AI stories from Antigua and Barbuda



Antigua and Barbuda country edition • Classroom and community reading

Two imagined local cases for readers to discuss. Each turns on a choice someone can make when a tool gives an answer that needs checking.

The blue rectangle

On a classroom map of Codrington Lagoon, one blue rectangle had no label. Kemi dragged a little boat onto it. The map assistant offered to draw the shortest path straight across. She was about to print it when her uncle asked what the blue meant.

“Water,” she said. “How deep?” he asked. She looked for the measurement. There wasn’t one. They put tracing paper over the screen and drew a dotted line around the patch. At school she wrote a new key for dotted lines: nobody on our team has checked here yet.

Her teacher kept both maps. The younger pupils chose the dotted one for their display. They could point to a real question before anyone mistook a tidy picture for directions.

> **Discuss.** What would you put in the map key for a place nobody has checked?

The gate on the drawing

The new access plan for an Antiguan school showed a blue route from the bus stop to the hall. A parent wheeled her son along it on Saturday. At the side entrance she found a step almost hidden behind the gatepost. The printed instructions promised a level entrance.

The caretaker had the key to another gate. Mother and son tried that entrance too. They marked the time it took and the place where the chair caught on loose gravel. The site supervisor kept the first drawing beside their notes.

At the next inspection, the supervisor asked the family to try the repaired route before signing it off. This time the boy chose the starting point: where the bus actually stopped.

> **Discuss.** Whose starting point should determine whether the access route works?