



Teacher Resource

Artificial Intelligence

Focus Questions

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

1. What was the first Chatbot and how did it work?
2. What does LLM stand for?
3. How reliable is AI?
4. What clues can suggest a text, image or video was made by AI?
5. What are some of the potential benefits of AI?
6. What are some of the potential harms of AI?
7. What are the potential environmental impacts of AI? How could some of those impacts be mitigated?
8. How might AI change the way people work now and into the future?
9. Should AI ever have rights or legal responsibility? Why or why not?

Activities

- **Training AI:** If you could train AI to help improve something in your community, what would it be and why? In small groups, come up with a plan and share it with the class.
- **Persuasive Essay:** Students are to choose one of the statements below and write a persuasive essay that takes a clear position and supports it with evidence.
 - *The benefits of AI outweigh the risks.*
 - *The risks of AI outweigh the benefits*
 - *Students should be allowed to use AI to help with their schoolwork.*
 - *AI can create art*
 - *AI should have limits on what it is allowed to do.*
- **AI Policy Debate:** Divide the class into four groups and assign one of the following scenarios:
 - *A school wants to use AI to flag students at risk of failing*
 - *An art competition is allowing AI-generated artwork to win prizes*

EPISODE 55

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KEY LEARNING

Students will discuss what artificial intelligence is and how it operates, along with its advantages and disadvantages.

CURRICULUM

[Artificial Intelligence](#) – Year 7
[Artificial Intelligence](#) – Year 8
[Artificial Intelligence](#) – Year 9
[Artificial Intelligence](#) – Year 10
[Digital Literacy](#) - General Capability

Examples:

[Digital Technologies - Years 7 and 8 \(v9.0\)](#)
[Digital Technologies - Years 9 and 10 \(v9.0\)](#)

- A news website publishes AI-written articles without telling readers
- A school wants to use AI to analyse students' emails and messages to detect bullying

Each group member takes on one of the following roles:

- A student
- A school principal
- A parent/carer
- A representative from the company/organisation
- A community member

They must list three points from their role's perspective on the scenario about why they agree or disagree with the idea, then discuss their points with their group for one minute. Once everyone has had a turn, hold an open discussion. Share your points with the rest of the class.

- **Investigating AI:** Each student is to come up with a unique question about AI. The class votes on their favourite 'Five Big AI Questions'. Divide the class into 5 groups with each group choosing one of the big questions. Each group then investigates the question using at least three reliable sources (*i.e., credible news organisations, government websites, scientific organisations*). Students use the following table to record their research.

What we found	Where we found it	Evidence