BBC LIVE LESSONS

Where and when:
Date: 11:00 on Tuesday 10 February 2026
Duration: 30 minutes
Location: 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.

Curriculum links for 7-11 year olds:

National Curriculum, England – Key Stage 2 – Computing; Relationships and Health Education
National Curriculum, Northern Ireland – Key Stage 1 and 2 – Personal Understanding and Health
Curriculum for Excellence, Scotland – 1st and 2nd Level – Digital Literacy
Curriculum for Wales – Progression steps 2 and 3 – Science and Technology, Health and Wellbeing

Key learning objectives:
- Use technology safely, respectfully and responsibly and recognise unacceptable behaviour.
- Use digital technologies to search, access and retrieve information and understand that not all of the information will be credible.
- Explore and experiment with digital technologies and use them to enhance learning.
- Identify and assess risks.
- Explain the importance of accurate and reliable data.
- Know when and where to seek help.

Setup:

This Live Lesson can be watched on Tuesday 10 February 2026 live at 11:00 on the Live Lessons website and on CBBC/BBC iPlayer. It will remain online afterwards to be used as a teaching resource whenever you need it. We will be running a live commentary page during the broadcast for teachers, parents and carers to share contributions from children watching at home and at school. Email live.lessons@bbc.co.uk or click here to get in touch.

New resources for 2025/2026

- **Mission Pack:** A collection of challenges for children to work on during the lesson. The pack can be printed easily and folded into booklet form. Digital versions are also provided, or children can use their own paper/notebooks.

- **Mission Poster:** During each lesson, to support adaptive teaching strategies, an illustrator will capture the main learning points in a poster. This will be available as an extra resource to download after the lesson and display in your classroom.
- **Live Lessons Song:** This lesson will include a catchy song to recap key learning. This will be published as an extra resource on the website after the lesson.

Lesson content

In this Live Lesson on Safer Internet Day, children will become responsible AI designers by creating an artificial intelligence (AI) chatbot that simulates a conversation with a Hooded Vulture.

During the lesson, broadcast live from a safari park, we will learn what AI technology is, what chatbots are, how they are trained and their limitations. We'll also meet a real-life Hooded Vulture to find out more about this critically endangered species.

Challenge 1: Tick the data that you would use to train our AI chatbot

Key learning objectives: Use technology safely, respectfully and responsibly and recognise unacceptable behaviour. Use digital technologies to search, access and retrieve information and understand that not all the information will be credible. Explain the importance of accurate and reliable data

This section explores what AI chatbots are and how they are trained. AI designers use vast amounts of data from the internet to train AI chatbots to spot language patterns, make predictions and thereby be able to have conversations that seem human. This idea is explored in an animated video with Chicken and Agent from Minecraft.

Next, we'll play an interactive game called *"Eat or Delete"*, learning that chatbots need to be 'fed' relevant data to become an expert on a particular topic - in this case, what it's like being a Hooded Vulture. During the game children will be asked to assess if data provided is accurate, from a reliable source, unbiased and relevant.

To complete Challenge 1, pupils need to select which of the given data from different sources they would use to train our AI vulture chatbot. As an example of a trusted source for Hooded Vulture data, we credit BirdLife International. You can see the source of the data on the BirdLife International website.

Challenge 2: Write your own system prompts to tell our chatbot how to behave

Key learning objectives: Use technology safely, respectfully and responsibly and recognise unacceptable behaviour. Identify and assess risks. Know when and where to seek help.

We then need to decide how our chatbot should behave. To do this, we can create a list of rules of what it *must* and *must not* say – these are called system prompts.

Pupils are first asked to spot bad behaviour in a role-playing exercise where presenter Joe Tasker answers questions in character as a badly behaved chatbot. They then work together to come up with system prompts that would prevent such behaviour.

This exercise highlights the fact that AI chatbots can say things which are inappropriate, incorrect (delivering false information with confidence), and potentially harmful. Viewers are encouraged to double-check a chatbot's answers, never share personal information and avoid using chatbots for advice on personal matters and to instead speak to a friend or a trusted adult.

To complete Challenge 2, pupils must come up with effective system prompts for our chatbot. This is a discussion-based exercise. Pupils are encouraged to talk through their suggestions in pairs.

Challenge 3: Design an avatar for our chatbot

Key learning objective: Explore and experiment with digital technologies and use them to enhance learning.

The final step in designing our chatbot is to create a friendly character users will want to interact with. We do so by giving it a personality and an 'avatar'. We highlight the fact that AI tools are not human and do not have emotions. Our chatbot's 'personality' is programmed using system prompts.

Three personality options are put to a vote before the Live Lesson, with the answer revealed in this section of the programme.

To complete Challenge 3, children will design an avatar for our chatbot. An avatar represents a chatbot when interacting with it on a digital screen. The ideal design will be simple but emphasize that it is an AI tool, not an actual animal or person.

Ask our chatbot a question!

At the end of the lesson, we will test our virtual vulture chatbot by asking it questions to see what answers it comes up with. Send in your school's questions and we may put these to the chatbot during the live show or on our live commentary feed, which will run until 13:00 on the day. Email questions to live.lessons@bbc.co.uk or click here to get in touch.

Children will be reminded throughout that the chatbot's answer was generated by AI, may not be accurate and should always be fact checked.

Mission Pack

Download the Mission Pack in preparation for the Live Lesson. There are 3 versions available. Choose the option which best suits your needs.

- *Digital pack*
  Designed to be opened and edited using a tablet. Pupils will be able to type in text boxes and use the pen tool to draw.
- *Printable booklet*
  To be printed double-sided on 2 sheets of A4 paper. Fold in half to create A5 booklet. Pages are numbered and should run from 1 to 8 when one sheet is placed inside the other. Designed to support black-and-white printing.
- *Printable A4 sheets*
  Best option if no double-sided printing capacity. Designed to support black-and-white printing.

Note, pupils are still able to participate without access to the Mission Packs. All instructions will be on screen. We recommend that pupils have a notebook and pen or pencil to hand.

Lesson Glossary:

- **Artificial Intelligence (AI):** a computer system which has been programmed to perform tasks and solve problems by learning and thinking in a more human-like way
- **Chatbot:** an AI program that can simulate a written or spoken conversation with a human
- **Data:** pieces of information (numbers, text, images) that are not organised to make sense or have any meaning
- **Information:** data that has been sorted and organised to give it meaning and make it understandable
- **Model:** a computer program that has been trained on large amounts of data so that it can recognise patterns, make predictions and carry out tasks
- **Simulation:** an imitation of a real-world situation, place, object, tool or person
- **System Prompt:** a specific set of instructions given to an AI tool or system that tells it how to behave and respond to questions
- **Bias:** when information is based on only one opinion or idea rather than being fairly based on a range of opinions and facts.
- **Virtual:** an environment, object or system created by a computer that seems to be real but does not exist in the real world.

Pre-lesson activity ideas:

Explore what makes a trusted source:
- Explore how different websites answer the same question. Are the facts always the same and, if not, which is the accurate version?
- Look at information given in a website address (URL) and identify elements that might point to it being reliable, for example .ac or .gov.
- Look at a range of primary and secondary sources for the same information (for example, a book, a website, a photograph, a video of an expert talking, or a blog post) and discuss which are more reliable/accurate/relevant.
- Discuss whether primary sources like firsthand accounts are always reliable and think of ways to verify them.
- Discuss whether primary sources like videos and photos can still be relied on to be true now that it is so easy to make a fake version using digital and AI tools.

Follow-up activity ideas:

- Visit the live commentary page on the Live Lessons website to see how our AI vulture answers some of the questions sent into the programme.
- Write a description of our chatbot that tells people what it does and what its limitations are.
- Create a more detailed avatar for the vulture chatbot using squared paper to represent computer screen digital pixels.
- Create a glossary of any new vocabulary and phrases learned in the Live Lesson.
- Write a set of system prompts for different human jobs and roles, for example a nurse, teacher, football referee, waiter in a cafe, or aeroplane pilot.
- Come up with an idea for a completely different AI chatbot. What is its purpose, what training information would you provide and what system prompts would you write to set its behaviour?
- Act out a conversation between a person and a well-designed chatbot, then switch to a badly designed one.
- Discuss the sort of topics that should be talked about with a friend or trusted adult rather than an AI chatbot.
- List the benefits and risks of AI chatbots.
- Pupils could make a list of some of the AI helpers that they have seen or heard of previously.

How we used AI technology in the Live Lesson

The Live Lesson chatbot was developed in collaboration with Nature Perspectives, a purpose-led organisation that designs AI-mediated conversations to help people explore the lives and perspectives of non-human species. Founded by scientists, Nature Perspectives works with museums, botanic gardens, conservation organisations, and educators to create learning experiences that foster curiosity, empathy, and ecological understanding.

For this lesson, Nature Perspectives worked closely with the BBC Live Lessons team to design a chatbot that demonstrates key design decisions explored by pupils in the accompanying activities. The chatbot is based on an individual Hooded Vulture living at a real wildlife park, drawing on locally sourced information about that bird alongside trusted scientific knowledge about the species.

The chatbot was carefully designed for use in educational and public-facing contexts. It uses age-appropriate language, adapts to users' knowledge levels, avoids inappropriate themes, and is guided by bespoke system prompts aligned with the lesson's learning objectives. This allows pupils to explore ideas such as animal biology and behaviour, conservation challenges, and responsible use of AI, while also reflecting on how design choices shape digital experiences.

This chatbot was created specifically for the Live Lesson and is not a general-purpose AI tool. Teachers interested in exploring similar experiences used in museums, botanic gardens, schools, and outdoor learning settings can explore Nature Perspectives' work at www.natureperspectives.earth, where examples of AI-mediated learning experiences are showcased.