



Teacher Resource

Facial Recognition

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Give some examples of how facial recognition is used.
2. What are some pros and cons of facial recognition technology. Create a T Chart.
3. Recently, it was found that Bunnings breached _____ laws because of its use of facial recognition technology.
4. Do you think facial recognition technology should only be used with a person's consent? Give reasons for your answer.
5. What did you learn watching the BTN story?

Activity: Plus, Minus, Interesting

Students will practise their note-taking skills while watching the BTN Facial Recognition story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was positive, negative, or interesting?



Activity: Class Discussion

Discuss the BTN Facial Recognition story as a class. Ask students to record what they know about the topic. What questions do they have? Use the following questions to help guide discussion:

- Working in pairs, discuss how facial recognition is used. Where have you seen it used? Give some examples.
- Have you used any kind of facial recognition technology? Give details.
- What are the benefits of facial recognition? Make a list.
- What are some risks or concerns?
- What questions do you have about facial recognition technology?



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KEY LEARNING

Students will learn more about facial recognition technology and develop an argument for or against its use.

CURRICULUM

English – Year 6

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

Digital Technologies – Years 5 & 6

Explain the creation and permanence of their digital footprint and consider privacy when collecting user data.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Facial Recognition story. Here are some words to get them started.

| | | |
|---------|-------------|---------|
| FACIAL | RECOGNITION | PRIVACY |
| ETHICAL | BIOMETRICS | CONSENT |

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Activity: Persuasive Text

Students will explore the issues raised in the BTN Facial Recognition story and develop a persuasive text. Here are some examples of statements students can use:

- *The benefits of facial recognition technology outweigh the risks.*
- *Facial recognition technology should only be used with a person's consent.*
- *The government should ban facial recognition to protect our privacy.*

Persuasive writing

Students need to weigh up the pros and cons of the issue then write a short persuasive argument using the following as a guide.

Tips

- Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Introduction

- What is the point you are trying to argue? Construct an introductory paragraph which states the issue.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- What did you learn from this activity?

Activity: Mini Debate

Alternatively, students may want to prepare a mini debate. Use the following as a guide when preparing for your classroom debate.

- Working in pairs, students will prepare a 1-2-minute speech for a mini debate on the topic.
- One person will speak for the affirmative and the other will speak for the negative.
- Before students begin to construct their argument, ask them to record what they already know about the topic and what they would like to find out. Students then research the topic to gain a greater understanding of the issue.
- Ask students to list their arguments in point form on paper (without their partner seeing them). When they have done this, ask them to choose the five best points that will form the basis for their debate.
- Students will write in point form, their debate on cards that fit into the palm of their hand. Their debate needs to have an introduction (introducing the topic), middle (three main points) and a conclusion (restating their position). Students practise their speech and then present the mini debate to other students.

Guide for giving feedback

- Was the information clear and accurate?
- Were the arguments logical?
- Were the counter arguments accurate and relevant?
- Comments about the presentation style (tone of voice, body language, enthusiastic, convincing).

Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- Did my opinion change?
- What did you learn from this activity?

BTN Digital Technologies stories

Visit BTN's [collection of stories](#) which focus on Digital Technologies and include topics like Artificial Intelligence.

After watching any one of the BTN videos students can respond to the discussion questions (to find the discussion questions and teacher resources go to the related BTN Classroom Episode and download the Episode Package).

Digital Technologies



AI and the News

Tue 22 Oct 2024 at 10:00am



AI Laws

Experts say we need to control the potential harms of AI.

Tue 2 Apr 2024 at 10:00am



AI Videos

AI video has reached a new level, leaving some sceptical about its potential, but others concerned about what it could mean for jobs and news.

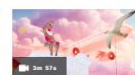
Tue 27 Feb 2024 at 10:00am



IT Outage Lessons

Did you see the Blue Screen of Death? Will it happen again?

Tue 30 Jul 2024 at 10:00am



Creative AI

Will Artificial Intelligence ever replace human creativity?

Tue 11 Jun 2024 at 10:00am



Quantum Computing

We learn about quantum computing from this year's Prime Minister's Prize for Science winner.

Tue 04 Oct 2023 at 10:00am



China Internet Restrictions

China's government is putting a stop to kids using the internet late at night.

Tue 15 Aug 2023 at 10:00am



AI Jobs

A survey has found 46 per cent of Australian workers are concerned AI could take over their jobs. But how realistic are those fears?

Tue 10 Jun 2023 at 10:00am



Kidfluencer Culture

A US state is poised to pass ground-breaking legislation that will protect the earnings of child social media stars.

Tue 23 May 2023 at 10:00am

Useful Websites

- [Bunnings breached privacy laws by using facial recognition on customers, Commissioner finds](#) – ABC News
- [Digital Technologies \(collection of BTN stories\)](#) – BTN