are going to use the depth and complexity model to create a highly engaging task that has students think deeply about the topic, like an expert.

Ask teacher questions, get teacher answers

Use the models



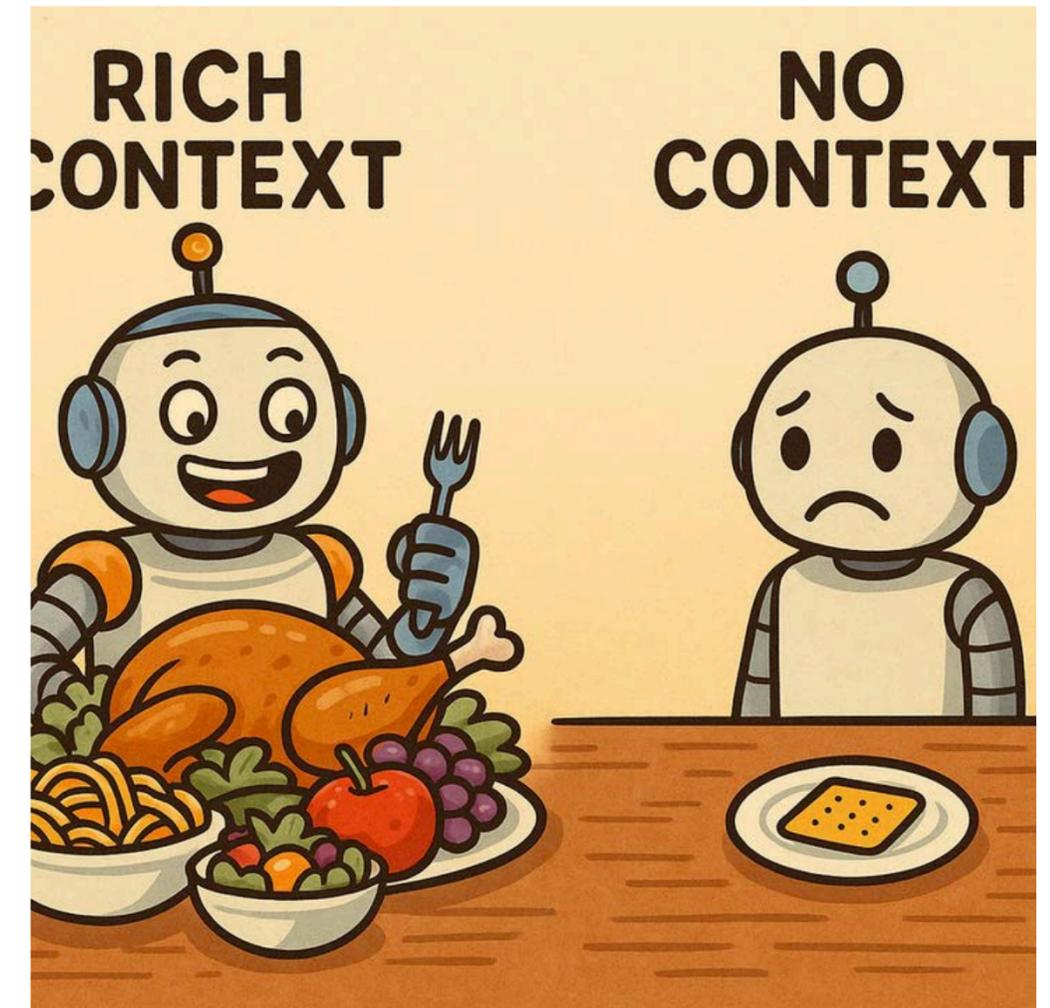
You are an expert educator of primary students with advanced knowledge of giftedness. You are going to use the depth and complexity model to create a highly engaging task that has students think deeply about the topic, like an expert.

Give really rich context, as much as possible

Context can be in that chat

Give it lots of text to work with

Consider context hygiene



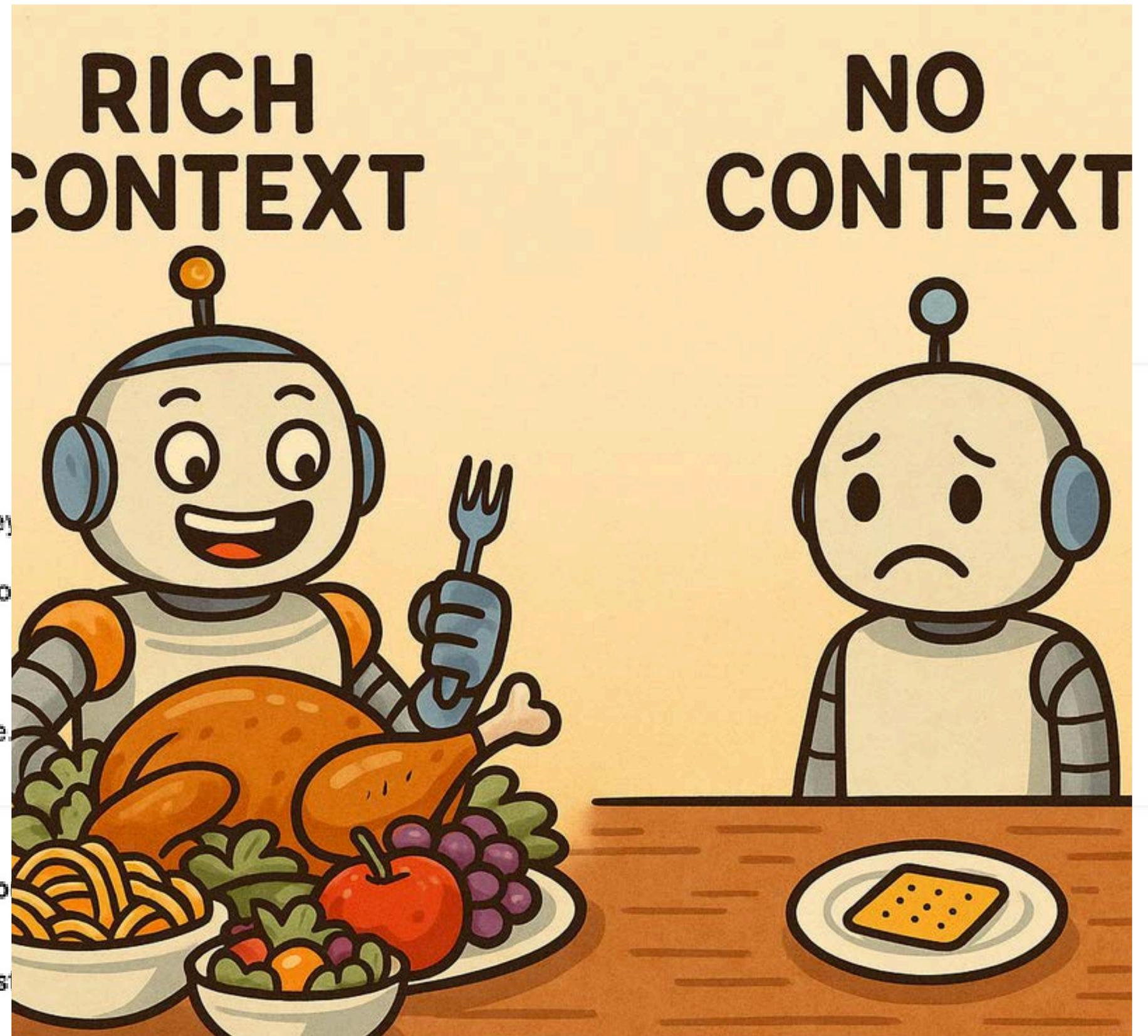
It's okay to chat like a chat. It is a chat.

Concept: "Feed the Robot a Feast"

- The robot is sitting at a table with a giant feast (a turkey
- Next to it, another robot is given only a single cracker o
- Caption: "Rich Context vs No Context"
- The well-fed robot looks strong, happy, and productive.

This makes the abstract idea *instantly clear*: the more you

Would you like me to generate this cartoon in the same s



Create a GPT

Give instructions

Give PDFs

Stays focused



ChatGPT 5 Thinking ▼



- New chat
- Search chats
- Library
- Codex
- Sora
- GPTs
- Report Card Checking GPT
- Depth and Complexity Model
- New project
- Ai and gifted education prepa...
- better tech kids book fresh c...
- Better Tech Kids Book
- Ai in gifted education talk

- Chats
- Cartoon based on description
 - City cartoon description
 - Cartoon creation request
 - Cartoon from description
 - Cartoon description creation
 - Cartoon description creation

Jake Heading
Plus

What are you working on?

+ Ask anything

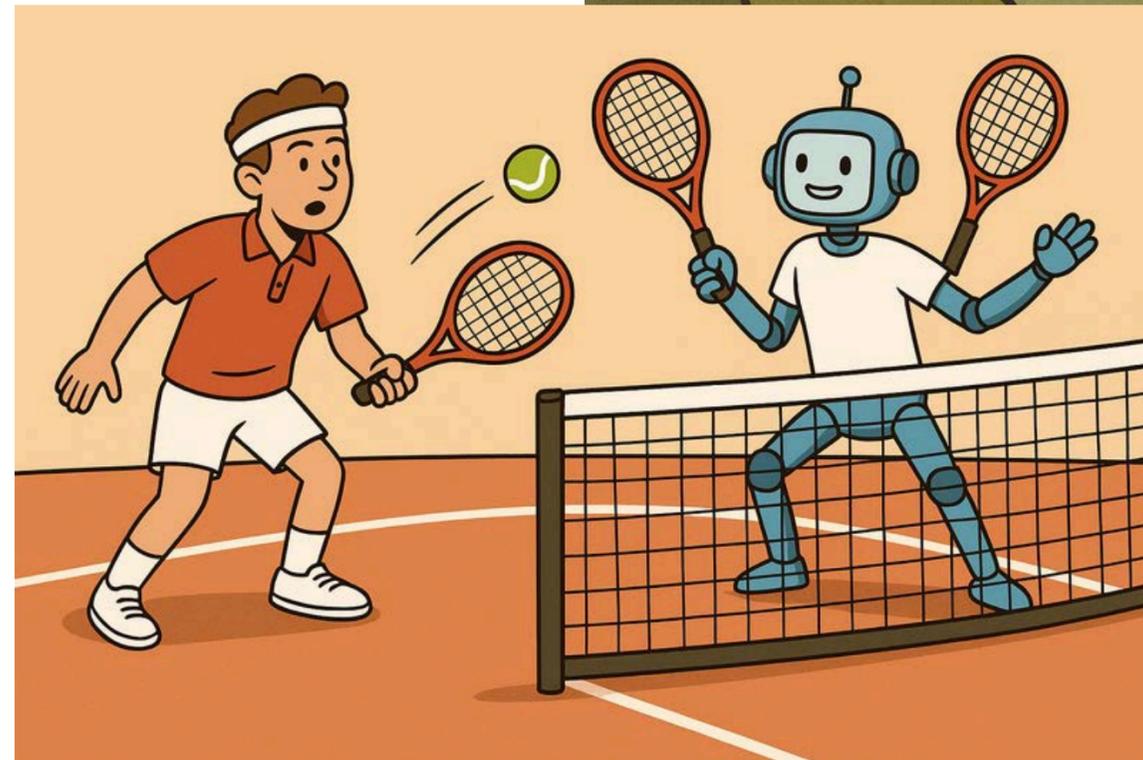
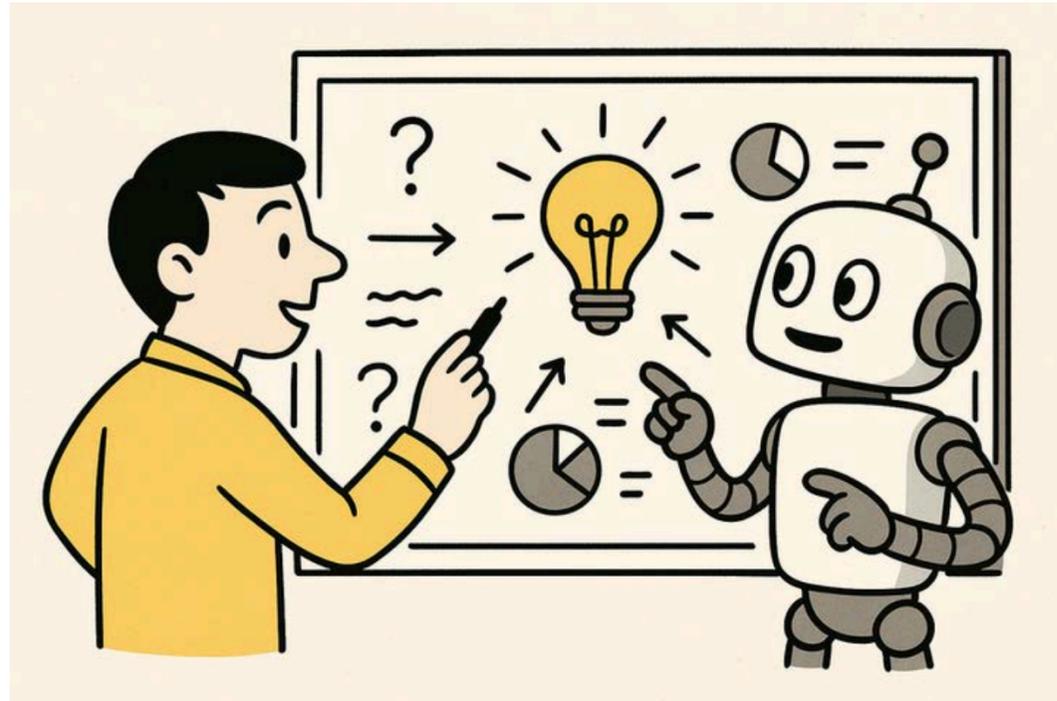


Iterate, iterate, iterate.

Back and forth

Work your way

Immediate perfection?



**The tool you use is
better than the one you
don't...**

Examples



A caveat

Saving time? Or going deeper?

Magnetism

Depth and Complexity Icons

1. Language of the Discipline

- Vocabulary: magnet, magnetic field, north pole, south pole, attract, repel.
- Tools: bar magnets, horseshoe magnets, compasses.

2. Details

- What materials are magnetic? (iron, steel, nickel)
- Which everyday objects are magnetic and which are not?

3. Patterns

- Magnets always have two poles.
- Opposite poles attract, like poles repel.

4. Rules

- The magnetic force gets stronger the closer the magnet is to the object.
- Only certain metals are magnetic.

5. Unanswered Questions

- How do magnets work through some materials but not others?
- Can a magnet's strength last forever?

6. Multiple Perspectives

- How would a scientist, an engineer, and a ship's captain each use a magnet?
-

Measurement

Depth and Complexity Icons

1. Language of the Discipline

- Vocabulary: length, width, height, perimeter, mass, volume, capacity, kilogram, gram, litre, millilitre, metre, centimetre.
- Tools: ruler, tape measure, measuring jug, scales, thermometer.

2. Details

- Centimetres are smaller than metres; millilitres are smaller than litres.
- Temperature can be measured in °C or °F.

3. Patterns

- 100 centimetres = 1 metre, 1,000 grams = 1 kilogram.
- Repeating steps when measuring (line up zero, read the number).

4. Rules

- Always start from zero on the measuring tool.
- Use the same unit for the whole measurement.

5. Unanswered Questions

- Why do some countries use different units?
- How accurate does a measurement need to be?

6. Multiple Perspectives

- How would a chef, an engineer, and a tailor use measurement differently?

Measurement

Content Imperatives

- **Origin** – Where did our units of measurement come from? (history of the metre, kilogram)
- **Contribution** – How measurement helps in cooking, building, science, and sports.
- **Parallel** – Compare measuring in maths to measuring in science (e.g., measuring temperature vs. measuring distance).
- **Convergence** – When different types of measurement are used together (e.g., in a recipe: mass + volume + time).
- **Paradox** – The same object can seem different depending on the unit you choose (200 cm vs. 2 m).

Fractions

Depth and Complexity Icons

1. Language of the Discipline

- Vocabulary: fraction, numerator, denominator, equal parts, whole, half, quarter, third, equivalent, simplify.
- Tools: fraction strips, number lines, shapes, measuring cups.

2. Details

- $1/2$ means one out of two equal parts.
- $2/4$ is the same amount as $1/2$.
- $3/4$ is more than $1/2$ but less than a whole.

3. Patterns

- Denominator tells the size of each part; numerator tells how many parts are counted.
- Equivalent fractions show the same amount in different ways ($1/2 = 2/4 = 4/8$).

4. Rules

- Parts of a whole must be equal in size.
- Denominator never changes when adding fractions with the same denominator.

5. Unanswered Questions

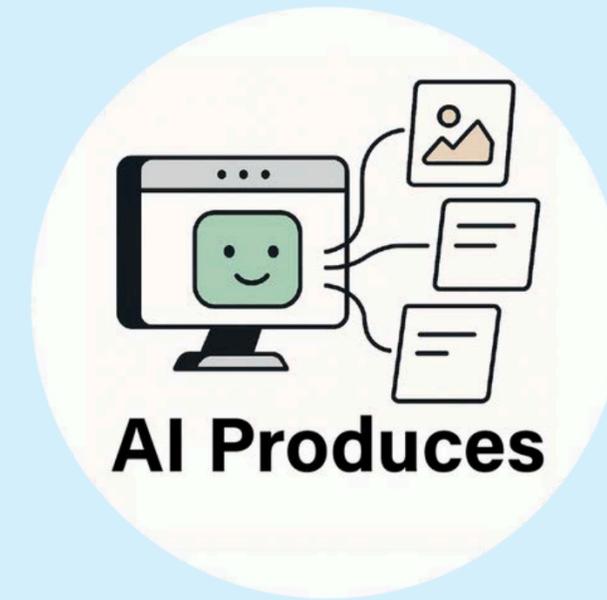
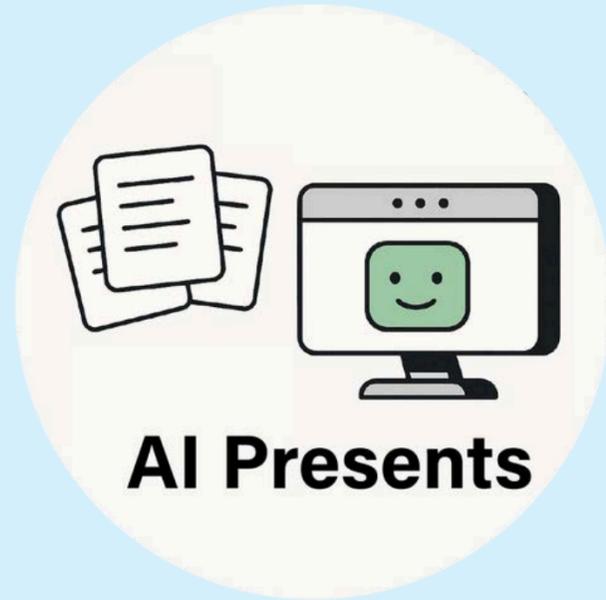
- Can fractions be bigger than one whole?
- How do fractions connect to decimals?

6. Multiple Perspectives

- How does a chef, builder, or artist  fractions in their work?

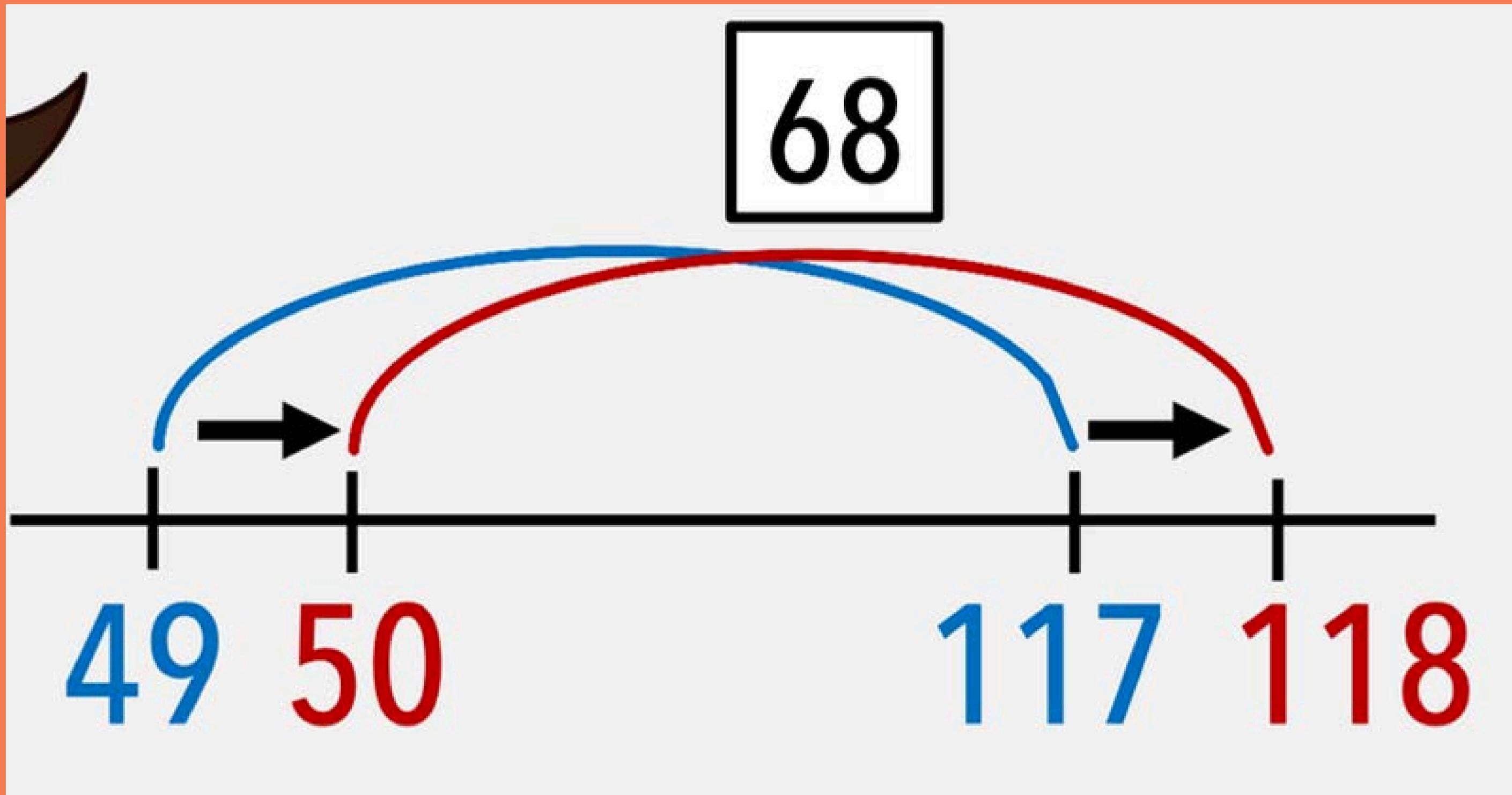
Iterative Co- Creation

Iterative Co-Creation



Mathematics

Constant difference



Mathematics

Constant difference

$$+2 \quad 58 - 29 = 29$$

$$60 - 31 = 29$$

Levelling

$$+2 \quad 58 + 29 = 87$$

$$-2 \quad 60 + 27 = 87$$

Mathematics

Let's deepen our understanding of this phenomena



You are an expert educator of primary students with advanced knowledge of giftedness. You are going to use the depth and complexity model to create a highly engaging task that has students think deeply about the topic, like an expert.

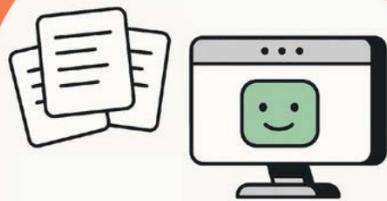
I've included a PDF about the model you must follow in your response. Create a short activity based on the topic.

The topic is constant difference in mathematics for subtraction. The idea is difficult for students to understand that the difference between two numbers remains the same as long as they each move in the same direction the same amount.

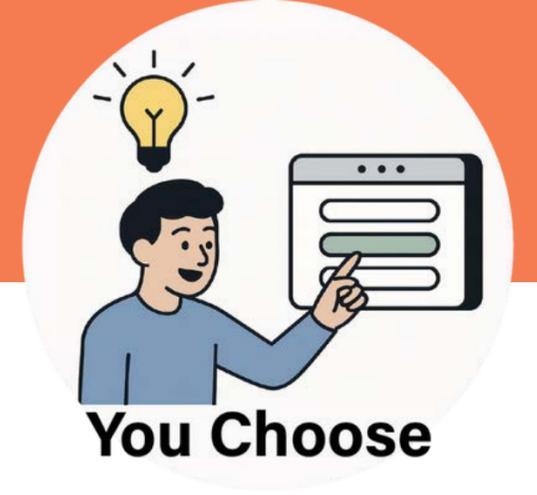
make sure you are clear about what element is being addressed. One or maybe two is best but keep it focused.

Mathematics

Initial attempt:
Students discover the rule that explains the phenomena



AI Presents



You Choose

Activity: The Constant Difference Detective

Prompt:

"You are a mathematics detective. Your job is to discover the secret rule that makes the difference between two numbers stay the same — even if both numbers change."

Task Steps:

1. Start with a subtraction pair, e.g. $53 - 28$.
2. Change both numbers in the same direction by the same amount (e.g. add 5 to both: $58 - 33$).
3. Record the differences.
4. Test with at least 5 new examples you create yourself.
5. Write the *rule* in your own words that explains why the difference stays the same.
6. **Challenge:** Can you find any exceptions to your rule? If not, explain why.

Extension for gifted thinkers:

Ask students to *prove* their rule using a number line diagram, an equation, and a visual model of subtraction.



Mathematics Sparks ideas, Feedback in



Hook Story

Imagine you're a *Mathematics Time Detective*. You're investigating two clocks that are always a certain number of minutes apart. But a strange thing happens — every time both clocks are moved forward or backward by the *same* amount of time, the gap between them stays *exactly the same*.

Your mission: Figure out the mathematical rule behind this strange phenomenon.

Mathematics

Unhelpful suggestions

The Big One: Invariance Lab — Build a Difference-Preserving Machine

Depth & Complexity (primary): *Rules*

Williams Model Strategy: *Paradox* ("Change both numbers, the difference doesn't change?! Prove it.")

Student Mission (posted as a single slide/card):

"Design, test, and defend a **Difference-Preserving Machine (DPM)** that takes any subtraction pair (a, b) , changes both numbers, and **guarantees** the difference stays the same. Expose the paradox. Write the rule. Prove it."

Station 1 — Machine Design (Rules)

- **Prompt:** "What operation(s) must the DPM apply to **both** numbers so the difference is invariant?"
- **Output:** A labelled diagram/flowchart (or code-like steps) of the DPM with the general rule:
"Add or subtract the **same amount** k to both numbers: $(a + k) - (b + k) = a - b$."
- **Stress test:** Feed 8 random pairs (student-generated). Machine must output the **same difference** each time.



Mathematics

A more helpful suggestion..

Together
Refine



1. Time

- **Two clocks:** If one clock is 7 minutes ahead of the other, they'll always be 7 minutes apart — no matter how both are reset forward or backward by the same amount.
- **Race starts:** If two runners start at different times but then pause their watches for the same duration, their time gap is unchanged.

2. Measurement

- **Temperature:** If two places differ by 5°C and both temperatures rise or fall by the same amount, the difference stays 5°C .
- **Weight:** If you add the same weight to both of two objects, their weight difference is unchanged.

3. Money

- **Bank accounts:** If two people's balances differ by \$50, and each gets the same pay deposit, they'll still differ by \$50.

4. Position & Distance

- **Two cars on a straight road:** If they're 120 km apart and each drives forward 30 km, they're still 120 km apart.
- **Parallel lines:** Translating both lines the same distance in the same direction doesn't change their separation.

Mathematics

Narrowing in...



Okay, this is perfect, so we have a rule. I like the idea of students finding examples of this rule in the real world. Maybe could we make this an activity



AI Produces

Activity: Rule Hunters – Finding the Constant Difference

Focus: Depth & Complexity – Rules

Williams Model Strategy: Paradox

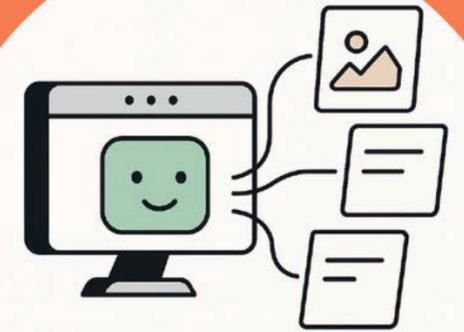
Hook – The Invariance Mystery

“If two things change the same way, the gap between them doesn’t change.
This works for numbers in subtraction... but can you find it in the real world?”

Show:

1. Subtraction example: $83 - 46 = 37 \rightarrow 93 - 56 = 37$
2. Real-world teaser: Two clocks, one always 7 minutes ahead. Both reset +15 min. Still 7 minutes apart.

Mathematics



AI Produces

Task Steps

1. **Rule Recap:** As a class, restate the rule in plain language.

Example: "If two things move together the same amount, their difference stays the same."

2. **Brainstorm Contexts:** In groups, list places the rule might show up in life, sport, science, or nature.

3. **Evidence Hunt:**

- Choose 3 real-world examples to investigate.
- For each:
 - Describe the situation
 - Model it with numbers (or measurements)
 - Prove the difference is constant

4. **Counterexample Check:** Try to find a case where the difference changes and explain why the rule doesn't apply.

Mathematics



Suggested Example Domains

- **Time:** Clocks, race start times, timers.
 - **Measurement:** Temperatures, distances, weights.
 - **Money:** Bank accounts, game scores.
 - **Position:** Two runners on a track, two moving shapes in geometry.
-

Mathematics Task creation



Presentation Phase

Groups create a **Rule Card** for each example:

- Title (context)
- Diagram or photo
- Before-and-after data table
- Written proof in words or equations
- Why it fits the constant difference rule

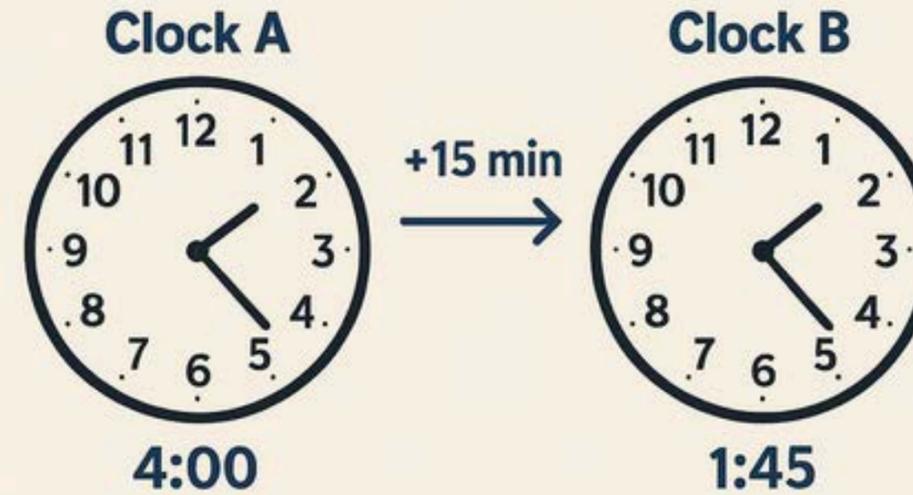
Display all cards on a **"Rule Hunters Wall"** to show how widely the rule applies.

AI gave me this...

It's all wrong

Have students make one that makes sense?

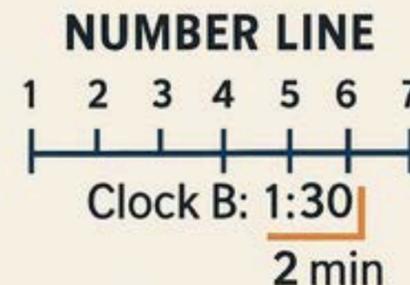
CONSTANT DIFFERENCE IN TIME



BEFORE & AFTER TABLE		
Clock B	$Q + k$	Gap
3:45	2	2
4:00	2	2

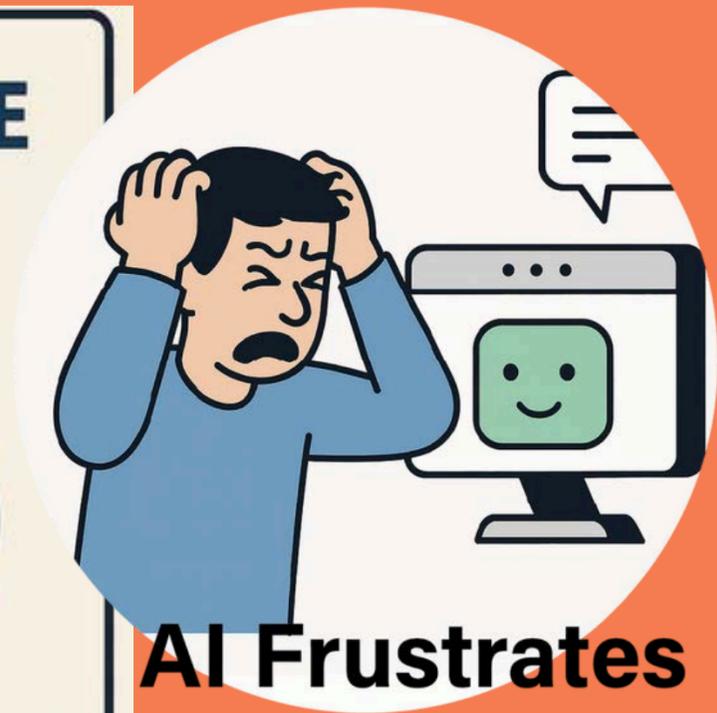
RULE PROOF

Adding the same amount of time to both clocks doesn't change their difference.



ANGLE

$$(a - k) = a$$
$$-(b - k) = a$$

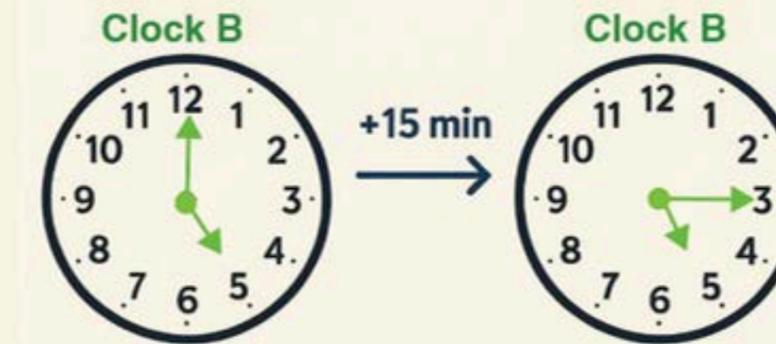
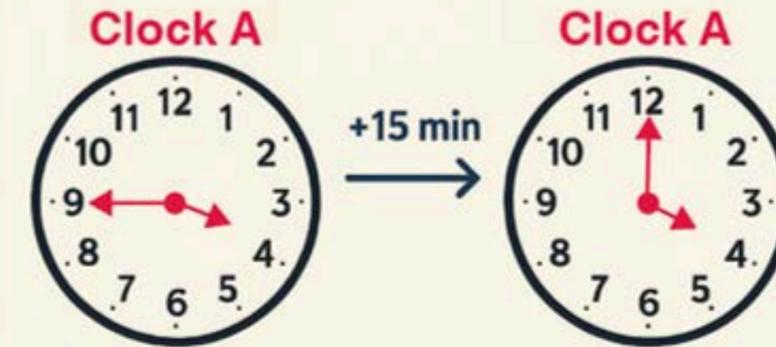


Fixed version

exemplar



CONSTANT DIFFERENCE IN TIME



Before and After Table		
Clock A	Clock B	Difference
3:45	5:00	1 hr 15 mins
4:00	5:15	1 hr 15 mins

Explanation

15 minutes was added to each time but the difference between them remained constant at 1 hr and 15 mins

Rule

Adding the same amount of time to each means the difference between the times won't change

When two numbers move forward or backward by the same amount, the difference between them doesn't change.

Page 3 - Add pa...

Constant Difference in Money

Mr Heeding

John \$500 	Monday Difference: \$300 $500 - 200 = 300$	Steve \$200 
---	---	--

Each is given \$200

John \$700 	Tuesday Difference: \$300 $700 - 400 = 300$	Steve \$400 
---	--	--

Explanation

On Monday, John had \$500 and Steve had \$200. Each was given \$200 dollars on Tuesday. After that, John had \$700 and Steve had \$400. The difference remained at \$300.

Rule

When two numbers move forward or backward by the same amount, the difference between them doesn't change.

+ Add page

- Design
- Elements
- Text
- Brand
- Uploads
- Tools
- Projects
- Apps
- Magic Media

Search Poster (A3 Portrait) templates

Templates Styles
Infographic Pink Blue Menu

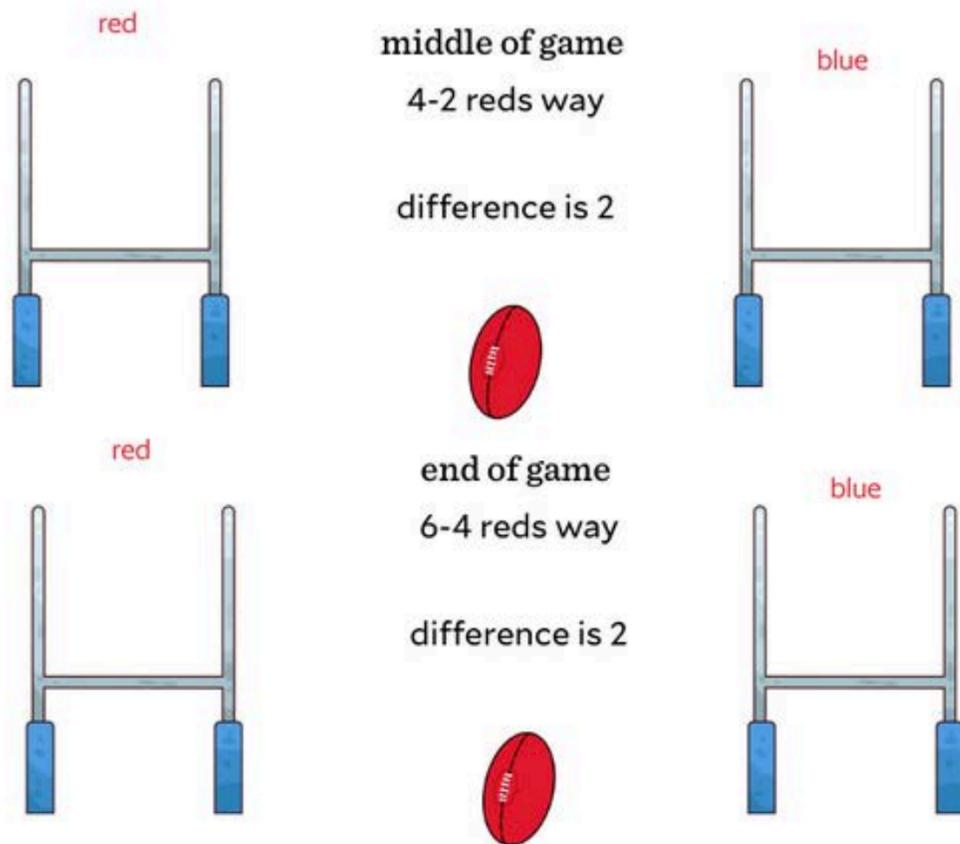
Premium Templates for You See all



All results



constant difference for sport

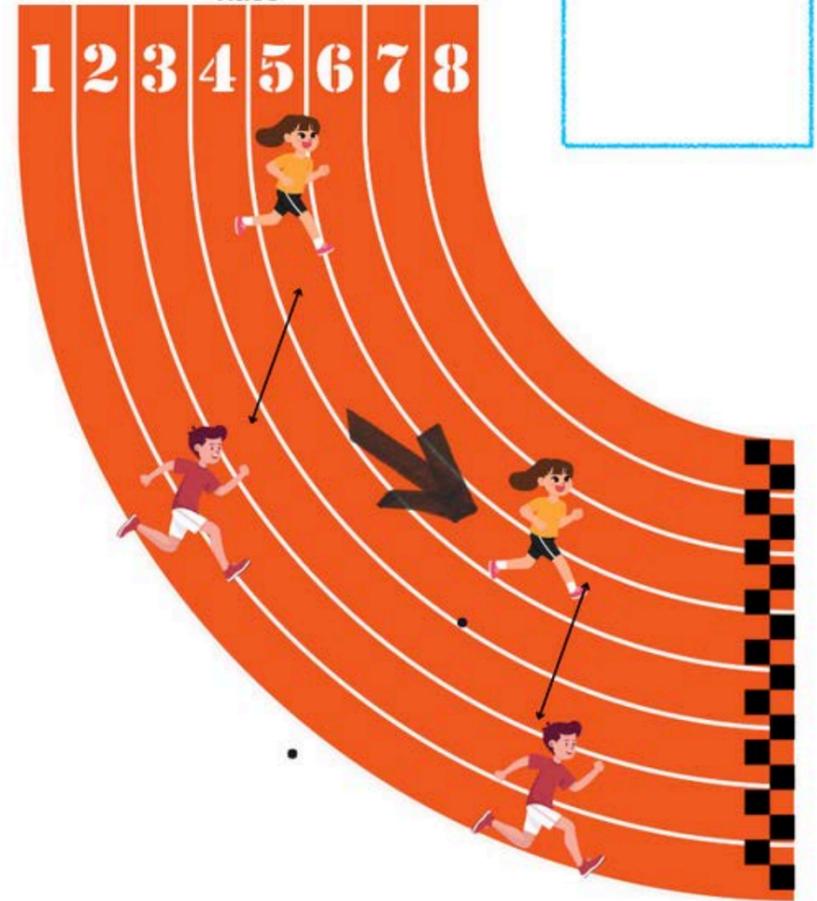


rule

the rule is the rule is the two numbers move forward and backward they stay the same distance.

the middle of the game is not different to the end of the game but the number in the middle is still the same

Constance Difference In a Race



They are running at the same speed. They are both running, they will both move one space in front and they both still have the same amount of space between. Because they both added one, in between them the gap is the same

Rule:

When two numbers move forward or backwards the same amount, the space between them doesn't change.

Explanation

At the start of the race they are (3m) apart and at the end of the race they are still (3m) apart.



CONSTANT DIFFERENCE IN MONEY



Bob

15\$

+\$5

20\$

help

Difference

\$5

Explanation



Bob Jr.

20\$

+\$5

25\$

on monday bob had 15\$ and bob Jr. had 20\$ so they each got 5\$ and bob got 20\$ and bob jr. got 25

Make an app



Constant Difference Race — Press → to Drive

Move Cars →

← Back

Reset

Initial Lead (px):

Step (px):

Gap A–B: 120 px (constant)

Equation: $(a+k) - (b+k) = a - b$



Number Line — Showing the Constant Gap



Markers show Car A (blue) and Car B (green). As you press →, both markers slide right together, so the orange brace (the **difference**) keeps the same length.

How did it turn out?

What's on your mind today?

+ Ask anything



**English/
history**

Aztecs



English/history

Aztecs



Okay, now keeping all this context. I am working on an English writing unit about the Aztecs. I want the students to engage deeply with the ethics of learning about the aztecs. Consider the elements of depth and complexity or the William'

Got it — you want this Aztec writing unit to go beyond “here’s what the Aztecs did” and into **expert-level, ethical inquiry**, so students grapple with **how we learn** about them, and what responsibilities we have when studying cultures from the past.

Here’s how we can merge **Depth and Complexity** with some **Williams Model** prompts to make it both challenging and age-appropriate for your Year 3 gifted group:

Unit Focus

Big Idea: *When we study the Aztecs, we are not just learning about the past — we are making choices about what stories to tell and how we tell them.*

Central Ethical Question: *Is it fair to judge the Aztecs by today’s standards?*

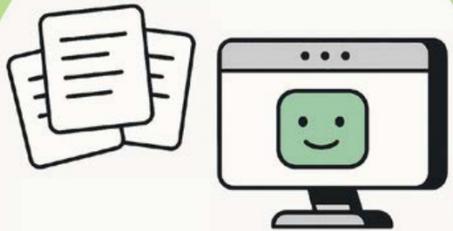
Aztecs

Relevant Depth & Complexity Elements

- **Ethics** — What's right and wrong in how we remember the Aztecs?
- **Multiple Perspectives** — How might Aztec people have seen their own practices versus how Spanish conquistadors described them?
- **Rules** — What rules or norms governed Aztec life, and how do they compare to ours today?
- **Unanswered Questions** — What can't we know for sure about the Aztecs?

Williams Model Integration

- **Paradox** — Some Aztec practices (e.g., large-scale architecture, education systems) show deep sophistication and care for community, while others (e.g., human sacrifice) are viewed as cruel today.
 - **Analogies** — Comparing how modern societies are remembered by future generations to how we remember the Aztecs now.
-



AI Presents

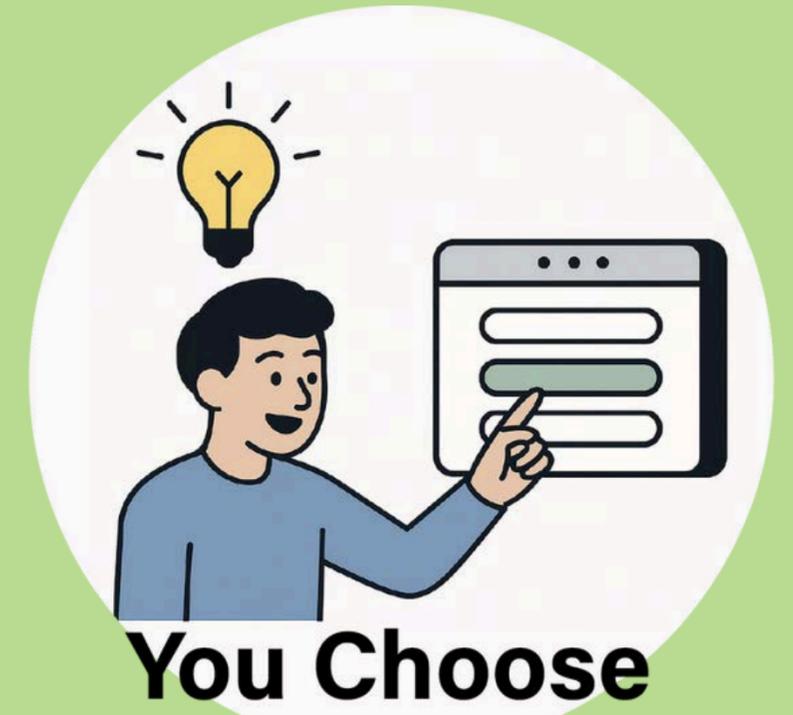
English/history

Aztecs

Perspectives: How would the Aztecs and Spanish describe the situations from their point of view?

Analogy: How will people view/judge our society today in the future?

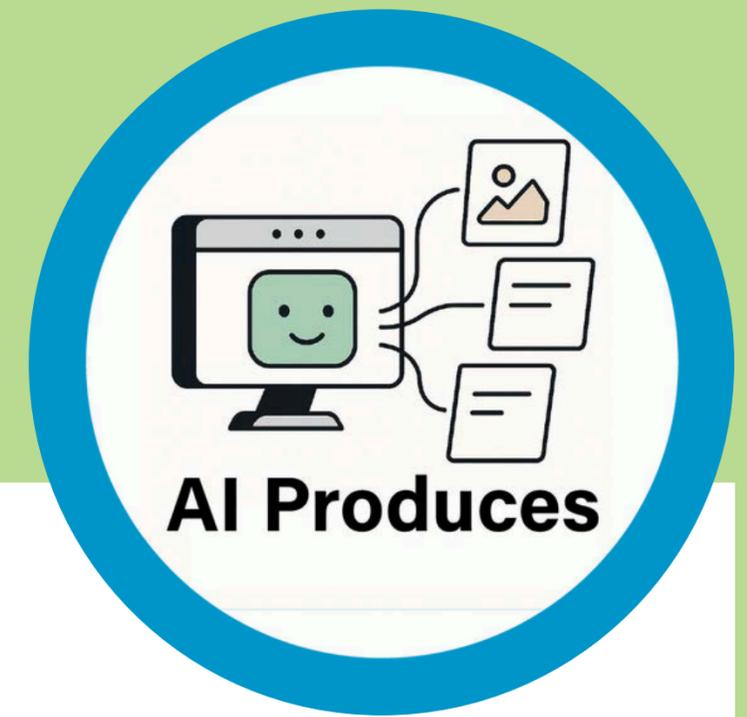
Unanswered questions: What can't we know for sure about the Aztecs?



My idea, based on AI input



A future society judges us for what we do. Example, maybe a future society looks down on us for our use of fossil fuels, how we have dumped rubbish into the ocean, maybe they will be vegetarian. Imagine a future society different to ours and the rules that they have. How do they judge our society now like we judge the aztecs today?



Big Question:

If people in the future judged us like we judge the Aztecs, what would they say?

Step 1 — Build Your Future Society

- Year: _____
 - What rules & values do they live by? (e.g., vegetarian, zero-waste, no cars, ban on technology, 100% renewable energy)
 - What do they think is right/wrong?
-

Year: 2185

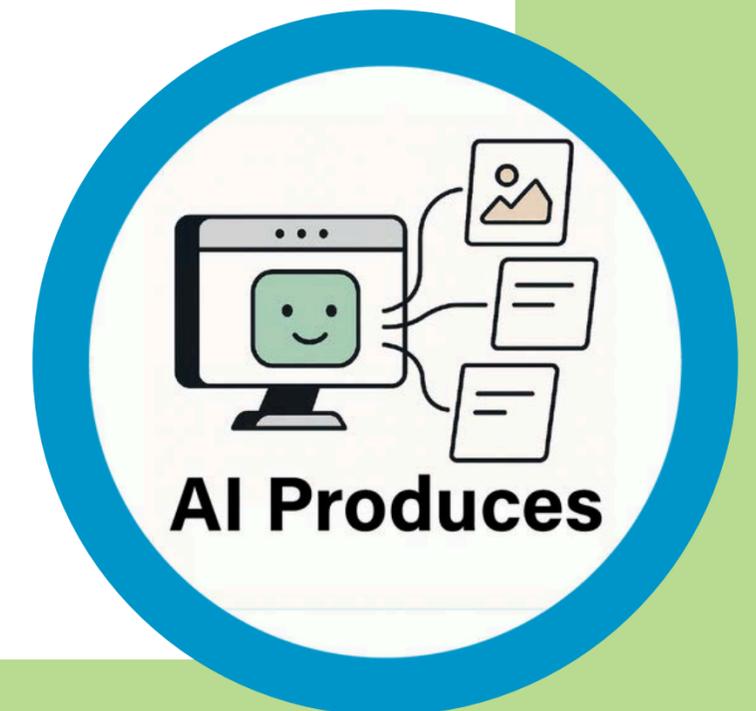
Description for AI Generator:

A bustling futuristic eco-city floating above a turquoise ocean, surrounded by vast vertical gardens and shimmering solar towers. The air is crystal clear, with flocks of bioengineered birds gliding between gleaming, plant-covered skyscrapers. People wear lightweight, earth-toned clothing woven from living fibers that clean the air as they move. No cars — only silent magnetic gliders and suspended walking paths lined with fruit trees. The streets are spotless, with no rubbish in sight.

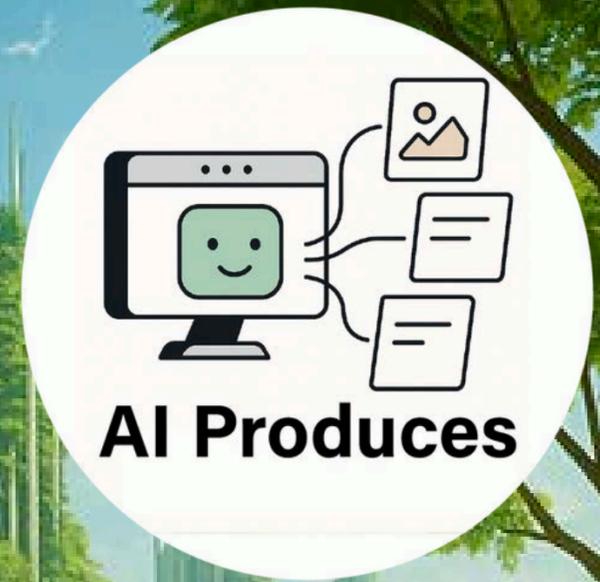
In this society, **all citizens are vegetarian**, and meals are shared in open-air community kitchens. Technology is clean and nearly invisible — holographic displays hover in midair, powered entirely by renewable energy. Every building generates more energy than it uses. Ocean farms provide abundant plant-based food, while undersea sanctuaries protect marine life.

They believe it is **wrong** to:

- Kill animals for food or sport
- Produce waste that cannot be reused or composted
- Burn fossil fuels or harm the atmosphere
- Distrust nature — all design is in harmony with ↓ natural world



City: Veridia Year: 2185



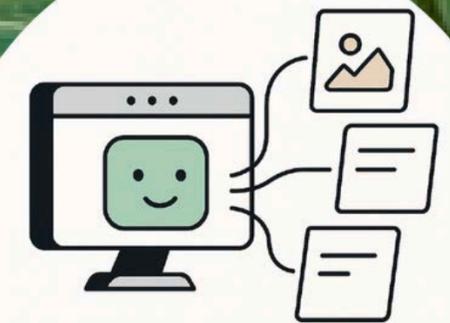
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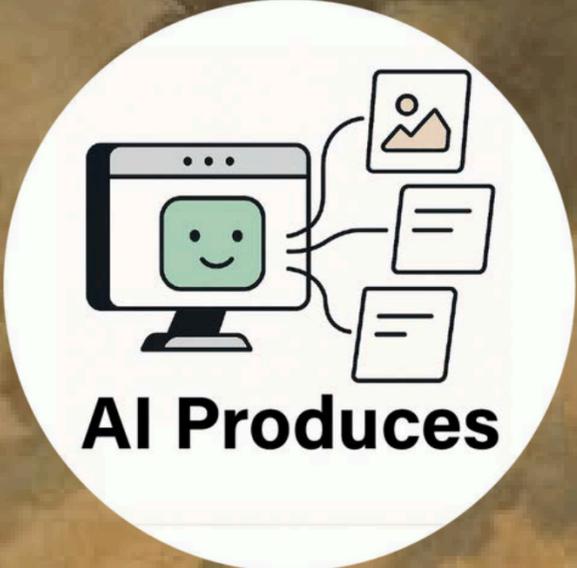
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AI Produces

How the Veridians see us



How the Veridians see us



How do they judge us?

Shocked at our waste

“They threw mountains of plastic into the oceans, knowing it would last for centuries.”

Horrified by our energy choices

“They burned the remains of ancient forests — fossil fuels — even as their skies filled with smoke and their seas grew warm.”

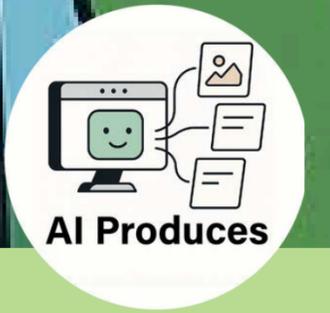
Puzzled by our treatment of animals

“They bred and killed creatures for food, sport, and entertainment, even while knowing those species were vanishing forever.”

A letter to the future...



A letter to the future...



Honourable citizens of Veridia,

You see our time through the lens of your own values – clean oceans, abundant renewable energy, harmony with nature. We admire those ideals. But we ask that you see us as more than the sum of our mistakes.

We were born into a world we did not design. Our cities, industries, and food systems were built long before most of us were alive. The fuels you now call destructive powered the hospitals that saved our lives, the heating that kept our children warm, and the networks that allowed ideas – including the seeds of your own clean future – to spread.

It is true: we harmed the Earth. But many among us fought to protect it, often at great personal cost. Scientists worked tirelessly to understand climate change. Communities banned plastics. Innovators created solar panels, wind turbines, plant-based meats – the very tools you use today.

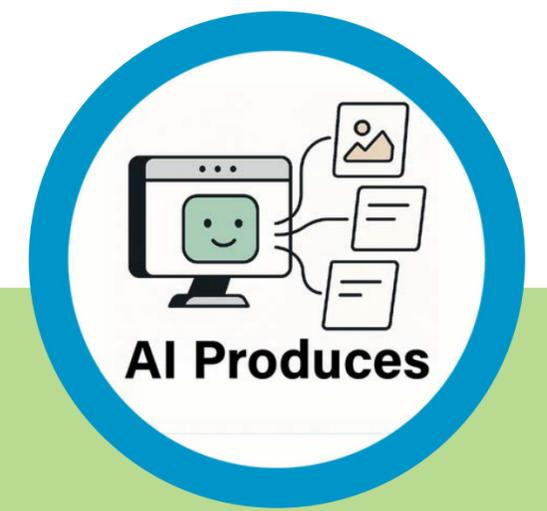
Our time was full of contradictions. We knew the dangers, yet we also knew hope. We believed the future – your future – could be better.

We do not ask for your approval, only your understanding. Judge us, yes, but remember that even in our imperfection, we dreamed of the world you now enjoy.

How we judge the Aztecs



How we judge the Aztecs



1. Human Sacrifice

- Killing people as part of religious rituals.
- Viewing it as necessary to please the gods or maintain cosmic order.

2. Class Inequality

- Treatment of Prisoners of War
- Using captured warriors in ritual sacrifices rather than releasing or integrating them.

3. Treatment of Prisoners of War

- Using captured warriors in ritual sacrifices rather than releasing or integrating them.
-

How we judge the Aztecs



Honourable people of 2025,

You see our ways through the eyes of your own time, and they seem cruel. But our world was different. The sun's rising was not a certainty — it was a gift from the gods that had to be earned.

We believed, as our ancestors taught us, that the gods had sacrificed themselves to create the world. Without honouring them in return, the balance would break and the world would end in darkness. Ritual sacrifice was not an act of hatred — it was the highest act of devotion, ensuring that the sun would rise, the rains would fall, and the maize would grow.

Our warriors fought bravely not to destroy, but to bring back captives for these sacred offerings. To be chosen as a sacrifice was not shameful but an honour — a path to join the gods themselves.

We built a great city, Tenochtitlan, that shone like a jewel in the lake, with aqueducts, markets, temples, and gardens unmatched in beauty. We kept the laws, cared for our families, honoured our elders, and valued courage, loyalty, and generosity.

You call us cruel, but we see ourselves as protectors of the world. Without our devotion, the heavens might have collapsed, and all life — yours included — would have been lost.

But how can you introduce this all?

The screenshot displays a digital learning interface for a course titled "Judging the Ages: Aztecs to Our Future". The interface is divided into three main sections: Sources, Chat, and Studio.

- Sources:** Located on the left, it features a "+ Add" button and a "Discover" button. Below these, there is a "Select all sources" checkbox (checked) and a list of sources, including "Judging the Ages: Aztecs to Our Future" (checked).
- Chat:** The central area, titled "Chat", shows a yellow thinking face emoji above the course title "Judging the Ages: Aztecs to Our Future". Below the title, it indicates "1 source" and provides a summary: "The provided texts explore a thought experiment designed to foster ethical understanding and multiple perspectives by encouraging a comparison of how a hypothetical future society might judge contemporary practices with how modern society judges the Aztecs. It outlines a structured exercise for building a future society's values, selecting a modern practice for them to disapprove of, and then describing it from their historical viewpoint. The exchange then expands into generating a detailed description of this future society (Veridia), imagining its judgements of our present, and constructing defences from both the modern and Aztec perspectives. Throughout, the sources also discuss the creation of accompanying visual aids, including images of these different viewpoints, to enhance the learning experience." Below the text are buttons for "Save to note" (with a clipboard icon), "Add note" (with a document icon), "Audio Overview" (with a speaker icon), and "Mind map" (with a mind map icon). At the bottom of the chat area is a text input field with the placeholder "Start typing..." and a "1 source" indicator. A suggested question is visible: "How do differing societal values influence historical interpretation and future judgment?".
- Studio:** Located on the right, it contains several interactive tools: "Audio Overview" (purple button), "Video Overview" (green button), "Mind Map" (pink button), and "Reports" (yellow button with a dropdown arrow). Below these is a section for the current source, "Judging the Age...", with a "1 source · 1m ago" indicator and an "Interactive" button. At the bottom of the Studio section is a large black button labeled "Add note".

At the very bottom of the interface, there is a video player for "Judging the Ages: How..." with a play button, a progress bar showing "00:54 / 11:37", and icons for like, comment, and share.