



Teacher Resource

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.

Chat GPT

1. In your own words, describe what ChatGPT is.
2. What is artificial intelligence?
3. What sorts of things can ChatGPT do?
4. How is ChatGPT being used in Australia?
5. Do you think ChatGPT should be allowed in schools? Give reasons for your answer.

AI Art

1. What is AI art?
2. Why did Boris Eldagsen refuse the photography award that he won?
3. How do the AI programs create the art?
4. What are the copyright issues with AI art?
5. Do you think there is a place for AI in visual arts? Give reasons for your answer.

AI Jobs

1. What is artificial intelligence?
2. How has changing technology impacted jobs in the past?
3. What are some pros and cons of AI?
4. What jobs could be taken by AI in the future? Name at least three.
5. How do you feel about the impact AI will have on jobs in the future?

KEY LEARNING

Students will view a range of BTN stories and use comprehension skills to respond to a series of focus questions.

CURRICULUM

English – Year 4

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

English – Year 5

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

English – Year 6

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

English – Year 7

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.



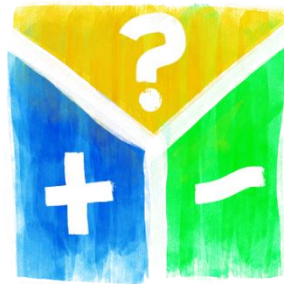
Teacher Resource

AI Jobs

Activity: Note taking

Students will practise their note-taking skills while watching the BTN AI Jobs 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 AI Jobs story as a class. What questions do students have about the story? Use the following questions to help guide discussion:

- What is artificial intelligence (AI)? Come up with a class definition.
- What are some everyday examples of AI?
- What are some benefits of AI?
- What are the disadvantages of AI?
- What jobs could be taken by AI in the future?



KEY LEARNING

Students will explore the impact of artificial intelligence on jobs and the future of work.

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 Jobs story. Below are some words to get students started.

ARTIFICIAL INTELLIGENCE	AUTOMATION	ALGORITHM
CHATGPT	ROBOT	GENERATIVE AI

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: Inquiry Research

After watching the BTN AI Jobs story, hold a discussion to encourage students to engage with the topic and learn more about the future of jobs and the role artificial intelligence might have. 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>know</u> ?	What do I <u>want</u> to know?	What have I <u>learnt</u> ?	<u>How</u> 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.

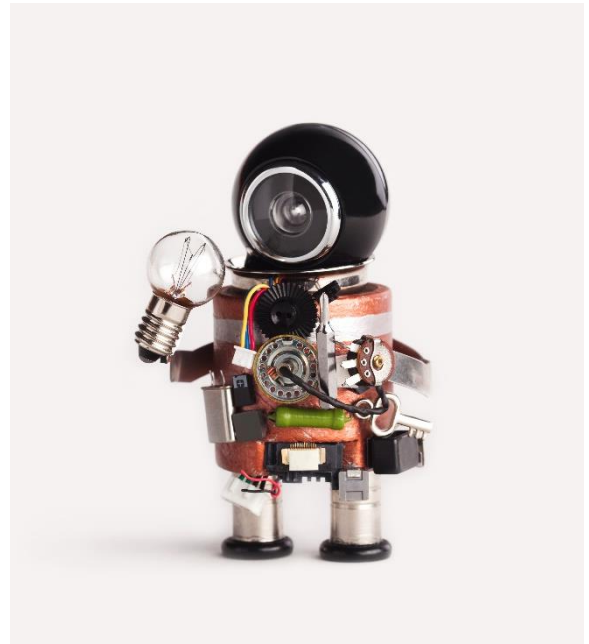
- What is artificial intelligence? Provide a definition. Choose one type of AI technology and explain how it is used today. For example: chatbot, robotics, automation, augmented reality, social media.
- How have jobs changed or been replaced by technology over time? Investigate and record your findings on a timeline. Include the following on your timeline: Industrial Revolution, digital revolution, and artificial intelligence.
- When was AI first used? Investigate the history of AI and record your findings on a timeline.
- What jobs will artificial intelligence have an impact on in the future?
- Are there any jobs that *shouldn't* use AI? Why?
- Which jobs face the biggest risk of automation? Which face the lowest risk of automation?
- How can we prepare for artificial intelligence?
- Why are people worried about AI?
- What do you think jobs will look like in 10 years or 50 years' time? Make a prediction.

Activity: Design an AI Robot

If you could build a robot that uses AI, what kind would you build? What would you make it do? Would it help you do your homework or play your favourite sport?

Students will brainstorm ideas in pairs and then share their ideas as a class. Students will design a robot that performs a specific task. When thinking about their design, ask them to consider:

- What problem or challenge does the robot solve?
- What are some of the functions your program will carry out?
- How does your robot use artificial intelligence?
- Does the robot need any special features? If so, what are they?
- How will your robot function? Consider the following:
 - How will it be controlled?
 - How does it move?
 - How will it detect the environment around it?



Students will draw a design of their robot and present it to the class. Students will include a detailed diagram of each component and a description of how it works.

Activity: Spotting Deepfakes

A new study has found deepfake videos, which use artificial intelligence to fake a person's likeness, are becoming more common, and harder to detect. For Media Literacy Week, BTN investigates how AI technology is changing, and how you can still spot 'fake news'. Students will watch this [BTN Spotting Deepfake Videos story](#) and then respond to the following discussion questions.

1. What is a deepfake video?
2. Complete the following sentence. Deepfake videos use _____ intelligence software.
3. What is the aim of project Fake Out?
4. Why are experts worried about people not being able to spot deepfake videos?
5. What questions do people need to ask themselves about spotting a deepfake video?



Activity: AI Experiments

Students explore the following AI systems then ask them to reflect on how they know the system uses AI.

[AI Duet](#) – This experiment lets you play a duet with the computer. Just play some notes, and the computer will respond to your melody.

[Freddie Meter](#) – An AI-powered singing challenge that rates how closely your singing matches the voice of Freddie Mercury.

[Quick Draw](#) – A game that challenges players to draw a picture of an object or idea and then uses a neural network artificial intelligence to guess what the drawings represent.



[Semantris](#) – Word association games powered by machine learned. Each time you enter a clue, the AI looks at all the words in play and chooses the ones it thinks are most related.

Activity: Persuasive Text

Students will explore the issues raised in the BTN AI Jobs story and then develop a persuasive text for or against the following statement: *'Artificial intelligence is better than humans.'* 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.

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

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

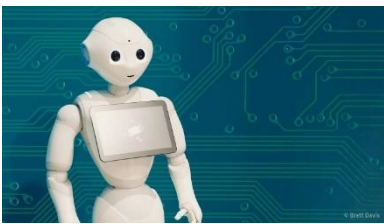
- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

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?
- What did you learn from this activity?

BTN Stories

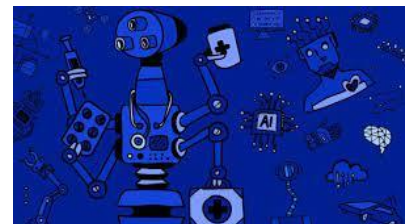
As a class watch one or more of the following BTN stories to learn about the future of jobs and the impact of artificial intelligence on work. After watching any one of the BTN videos ask students to respond to the discussion questions (to find the discussion questions and teacher resources go to the related BTN Classroom Episode and download the Episode Package).



[Artificial Intelligence Jobs](#)



[Sentient AI](#)



[Robot Revolution](#)



[Future Jobs](#)



[Robot Jobs](#)



[Future Careers](#)



[AI Art](#)



[ChatGPT](#)



[AI Song Contest](#)

Useful Websites

- [Artificial Intelligence Jobs](#) – BTN
- [Robot Jobs](#) – BTN
- [Aussie AI Regulation](#) – Newsbreak
- [How AI could help solve Australia's 'productivity problem' without leaving workers worse off](#) – ABC News
- [What is AI? What does artificial intelligence do?](#) – Newsround
- [ChatGPT: What is the AI bot and how does it work?](#) – Newsround