



Teacher Resource

AI Q and A

Focus Questions

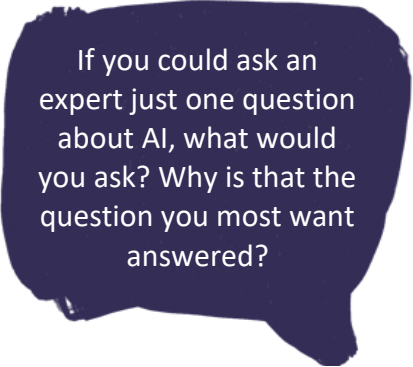
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Why do you think BTN covered this story?
2. What question about AI do you still have, and how could you investigate it?
3. Name three things you learnt from the AI Q&A story.
4. What surprised you most about the BTN story?

Activity: Class Discussion

Working in pairs or small groups, students discuss both BTN AI stories in this week's episode and respond to the questions below.

- What do you know about AI?
- What words do you associate with AI?
- Where have you seen or used AI? What was it being used for?
- Why do you think AI has become such a big topic in the news?
- What are some pros and cons of AI?



If you could ask an expert just one question about AI, what would you ask? Why is that the question you most want answered?

Clarify students' understanding of the following AI related key words:

Artificial intelligence

Generative AI

Prompt

Algorithm

Chatbot

Regulation

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KEY LEARNING

Students will further develop their understanding of AI by generating questions, researching AI-related issues, and constructing a persuasive argument.

CURRICULUM

Science – Year 5 & 6

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

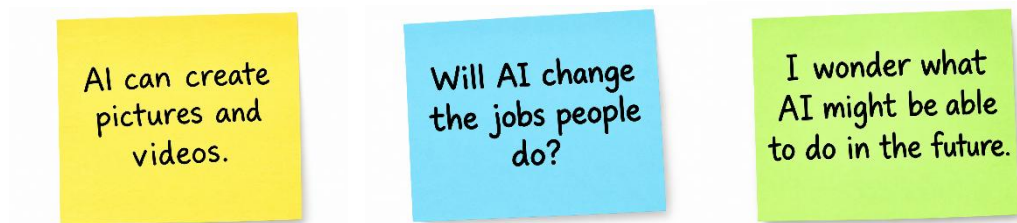
Design and Technologies – Years 5 & 6

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use.

Activity: The AI Questions Wall

Students will explore their own questions about AI. Start a class AI Questions Wall. Give each student three sticky notes and ask them to respond to the following on each sticky note.

- On sticky note 1 - Something I already know about AI.
- On sticky note 2 - Something I wonder about AI.
- On sticky note 3 - Something I am worried or curious about.



Put the questions on a classroom wall and sort them into categories. Here are some examples:

- How AI works
- AI and school
- AI and creativity
- AI and the environment
- AI and privacy
- AI and social media
- AI and the future

As a class, choose five big questions to investigate. Give each student five votes. The five questions with the most votes become your class's **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. Their sources might include:

- credible news organisations
- government websites
- museums or libraries
- scientific organisations
- technology organisations
- interviews with experts.

Students use the following table to record their research.

What we found	Where we found it	Evidence

Ask students to share the important things they learned through their investigations. What questions do they still have or what new questions arose during their research?

Challenge

Students write their own big AI question that they think people will still be discussing 10 years from now. Why do they think it will still be discussed?

Activity: Persuasive Text

Students will explore an AI related issue and develop a persuasive text for or against it. They can choose one of the statements below or create their own statement.

'The benefits of AI outweigh the risks'

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

'People should be allowed to use AI to create stories and artwork.'

'AI should have limits on what it is allowed to do.'

Persuasive Writing

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?

Activity: BTN Live

Do you still have questions about AI? Or would you like to better understand how it works? The guest for BTN Live on Friday 16 October is data scientist Dr Linda McIver, who can answer your AI questions and help us better understand the technology. Find out all the details and submit your questions [here](#). The session is recorded so you can watch it on the BTN website anytime!



Useful Websites

- [Artificial Intelligence](#) - BTN