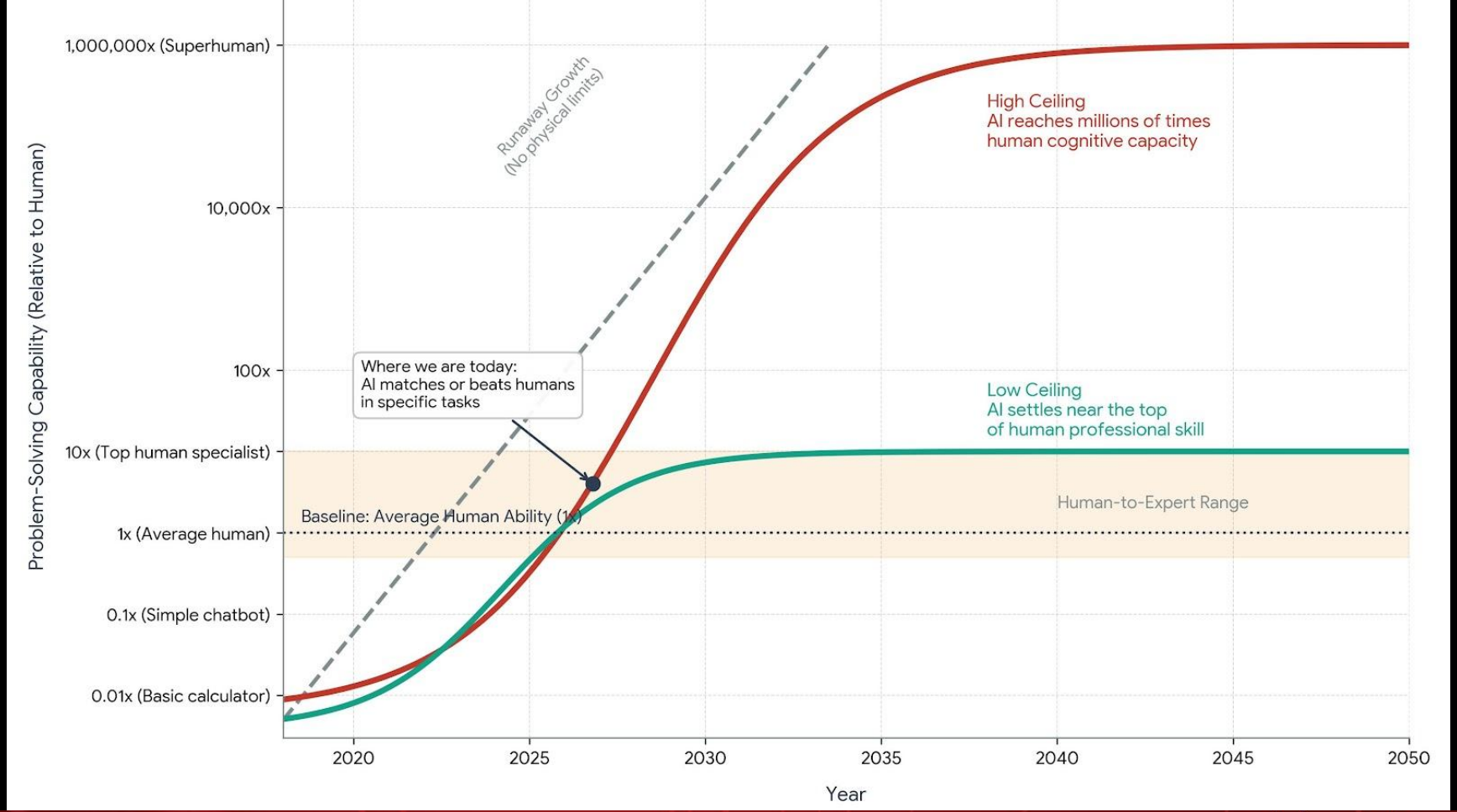



# Only Humans Can Anchor AI

*The irreplaceable role of the teacher in an AI-driven era*

Technology can accelerate learning. Relationships give it meaning.

**40th ASEAN Council of Teachers + Korea Convention**
22 – 25 October 2026, D'Marquee, Singapore


1,000,000x (Superhuman)
10,000x
100x
10x (Top human specialist)
1x (Average human)
0.1x (Simple chatbot)
0.01x (Basic calculator)
Problem-Solving Capability (Relative to Human)
Runaway Growth
(No physical limits)
High Ceiling
AI reaches millions of times
human cognitive capacity
Where we are today:
AI matches or beats humans
in specific tasks
Low Ceiling
AI settles near the top
of human professional skill
Human-to-Expert Range
Baseline: Average Human Ability (1x)
2020
2025
2030
2035
2040
2045
2050
Year


AI
SLOP

Yesterday 10:29 AM

describe a scary place

Deep in the middle of a dark, abandoned forest stood an old, haunted mansion. Its windows were shattered, its walls were covered in thick vines, and its wooden doors creaked in the cold wind. The trees surrounding it were tall and twisted, blocking out the moonlight. Thick fog covered the ground, making it almost impossible to see what lay ahead.

Describe a scary place using literary devices and 5 senses.

**The Haunted Mansion**

Deep in the heart of a forgotten forest stood an abandoned mansion, as dark as a nightmare. The tall, twisted trees stretched their branches towards me like bony fingers, while the thick fog wrapped around the mansion like a ghostly blanket. The pale moonlight revealed shattered windows that stared at me like lifeless eyes.

As I stepped inside, the wooden floorboards **creaked and groaned** beneath my feet. The howling wind whispered through the cracks in the walls, and somewhere in the darkness, I heard a faint, eerie giggle. A foul stench of rotting wood and mould filled my nostrils, making my stomach churn. The freezing air bit my skin like a thousand icy needles, sending shivers down my spine. Thick cobwebs brushed against my face, feeling like cold, sticky fingers. I could even taste the bitter, dusty air on my tongue.

Describe a scary place in the style of Stephen King.

**The House at the End of the Road**

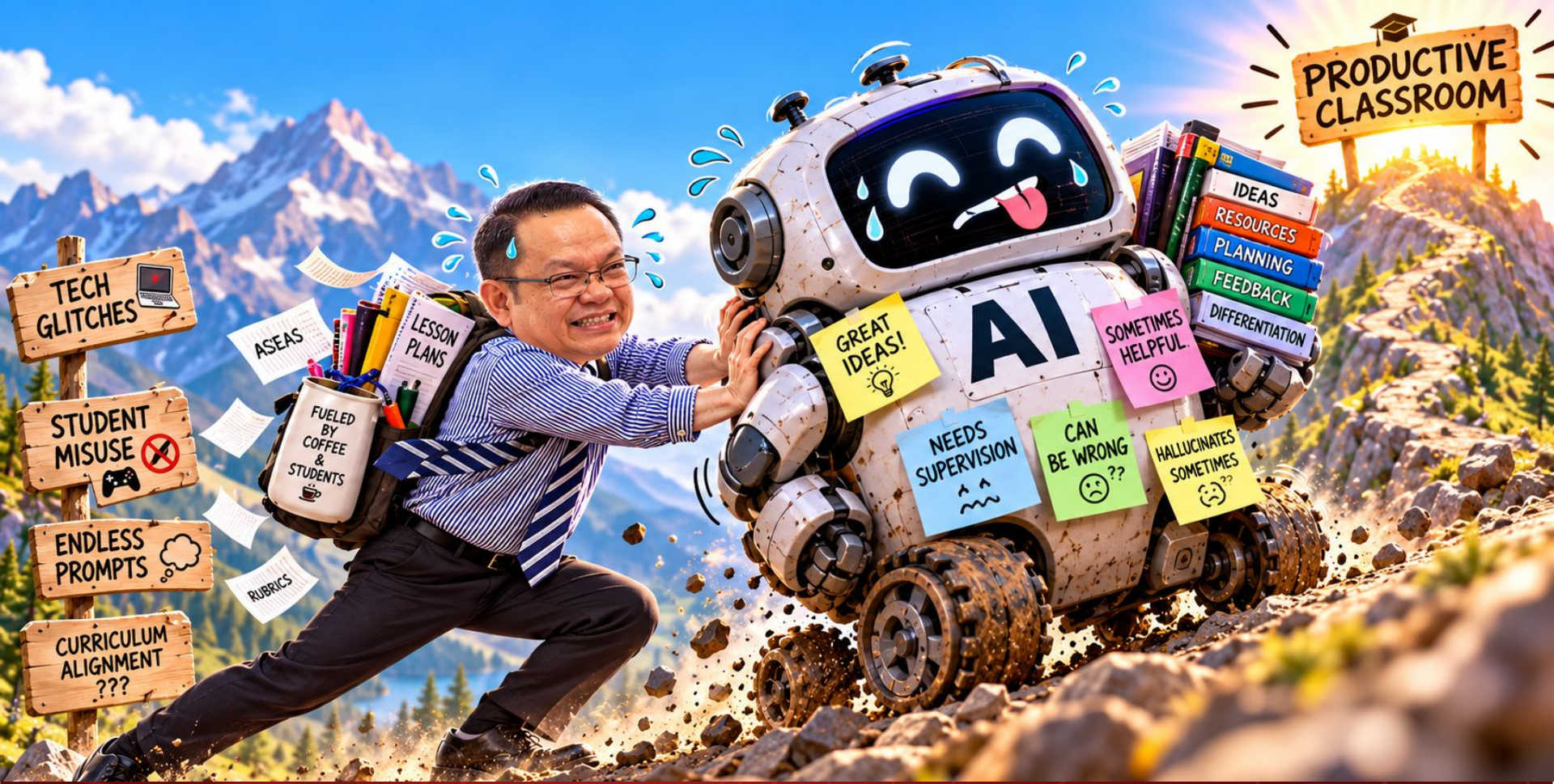
At the end of a narrow, forgotten road stood a house that nobody dared to enter. Its windows were cracked and blackened, resembling the hollow eyes of a rotting skull. The roof sagged like the hunched back of an ancient creature, and the crooked trees surrounding it seemed to lean away, as though even they were afraid.

The moment I stepped through the doorway, a sickening stench of damp wood and decaying flesh invaded my nostrils. The air tasted bitter, like rusted metal, and an unnatural cold crawled across my skin. Beneath my shoes, the wooden floorboards groaned, almost as if the house were protesting my presence.

Then came the scratching.

*Scratch. Scratch. Scratch.*

It was faint at first, like a rat trapped behind the walls. But as I moved deeper into the darkness, the scratching grew louder. It seemed to follow me, stopping whenever I stopped.


TECH GLITCHES
STUDENT MISUSE
ENDLESS PROMPTS
CURRICULUM ALIGNMENT ???
ASEAS
LESSON PLANS
FUELED BY COFFEE & STUDENTS
RUBRICS
AI
GREAT IDEAS!
SOMETIMES HELPFUL.
NEEDS SUPERVISION
CAN BE WRONG ??
HALLUCINATES SOMETIMES ??
IDEAS
RESOURCES
PLANNING
FEEDBACK
DIFFERENTIATION
PRODUCTIVE CLASSROOM

# The tools really are powerful

### Personalised content

Lessons, examples and practice that adapt to each learner's pace, level and interests.

### Instant feedback

Students no longer wait days to know if they are on track. Guidance arrives in the moment.

### Learning at scale

Support that reaches every student, at any hour, far beyond what one person can offer alone.

# Student-Centredness Is Key

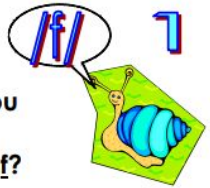
*Great teaching begins with the learner—not the tool.*

- Start with student needs, strengths, and goals
- Use AI to personalise support, not replace relationships
- Learner voice, choice, and feedback drive deeper growth

When the student stays at the centre, technology becomes a support—not the source of meaning.



# The sound of /f/ 1



**Say each word in the box. Do you hear the sound of f? How is it spelled? Is it always spelled with f?**

physical phase half cough muffin file
phony laugh dolphin earphone figure
photograph rough metaphor orphan graph
paragraph triumph geography

**Sometimes the consonant f is spelled *ph* or *gh*. Spell each word to yourself and write it next to the correct box. If you are not sure what it means, be sure to look it up.**

f _____ _____ _____ _____
_____ _____ _____ _____

ph _____ _____ _____ _____
_____ _____ _____ _____

gh _____ _____ _____

**Write the words with a Greek root that means "to write".**



# Endings: eous/ious/ous 1

**Some of the words in the box are often included in the 100 Demon Words list or have caused the downfall of many spellers in spelling bees. Study the words carefully. Pay particular attention to the endings.**

dangerous gorgeous courageous simultaneous
enormous humorous gracious delicious genius
harmonious religious generous hideous hilarious
joyous mysterious nervous poisonous outrageous
hazardous

**Spell the words to yourself and then write them next to the correct letter.**

-ous _____ _____ _____ _____
_____ _____ _____ _____

-eous _____ _____ _____ _____
_____

-ious _____ _____ _____ _____
_____ _____

**Focus on tiny parts of each word. What words have these smaller word sections:**

igi _____ ici _____ orm _____
umo _____ ene _____ ois _____
yst _____ aza _____ mult _____

# Samyang Spicy Spelling: The 1-1-1 Doubling Challenge

The 1-1-1 rule is a spelling checklist used to determine if a base word's final consonant should be doubled when adding a suffix. By comparing "spice levels"—based on the number of vowels—learners can easily identify which words require a double letter and which do not.




## The 1-1-1 Checklist

| 1 | ă | 1 |
|---|---|---|
| 1 Syllable | 1 Short Vowel | 1 Final Consonant |

Words must have 1 syllable, 1 short vowel, and 1 final consonant.

## Double the Consonant

If the word passes the checklist, double the last letter before adding suffixes.

run → running

mop → mopped




## Two Vowels = No Doubling

Words with two vowels are "over-spiced" and do not require doubling.

ea

2 Vowels

read → reading

eat → eating

## The W, X, Y Warning

Never double the final consonants W, X, or Y (e.g., box → boxing).

box → boxing

## Spicy Challenge Checklist

| Base Word | Checklist (1-1-1) | Action |
|---|---|---|
| Chop | 1 Syllable / 1 Vowel / 1 Consonant | Double It (Chopping) |
| Bark | 1 Syllable / 1 Vowel / 2 Consonants | Just Add (Barking) |
| Skip | 1 Syllable / 1 Vowel / 1 Consonant | Double It (Skipped) |

Notebook LM

# Phonics Face-Off: F vs. PH




## SHORTER, COMMON WORDS

Use 'F' for simple, common words that are typically four letters or fewer.

## USUALLY AT THE FRONT

The 'F' spelling is most commonly found at the beginning of words.




## LONGER, COMPLEX WORDS

Use 'PH' for multi-syllable words or those longer than four letters.

## OFTEN IN THE MIDDLE

The 'PH' sound is frequently found buried in the middle of long words.



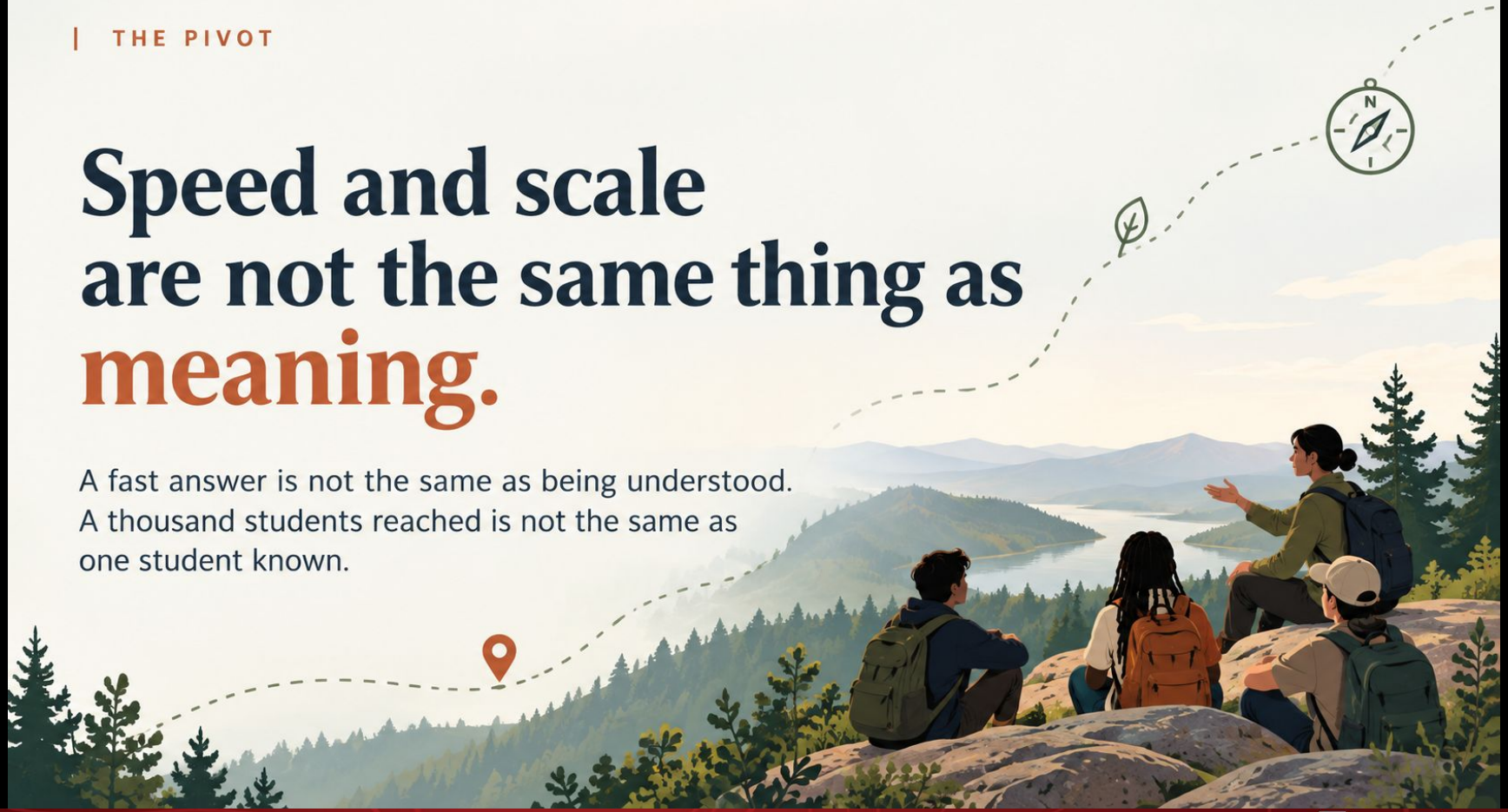

## SPICY WORD SORT GUIDE

| WORD LENGTH | TYPICAL SPELLING | EXAMPLES |
|---|---|---|
| SHORT (1-4 LETTERS) | F | Five, Foot, Fish |
| LONG (5+ LETTERS) | PH | Pharmacy, Trophy, Phone |
| POSITION: MIDDLE | PH | Alphabet, Dolphin |

NotebookLM

# Speed and scale are not the same thing as meaning.

A fast answer is not the same as being understood.
A thousand students reached is not the same as one student known.



# SUNDA PANGOLIN

Critically Endangered • *Manis javanica*

*The world's only scaly mammal*

**STATUS: CRITICALLY ENDANGERED**

## Habitat

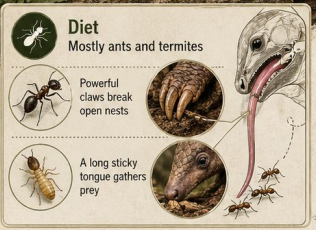
Lowland tropical forests, secondary woodland, scrub, and forest edge

Range: Southeast Asia




## Diet

Mostly ants and termites




## Why it matters

Helps regulate insect populations

## Biggest threats

- Illegal wildlife trade
- Habitat loss

Sunda pangolins are among the most trafficked mammals in the world. Every one lost is irreplaceable.

Protect forests. End wildlife trade. Secure a future for pangolins.

If you see a pangolin, do not disturb. Report to local authorities.

Information summarized from conservation sources including IUCN and WWF.

IUCN WWF

# WHY DID DINOSAURS GO EXTINCT?

The end-Cretaceous mass extinction • *66 million years ago*

*Several stresses — one catastrophic turning point*

**ABOUT 75% OF SPECIES DISAPPEARED**

*Non-avian dinosaurs vanished. Birds survived.*




## 1. ASTEROID IMPACT — *strongest evidence*



- ~10 km asteroid
- Chicxulub crater, Mexico
- Iridium-rich boundary layer
- Shocked quartz + impact spherules
- Debris, soot and sulfur aerosols blocked sunlight
- Firestorms, tsunamis, and an 'impact winter' followed




## 2. MASSIVE VOLCANISM




- Huge eruptions released $CO_2$ and sulfur gases
- Could have driven warming, cooling swings, and acid rain
- May have stressed ecosystems before and after the impact

*Likely a contributor*

## 3. CLIMATE + SEA-LEVEL CHANGE



- Late Cretaceous climates were already shifting
- Sea-level fall altered coastal habitats
- Food webs may have been less resilient

## HOW EXTINCTION SPREAD

Dust-darkened skies → Photosynthesis crashed → Plants and plankton declined → Herbivores lost food → Perdators followed → Global food webs collapsed

## TIMELINE: THE FINAL CHAPTER

Before 66 Ma: volcanism + environmental stress

66 Ma: Chicxulub impact

Aftermath: darkness, cooling, ecosystem collapse

*Most scientists think...*

**Asteroid impact was the main trigger**

Volcanism and pre-existing environmental change may have made extinction worse.

EVIDENCE CONFIDENCE (relative)

- ASTEROID IMPACT
- MASSIVE VOLCANISM
- CLIMATE / SEA-LEVEL

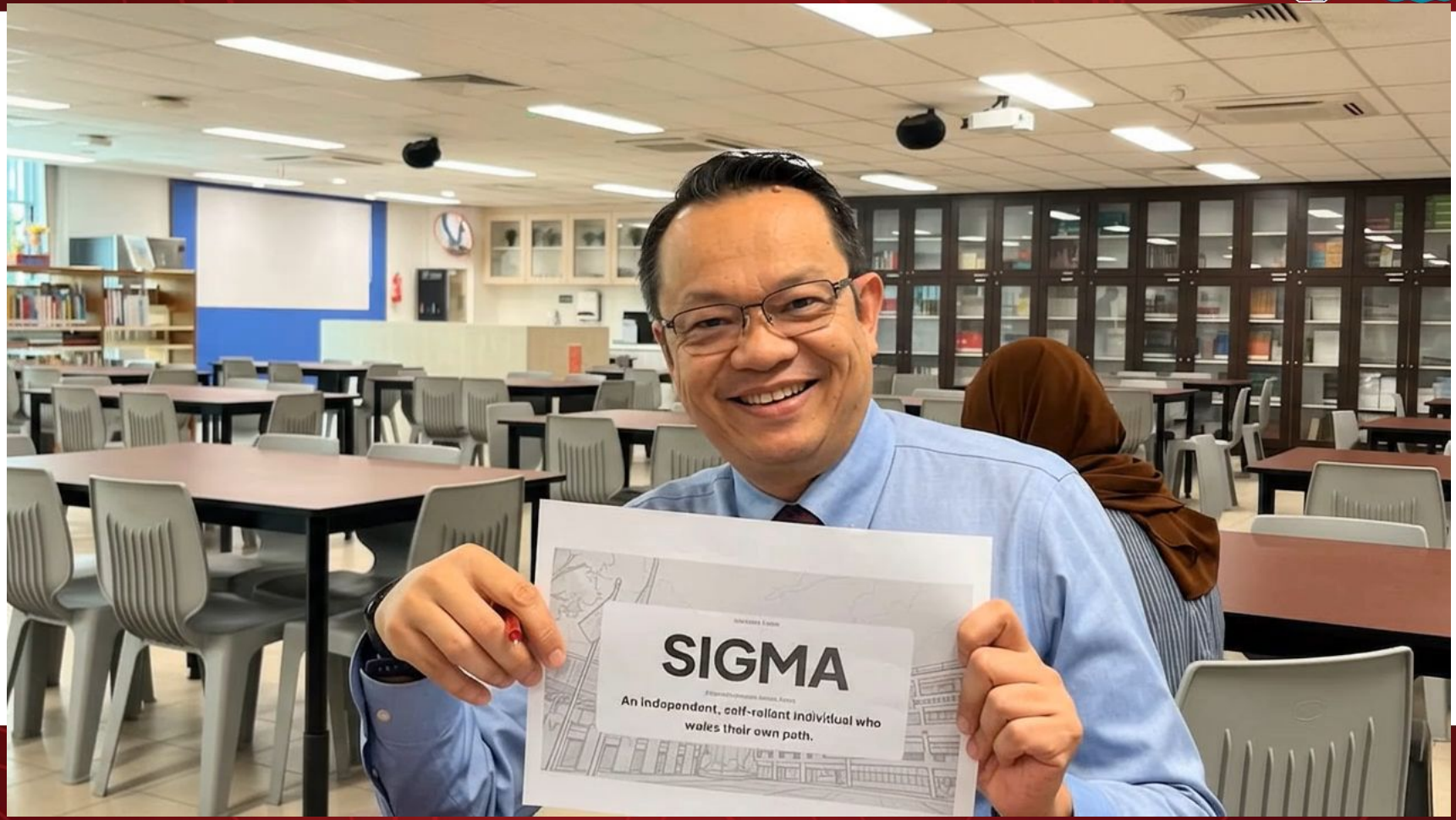
About 75% of Earth's species were lost

This event ended the age of non-avian dinosaurs

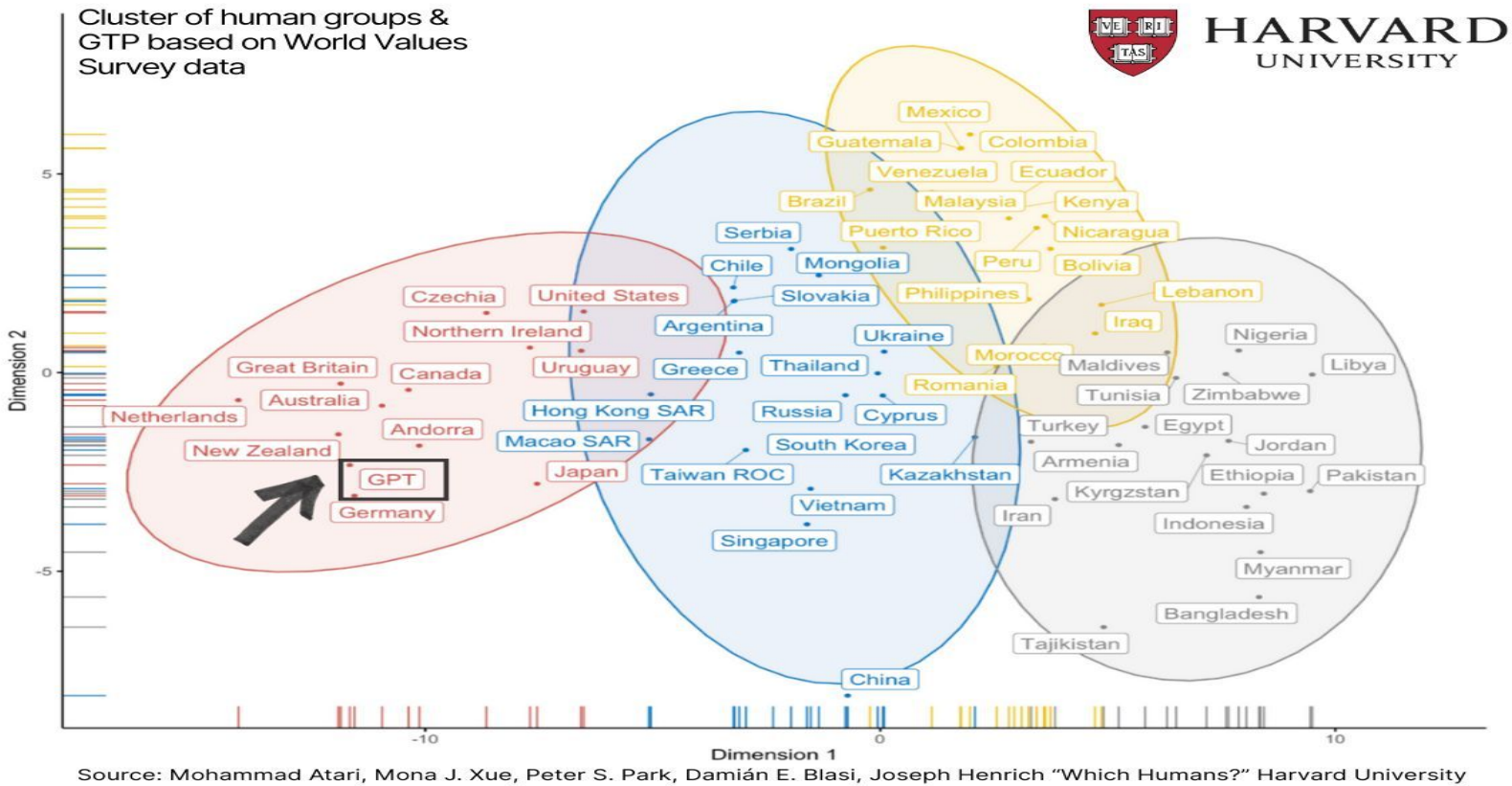
Mammals later diversified into newly open niches

Information summarized from museum and geoscience sources.


Terra Nivox


SIGMA
An independent, self-reliant individual who
walks their own path.

# Which Humans do LLMs Resemble?




Source: Mohammad Atari, Mona J. Xue, Peter S. Park, Damián E. Blasi, Joseph Henrich "Which Humans?" Harvard University







5 min

# Two things are true at the same time

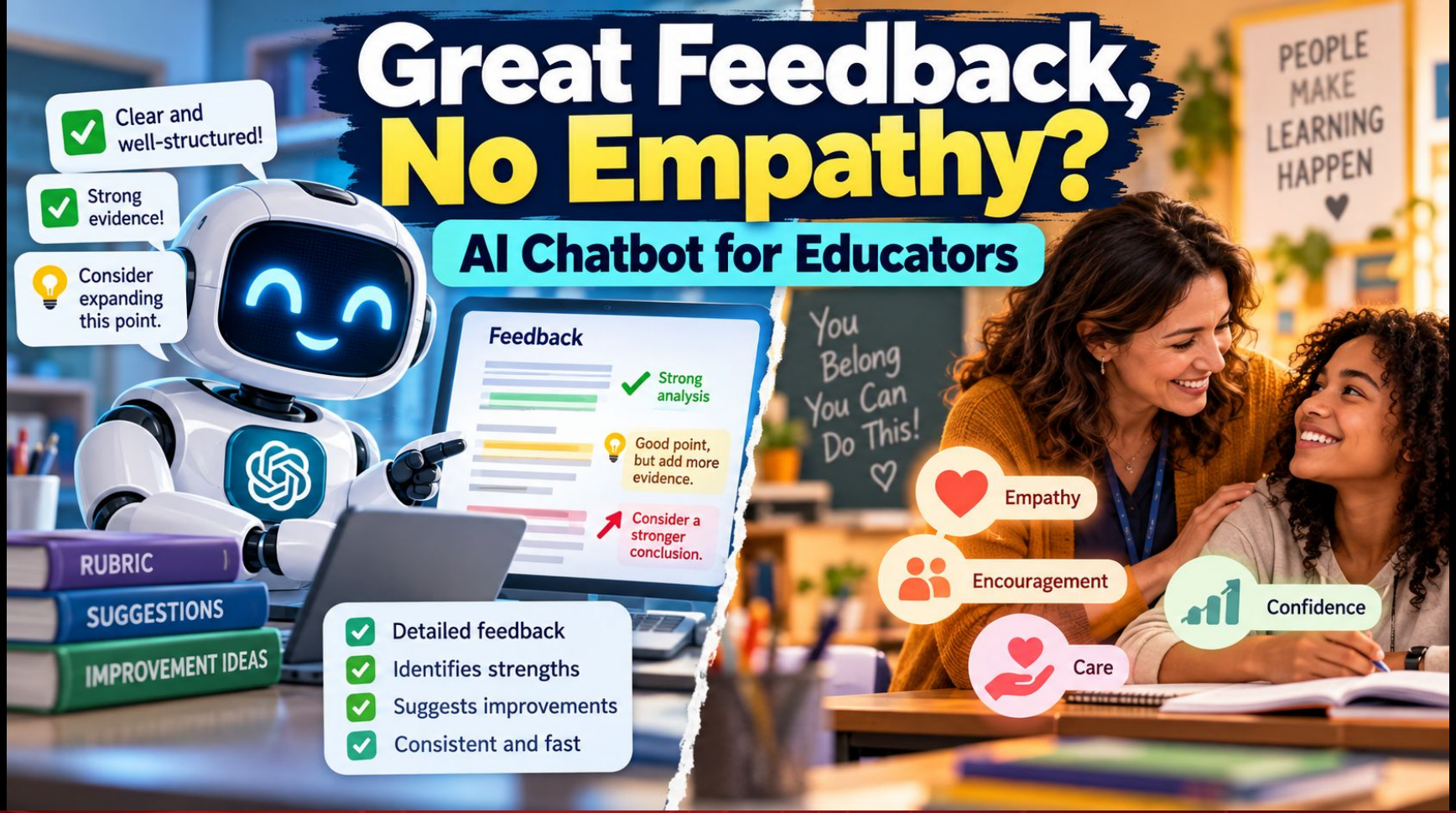
## In seconds, AI can

- Personalise content for every learner
- Generate feedback on demand
- Answer almost any question

## But it cannot

look a student in the eye and say

***"I believe in you."***


Great Feedback, No Empathy?
AI Chatbot for Educators
Clear and well-structured!
Strong evidence!
Consider expanding this point.
Feedback
Strong analysis
Good point, but add more evidence.
Consider a stronger conclusion.
RUBRIC
SUGGESTIONS
IMPROVEMENT IDEAS
Detailed feedback
Identifies strengths
Suggests improvements
Consistent and fast
PEOPLE MAKE LEARNING HAPPEN
You Belong You Can Do This!
Empathy
Encouragement
Confidence
Care

THE MOMENT THAT MATTERS

# Some moments need noticing, not answering.




## Responding

- Waits for the question
- Answers what was asked
- Sees the work
- Moves to the next task

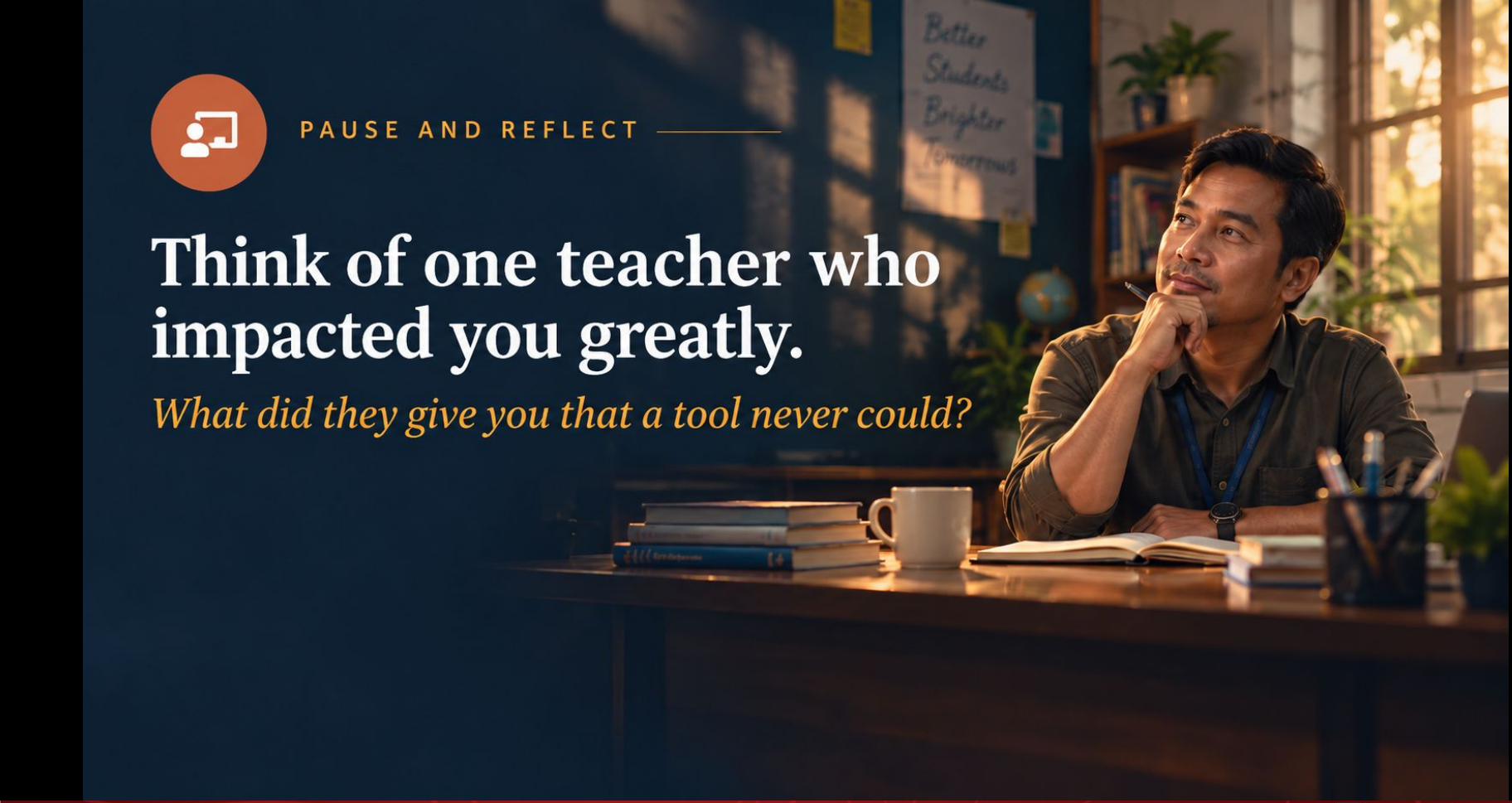
## Noticing

- Notices the learner who has gone quiet
- Hears what was not said
- Sees the person behind the work
- Stays a moment longer

PAUSE AND REFLECT

# Think of one teacher who impacted you greatly.

*What did they give you that a tool never could?*



# The most powerful learning will not happen because of the tools we adopt.

*It will happen because of*

**the relationships**
we build

**the belonging**
we create

**the humanity**
we refuse to let go of



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