



Teacher Resource

AI Laws

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. What is artificial intelligence?
2. Who has recently passed laws to regulate artificial intelligence?
 - a. European Union
 - b. UK
 - c. Australia
3. What does Superhuman Persuasion mean?
4. What are some advantages and disadvantages of AI?
5. Name three facts you learnt watching this story.

Activity: Class Discussion

Discuss the BTN AI Laws story as a class and record the main points on a mind map with Artificial Intelligence in the centre. Students will respond to the following:

- What do you know about artificial intelligence?
- What are some examples of AI?
- What are some advantages or benefits of AI?
- What are some concerns or disadvantages?
- What did you learn from this story?
- What does this story make you wonder?
- Think of three questions you would like to ask about the story.



What
questions do
you have?

What surprised
you about this
story?

EPISODE 9

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KEY LEARNING

Students will learn more about the impact of artificial intelligence and what aspects of AI should be regulated.

CURRICULUM

Science – Year 4

Science Knowledge helps people to understand the effect of their actions.

Science – Year 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Design and Technologies – Years 5 & 6

Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions.

Design and Technologies – Years 7 & 8

Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions.

Activity: Glossary

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

ARTIFICIAL INTELLIGENCE	SUPERHUMAN PERSUASION	CHATBOT
REGULATION	GENERATIVE AI	MACHINE LEARNING

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: AI Research

Discuss the information raised in the BTN AI Laws story. What questions were raised in the discussion and what are the gaps in students’ knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

Students will develop their own question/s to research or choose one or more of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- When was AI first used? Investigate the history of AI and record your findings on a timeline.
- What is machine learning and what are some examples of it? Watch [this video](#) to learn more about it.
- Choose one type of AI technology and explain how it is used today. For example: chatbot, robotics, automation, augmented reality.
- What will artificial intelligence have an impact on in the future?
- How can we prepare for artificial intelligence?
- What are some concerns that people have about artificial intelligence?
- What is generative AI and what are some examples of it?
- What rules, laws or regulations should exist so that AI tools/technology can be used fairly in the future? For example, who is responsible if a self-driving car crashes or AI generated images should be labelled as such.

Activity: Persuasive Text

Students will explore the issues raised in the BTN AI Laws story and then develop a persuasive text for or against the following statement: *'The benefits of artificial intelligence outweigh the risks'*. 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 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.

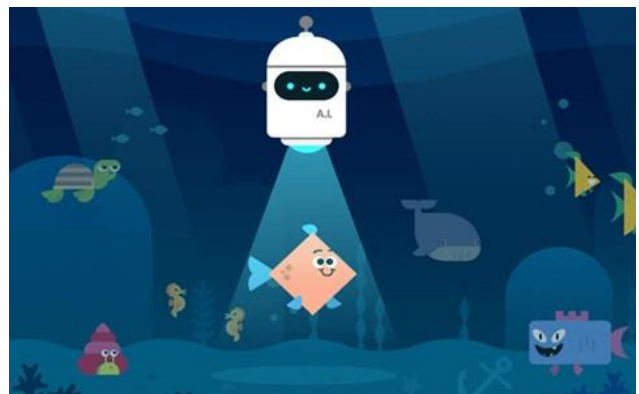
Reflection

- 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?

Activity – Train AI to Clean the Ocean

Learn about AI, machine learning and bias while exploring ethical issues and how AI can be used to solve world problems.

[Play now](#)



Activity – Choose an Activity

Working individually or in pairs, students can choose one or more of the following AI activities to try. Ask students what they learnt about AI doing the activity.

AI Word Game

Play [Semantris](#) - a word association game powered by machine learning.

AI and Shadow Puppets

Learn how to make shadow puppets with the help of AI. Go to [Shadow Art](#) to start creating

AI or Human?

Do [this quiz](#) to see if you can tell if the artworks were created by artificial intelligence or a human.

Quick Draw

Draw a picture of an object or idea and then see if AI can guess what your drawings represent. [Play Quick Draw](#)

BTN Stories

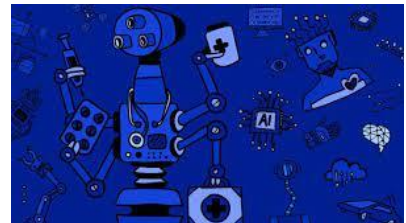
As a class watch one or more of the following BTN stories to learn about the impact of artificial intelligence.



[AI Jobs](#)



[Sentient AI](#)



[Robot Revolution](#)



[AI Art](#)



[ChatGPT](#)



[AI Song Contest](#)



[AI Videos](#)

Useful Websites

- [AI Jobs](#) – BTN
- [AI Videos](#) – BTN
- [What is artificial intelligence and why does it matter to you?](#) – Newsround
- [Australia's artificial intelligence crackdown](#) – Newsbreak
- [ChatGPT](#) – BTN
- [Sentient AI](#) – BTN