



Teacher Resource

Media Literacy Week – AI

Focus Questions

As a class, discuss the stories featured in the episode of BTN Classroom and record the main points of the discussion. Students will then respond to the following focus questions.

Is AI Conscious?

1. What is consciousness?
2. Why might people think a chatbot is conscious?
3. How are scientists trying to test AI's intelligence?
4. Do you think AI could ever become conscious? Explain your thinking.
5. What questions do you have about this story? Compare with a classmate.

AI and Copyright

1. Summarise the BTN story in 3 sentences.
2. What is copyright?
3. How do AI systems learn to create pictures, music and text?
4. Should AI companies ask permission before using an artist's work to train their AI models? Why or why not?
5. Has watching this story changed the way you think about AI and copyright? Explain your answer.

Real or AI?

1. In pairs, discuss the story and record the main points of your discussion. Share your points with the rest of the class.
2. Why is it becoming harder to identify AI images and videos?
3. AI is increasingly being used to scam people. Give an example.
4. Has watching the BTN story changed the way you think about images and videos online? Explain.
5. What is one thing you will do differently when you see something surprising online?

AI and Education

1. What did a recent report find about students' use of AI?

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KEY LEARNING

Students will develop their understanding of artificial intelligence, investigate different perspectives on AI and its impacts, and communicate informed opinions about the responsible and ethical use of AI.

CURRICULUM

Digital Technologies – Year 5/6

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

[AC9TDI6P10](#)

Evaluate existing and student solutions against the design criteria and user stories and their broader community impact. [AC9TDI6P06](#)

Digital Technologies – Year 7/8

Investigate and manage the digital footprint existing systems and student solutions collect and assess if the data is essential to their purpose.

[AC9TDI8P14](#)

Evaluate existing and student solutions against the design criteria, user stories and possible future impact.

[AC9TDI8P10](#)

English – Year 5

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation.

[AC9E5LY06](#)

2. What does Dr Jenny Donovan believe about students using AI?
3. What is EdChat and how are students using it to help them with their schoolwork?
4. What are some of the risks and benefits of using AI for schoolwork? Record on a T Chart.
5. What did you learn from this story?

Activity: Is AI Conscious?

Before watching the BTN story...

- What does the word conscious mean? How would you explain it in your own words?
- What makes humans different from computers or robots?
- Do you think a computer could ever have feelings?



What did you see, think and learn?

While watching the BTN story...

- What examples of AI are discussed in the BTN story?
- What questions do you have about AI and consciousness?

After watching the BTN story...

- Do you think AI can be conscious? Why or why not?
- How could we test whether a machine is conscious?
- How has your thinking changed after watching the story?
- What question do you have about the story?

Activity: Key words – AI and Copyright

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

Copyright

Creator

Intellectual Property

Copyright laws

Permission

AI-generated

Original work

AI models

Activity: AI and Copyright Investigation

Students choose one of the questions below to investigate or develop their own question. Use reliable sources to:

- Identify different points of view.
- Find evidence that supports each perspective.
- Consider who might benefit and who might be disadvantaged.
- Develop your own conclusion based on the evidence.
- Suggest a possible solution or rule for making AI and copyright fairer.

Research Questions

- Should AI companies be allowed to use people's creative work to train AI without asking permission? Why or why not?
- Which is more important when developing AI - encouraging innovation or protecting creators' rights? Can both be achieved?
- What responsibilities should AI companies have when developing tools that create content?
- How might copyright rules encourage people to keep creating art, stories and music?
- Should artists be paid if their work is used to train an AI tool? Explain your reasoning.

Activity: Interview a Creator

AI is changing how people write stories, make art, create music and produce news. But what do the people who do those jobs think about it? Students interview a creative professional or journalist to find out how AI affects their work, their views on copyright and what they think the future might look like. Alternatively, if students can't access a professional, invite a guest speaker to the classroom or provide an online interview for students to analyse.

Choose someone to interview

Students could interview:

- An illustrator, artist or graphic designer
- A journalist or author
- A photographer or filmmaker
- A musician or songwriter

They could interview someone in person or by sending them questions in writing.

Prepare your questions

Students can develop their own questions or choose from those below. Aim to ask at least five questions.

- Have you used AI in your work? If so, how?
- How do you think AI is changing your profession?
- How would you feel if an AI company used your work to train its AI without asking your permission?
- Do you think creators should be paid when their work is used to train AI systems? Why or why not?
- What do you think AI companies should do to respect copyright?
- How can you tell if AI-generated content has copied or closely resembles an existing work?
- Do you think AI will create more opportunities or challenges for people in your industry?
- What advice would you give young people who want to use AI creatively and responsibly?
- What rules or protections would you like to see for creators using or affected by AI?

Report your findings

Students create a short report to share with their class. Include the following in the report:

- Who you interviewed and what they do.
- Three important things you learnt.
- Their interviewee's views on AI and copyright.
- One surprising or interesting response.
- Their own opinion - Has the interview changed the way you think about AI and creativity? Explain why or why not.

Class discussion

Students will share their findings, discuss:

- Did the people you interviewed have similar or different views about AI?
- Who should be responsible for protecting creative work: the creator, the AI company, governments or everyone?
- How can we benefit from AI while respecting the people whose work helps make it possible?

Activity: Real or AI Challenge

Class Discussion

Start this activity by asking your students the following question: *Do you think you could tell the difference between an AI-generated video and a video made by a human?* Students will respond with a yes, no or maybe.

Ask students to explain how they can tell whether videos are AI-generated or created by humans. Discussion starters:

- Have you ever seen a video that you thought was made by AI?
- How can you tell if a video is AI-generated?
- Do you think AI-generated videos always look fake?

Do you think you could tell if a video was AI-generated or made by a human?

Challenge

Students will then become AI detectives. Together as a class, students will watch and investigate six videos, look for visual clues and decide whether each was created by AI or a human.

Whilst looking at each video ask students to look for clues that can help them investigate the video, for example:

- Are there objects in unusual places?
- Do hands, fingers faces or body parts look incorrect?
- Are there objects that seem to blend into one another?
- Do you notice any shadows or reflections that don't look right?
- Are there repeated patterns that look unnatural?
- Is any part of the video blurry?
- Does the background fit with the rest of the image?
- Does anything look artificial or out of place?

Students will make their predictions using the table below. Students will note down any visual clues they notice and explain why they made their decisions. **Note for teachers:** The links below will take you to a compilation of videos that BTN has put together from a range of social media platforms. Please preview the videos before watching together as a class.

	My Prediction – AI, Real or Unsure	Visual clues I noticed	Why I made this decision
Video 1 – Shark lands on fishing boat			
Video 2 – Person falls through hole in floor			
Video 3 – Cat and TV in loungeroom			
Video 4 – Zebras running down the road			
Video 5 – Fisherman slipping and falling into water			
Video 6 – Watchimals toy			

Students will compare their answers with a classmate. Reveal the answers to your class!

Answers

Video 1 – Shark lands on fishing boat	Real
Video 2 – Person falls through hole in floor	Real
Video 3 – Cat and TV in loungeroom	AI
Video 4 – Zebras running down the road	Real
Video 5 – Fisherman slipping and falling into water	AI
Video 6 – Watchimal advertisement from the 1980s	Real

Reflection

Students will reflect on the AI challenge and respond to the following questions.

- How many did you get correct?
- Which video was the hardest to identify?
- How difficult was the challenge?
- How can you tell if videos have been generated using AI? What are some things to look for?
- Why might it be difficult to tell the difference between an AI-generated videos and a human created video?
- What could you do to check whether a video is made using AI or not, if you were unsure?

Activity: AI and Education

Think – Pair – Share

After watching the BTN story, students will think about their own opinions, share their ideas with a partner and listen to what others think about the issue of using AI in education. By exploring the benefits and challenges of using AI in school, they'll develop their own informed opinion and use it to create a persuasive text.

Ask students to think about the question: *Should students use AI at school?*

Think— Form your own opinion

Students read the statements below and decide whether they **agree**, **disagree** or are **unsure**.

- AI can help students understand difficult topics.
- Using AI to complete homework stops students from learning.
- Students should always tell their teacher when they use AI.
- All students should have equal access to AI learning tools.
- AI should never replace a teacher.

Students write down their opinion about whether students should use AI at school and at least two reasons to support their view.

Pair — Discuss your ideas

Students share their opinions with a partner then consider whether they agree with their reasoning.

Use these discussion starters:

- I believe students should/should not use AI because...
- One benefit of AI in education is...
- One risk of using AI at school is...
- I understand your point of view, but...
- I hadn't considered that...
- You have made me think differently about...

Share — Learn from different perspectives

Hold a class discussion. Students share their ideas and listen to other students' arguments.

As a class, identify:

- The strongest argument for using AI at school.
- The strongest argument against using AI at school.
- One rule that could help students use AI responsibly.

Reflect and write

After the discussion, students complete these sentences:

1. My original opinion was...
2. One idea my partner shared was...
3. My thinking has changed/stayed the same because...
4. The strongest reason supporting my opinion is...

Persuasive Text

Students write a persuasive text responding to the following statement:

Students should be allowed to use AI to help with their schoolwork.

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

Introduction

- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- 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.

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.

Use this *Read Write Think* [persuasion map](#) to plan your exposition text.

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?

Useful Websites

- [Sentient AI](#) – BTN
- [AI Companions](#) – BTN
- [AI Art](#) – BTN
- [Creative AI](#) – BTN

- [AI Music](#) – BTN
- [Viral Video Challenge: Can You Spot the AI Fakes?](#) – BTN High
- [Can you tell if these artworks were created by artificial intelligence or a human? Take our quiz](#) – ABC News
- [How to spot fake and AI images](#) – ABC News