This resource consists of a film and a short article exploring the way that generative AI tools can be used to support revision and study and a list of tips for using AI technology effectively for this purpose.

Before watching the film

Ask pupils to discuss whether they think getting an AI tool to help with study, revision and homework is 'cheating'.

After watching the film

Vocabulary check

Start any follow-up activities by ensuring that pupils understand all the vocabulary used in the resource - you could create a class glossary to clarify the meaning of any new or specialised terms introduced in the resources.

Discussion

The resources could be used as a starting point for paired and small group discussions, with a focus on the positive opportunities AI technologies offer. Provide some suggested talking points to get the conversation started.

- Using AI tools to create quizzes, stories and tests will make revision fun, which has to be a good thing right?
- Is it OK to use AI tools to do your homework if everyone is doing it - even the teachers!?
- AI tools are not accurate enough to trust for revision - what if it gets the answer wrong?
- Everybody learns differently. AI tools could help make learning more accessible and inclusive. How?

Drama & Role play

The resources could be used as a stimulus for pupils to engage in short role play scenarios, exploring some of the discussion points in more detail. For example, pupils could role play a conversation between a pupil explaining to their teacher why they want to use AI and how it helps them, and a teacher that thinks using AI for homework and revision is not 'proper learning'.

Other activities

Create a pupil agreement document that sets out the rules for using AI tools responsibly for schoolwork.
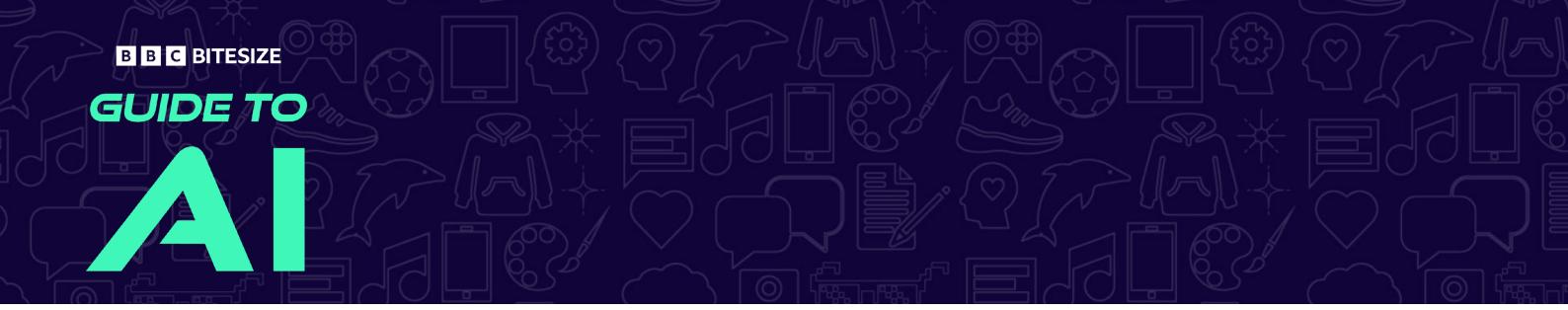
CURRICULUM LINKS

The activities on the previous page link to the following statutory **RSE, Health Education and Citizenship** subject content for KS4:

Statutory KS4 subjects	Pupils should know:
RELATIONSHIPS EDUCATION: Online and Media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • How information and data is generated, collected, shared and used online.
HEALTH & WELLBEING: Internet Safety and Harms	• The similarities and differences between the online world and the physical world, including how to be a discerning consumer of information online.
CITIZENSHIP	• The different ways in which a citizen can contribute to the improvement of their community, to include forms of responsible activity.

LINKS TO OTHER SUBJECTS

DESIGN TECHNOLOGY

Discussion questions

Pupils could explore issues related to how artists and makers have traditionally communicated their ideas, and the potential impact of generative AI technology on art and design.

- *Should we call a generative AI tool an artist or creator or is it just making a copy of original art?*
- *Generative AI tools are just another medium for artists and creators to use to express themselves.*

MEDIA STUDIES

Discussion questions

Pupils could explore the relationship between technology and media products and the conventions of media language.

- *If an artist or creator puts their work online, have they basically given permission for it to be reused or copied?*