

## Where and when:

**Date:** Tuesday, 6 February 2024

**Time:** 11:00

**Duration:** 30 minutes

**Location:** [bbc.co.uk/livelessons](https://bbc.co.uk/livelessons)

*This programme is available to view from home or school, and no sign-up is required.*

*Simply visit the website on the day and follow the instructions on the page to watch. Subtitles will also be available.*



### Curriculum links:

KS2 Health and Wellbeing/Computing, KS2 Mutual Understanding/Using ICT, 2<sup>nd</sup> Level Health and Wellbeing/Digital Literacy, Progression Step 3 Health and Wellbeing/Science and Technology

### Pupils should:

- Know the importance of keeping personal information private.
- Understand the impact of positive and negative content online on mental and physical wellbeing.
- Identify a range of ways to report concerns about content and contact.
- Be aware of how to keep themselves safe and secure.
- Use digital technologies to search, access and retrieve information and be aware that not all of this information will be credible.
- Identify and assess risks and take steps to reduce them.
- Know how to ask for help when they need it from people they trust.
- Explain the importance of accurate and reliable data to ensure a desired outcome.

## Setup:

This Live Lesson can be watched on the CBBC channel at 11:00 on Tuesday, 6 February 2024, or on the BBC Teach website. It will remain online afterwards to be used as a teaching resource whenever you need it.

We will be running a live commentary page on BBC Teach during the live broadcast to share contributions from children watching from home and school.

## How much space and equipment is needed?

The lesson can be viewed in a classroom or at home with a device (computer, tablet or mobile phone) linked to a reliable broadband connection or watched on a television on the CBBC channel. We will ask children to get involved in activities throughout the lesson and have provided downloadable [activity sheets](#) to help guide them through this.

You may wish to hand these out in advance, along with stationery such as pens and pencils. Pupils will still be able to follow the activities if they don't have printed activity sheets to hand.

## Lesson content:

Working in partnership with Childnet, this programme is designed to engage primary learners from ages 7 to 11. It covers learning objectives across both Health/Wellbeing and Technology/Computing curriculum frameworks.

- England: Key Stage 2 - Health and Mental Wellbeing Education; Computing Curriculum
- Northern Ireland: Key Stage 2 - Mutual Understanding: Relationships; Cross Curricular Skills: Using ICT
- Scotland: First and Second Level - Health and Wellbeing; Technologies: Digital Literacy
- Wales: Progression Steps 2 and 3 – Health and Wellbeing; Science and Technology: Computation

## Section 1- Introduction & What is AI technology?

Presenters Georgie Barrat and Rhys Stephenson welcome you from our high-tech Live Lessons computer lab to this special Safer Internet Day 2024 Live Lesson, focusing on the fascinating world of AI Technology and how to stay safe online.

They kick off the lesson by introducing AI, explaining what it is, and where we might already be using it in our day to day lives.

We then see a video of Blue Peter presenter Abby Cook visiting the National Robotarium, an AI and Robotics research centre in Edinburgh, to debunk some commonly held myths about AI.

## Section 2 - AI or Lie?

Back in the studio the presenters are joined by a team of young digital detectives, tasked with an important mission – to play a game of 'AI or a Lie', sorting the AI facts from the AI fiction.

In activity 1, children are then given three statements about AI. They must decide if these statements are true or false, drawing a line to connect each statement to the relevant answer box - 'AI' or 'Lie'.

Download activity sheet 1 [here](#).

## Section 3 - Machine Learning and recognising AI online:

In this section we investigate a type of AI called machine learning – to see how AI works. The presenters explain that machine learning is a specific type of Artificial Intelligence where an AI system learns to carry out a task by using large amounts of training data.

They introduce the [BBC micro:bit](#), a pocket sized computer used in many schools across the UK to teach digital skills.

We then see a short video where guest presenters Tilly Lockey and Yussef Rafik demonstrate how to programme a micro:bit using machine learning. Back in the studio, our presenters and digital detectives turn their investigation to the online world, exploring how AI affects us when we're online. In a fun game called 'I Spy AI', our digital detectives are challenged to identify uses of AI in some common online scenarios.

In the final part of this section, our presenters explore the risks of AI technology online, including deepfake photos and fake news.

A video from Newsround presenter Ricky Boletto explores fake news further, explaining how AI can be used to create disinformation in news stories and information videos.

Back in the studio, the presenters explore ways to spot disinformation and fact-check the things we read online.

In activity 2, children are presented with four examples of AI safety risks. Each example suggests three possible actions they could take. Their challenge is to pick the action that they think is the best solution to the risk.

Download activity sheet 2 [here](#).

#### **Section 4 - Tips for staying safe online in an AI world:**

In this section, our Live Lessons AI tool, Allie, explores different AI tools that already exist to keep us safe online.

The presenters then summarise everything we've learned in the lesson before setting the children off on activity 3 – creating a poster for their classroom with their top tip for staying safe online in an AI world.

Download activity sheet 3 [here](#).

#### **Follow-up activities:**

##### **Ideas for further classroom discussion and group/pair talk:**

- What are the advantages and disadvantages of a machine learning to do a person's job?
- Do computers and technology always get the right answers?
- Is a computing device cleverer than a human?
- What are humans better at than computers?
- What are computers better at than humans?
- How can we make sure AI technology is used responsibly?

##### **Ideas for further work on Online Safety/Mental Wellbeing:**

- Pupils share their own experiences of AI risks when gaming or going online and compare to other online safety scenarios they have experienced – in small groups.

- Role play some of the scenarios from Activity Sheet 2, acting out the different solutions and their consequences.
- Make a list of actions to take if you feel unsafe online – checking with a trusted adult, not clicking on links etc – turn it into a flow diagram.

### **Ideas for further work in ICT/Computing:**

- Explore ways of creating programs with selection and conditionals that help the program understand what is happening around it – *eg if your character touches the edge of the maze you lose a life* – this type of code is the foundation for beginning to develop AI type code.

### **Ideas for independent follow up work and homework:**

- Create acrostic poems using key topic words as the starting letters for each line – some examples might include ARTIFICIAL, INTELLIGENCE, MACHINE, LEARNING.
- Create a guide to AI for different audiences – eg younger children, parents.
- Create a cartoon strip starring a new AI superhero.
- Create a crossword or word search containing some of the new vocabulary learned from the Live Lesson.

### **Ideas for cross-Curricular work:**

- **Science:** Look at the mechanisms that smart robot devices might use like pulleys, gears and levers. Look at existing robots and devices and identify any mechanisms that are being used
- **DT:** Create design/evaluation sheets for new and existing AI technology devices mentioned in the film. Explore further and create a design for a totally new device that uses AI.
- **Art:** Explore ways of using computer imaging software to create unusual and interesting ‘fake’ images (adding layers from different photos).
- **Maths:** Create some AI style function machines that change one number into another. Show the initial number and the result and see if your friends can work out what is happening inside the function machine.
- **History:** Explore the history of computing and some of the key people involved – create a timeline.
- **English:** Explore Predictive Text and Voice Recognition tools for writing stories and poems, write a positive newspaper article explaining some of the things they have learned about AI.