

GUIDE TO AI

TEACHER NOTES - How to use AI to style an outfit

This resource consists of a film and a short article exploring how bias in training data can affect AI outputs, and a list of tips for using an AI tool effectively to help with styling an outfit.

Before watching the film

Ask pupils to make some notes about why they think people might turn to AI tools to help with styling an outfit. Consider whether they would think about using an AI tool for this type of help.

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.

- How can an AI tool tell the difference between different types of outfit and designs?
- Could AI tools help people who don't feel confident asking friends and family about fashion?
- What will happen if the data an AI tool is trained on is all the same? Would we all end up wearing the same outfits?
- Is using an AI tool just a way of getting lots of different ideas - isn't it your choice what to wear in the end?

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 play the roles of a person who doesn't see many people like them in AI outputs, who is asking an AI developer why they are not represented and what can be done about this.

Other activities

Create a checklist of things to include in an outfit styling query, to ensure the output is tailored to the user.

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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	<ul style="list-style-type: none"> How information and data is generated, collected, shared and used online.
HEALTH & WELLBEING: Internet Safety and Harms	<ul style="list-style-type: none"> The impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image).
CITIZENSHIP	<ul style="list-style-type: none"> Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

LINKS TO OTHER SUBJECTS

MEDIA STUDIES

Discussion questions

Pupils could explore the role of stereotypes and bias in online media, and how this might lead to AI tools being trained on flawed and biased data which in turn may produce biased output from AI tools.

- Do AI developers actually know what kind of data and images an AI LLM is seeing when it is trained?*
- What systems and mechanisms should we be using to ensure that feedback about biased AI output is heard?*

ART & DESIGN

Discussion questions

Pupils could explore the potential role of AI technology in creative arts generally, and fashion design specifically.

- Can an AI tool really be creative or artistic, or is it just repeating what it has found in its training data?*