

GUIDE TO AI

TEACHER NOTES - Bitesize Guide to AI and Gaming

How AI is helping to put you in the game... and fight zombies!

This resource consists of an inspirational film about game developer **Thomas Mahoney**, an article outlining Tom's journey with AI technologies, and further information about the AI tools seen in the film.

Before watching the film

Ask pupils to make a list of some of the ways AI tools might be used in digital game creation and development.

After watching the film

Vocabulary check

Ensure that pupils understand all the technical vocabulary used in the resource - you could create a class glossary to clarify the meaning of any new or specialised terms.

Roles & Jobs

These films are based around an interview with someone who is using AI to transform the world around them. This is an opportunity for young people to think about how they might do the same, perhaps in a similar field.

- Start by clarifying what Tom does – what does the job entail and how does AI technology fit in?
- Then move on to discuss more specifically the AI tools they are using, what they do and how they do it.

Discussion

The resources could be used as a starting point for paired and small group discussions. Provide some suggested talking points to get the conversation started.

- How can AI tools empower games developers and innovate games design?
- How transparent should game designers and creators be about using AI tools in their work?
- Is it safe to give my information to an AI tool so that it can personalise the game? Where is it stored?
- What new job roles might AI technology open up in the gaming industry?

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 job interview between a games developer and a potential boss. The games developer could explain how they use their data literacy and AI technology skills to their advantage, and explain why this sets them ahead of other candidates.

Other activities

Pupils could create a mind map collecting together some of the ideas and information from the resource and grouping and organising them under their own categories and headings.

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CURRICULUM LINKS

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

Statutory KS4 subjects	Pupils should know:
RELATIONSHIPS EDUCATION: Online and Media	<ul style="list-style-type: none"> • 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. • Not to provide material to others that they would not want shared further.
HEALTH & WELLBEING: Internet Safety and Harms	<ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including how to be a discerning consumer of information online.

LINKS TO OTHER SUBJECTS

PSYCHOLOGY

Curriculum content links

Pupils could explore *“definitions of ‘the self’, ‘self-concept’ and the role of identity and free will”* as mentioned in the GCSE Psychology curriculum content, and how this relates to AI technology, and how it is used in computer games to simulate personality and include the player as a character in the game.