

Lesson plan companion guide

This lesson is designed to give students the skills to think critically about the images they see online to properly identify sources to better assess what is real or AI-generated online.

The lesson pack includes the following documents to support you in the classroom:

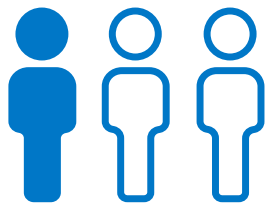
- the full lesson plan;
- handouts;
- accompanying lesson slides;
- this guide with statistics, advice and additional resources.

What you need to know



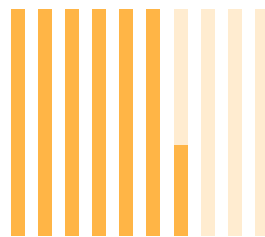
44%
OF CHILDREN

children who
actively engage
with generative
AI tools*



ONE
IN THREE

children who
are unsure if
what they see
online is true*



64%
OF CHILDREN

who agree that
their school should
do more to help
them identify fake
content online*



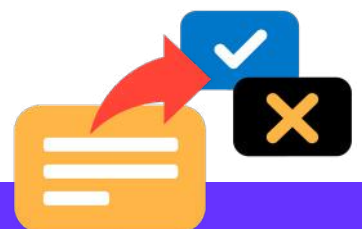
3/4

of people agree
AI is a powerful
tool if used
responsibly**

Source:

*IM tracker survey

**Samsung Newsroom UK 2024

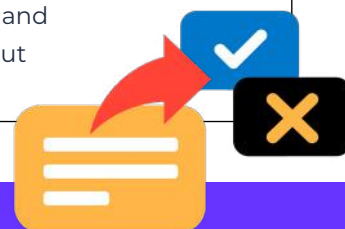


Addressing questions about AI

This lesson plan is intended to develop students' awareness of AI-generated content and ability to assess whether or not online content is misleading. The below outlines potential questions children might have about AI and how you can answer them.

If a child discloses any experiences that require intervention, please refer to your school's policies regarding child wellbeing to offer them the correct support.

| Potential question or story | Effective responses |
|--|---|
| What actually is AI? | <p>AI stands for Artificial Intelligence. It is a field of study that looks at creating tools that can act 'intelligent'. This includes learning, thinking and correcting itself.</p> <p>It's important to remember that its intelligence comes from humans creating these machines. It needs information from different places to create something new.</p> <p>AI can help a lot of people, but people using the tools need to do so responsibly.</p> |
| Will AI take over the world? | <p>The word 'artificial' in artificial intelligence means not real. AI is not actually intelligent; it can only create things based on what humans have given it. So, AI cannot take over the world.</p> <p>It's important that we use AI tools in safe and responsible ways to make sure that people aren't negatively impacted by this technology.</p> |
| I heard ... in the news. | <p>Students might come across stories in the news that touch on AI. Depending on the topic, this could be a great opportunity to discuss the story, students' thoughts and the potential risks or benefits.</p> <p>However, if you're not familiar with the story, you might want to table the discussion for another day so you have time to learn more about it and lead a more meaningful discussion.</p> <p>Some stories might cover difficult topics such as AI tools that generate nude images or impersonate public figures. Use your discretion based on your students' age and ability to decide whether the story is right to discuss in the classroom.</p> |
| Can we use AI tools to do our homework? | <p>Explain that AI tools are great to use as helpers but not as doers. These tools are not always correct. Additionally, if the tool does our work for us, our brains are missing out on the chance to develop important skills.</p> <p>If your school has specific policies on AI use, you should also discuss them here.</p> <p>AI tools can be used to give ideas, check spelling and grammar, and suggest areas for improvement. But we should not ask them to do the work for us.</p> |



Aligning to curriculum

| | |
|--|---|
| <p>England</p> <p>Computing</p> <ul style="list-style-type: none"> • How to critically evaluate online content. • The positive and negative impacts of technologies. • The importance of using technology responsibly, critically and creatively. | <p>Wales</p> <p>HWB: Digital Competence</p> <ul style="list-style-type: none"> • How to evaluate the reliability of sources of information, justify opinions and reasons for choices. • How to search a variety of sources using relevant search techniques. |
| <p>Scotland</p> <p>Technologies</p> <ul style="list-style-type: none"> • How to use technology to find information. • How to critically assess information from a variety of sources. • How to use technology critically and safely to share information. | <p>Northern Ireland</p> <p>Using ICT</p> <ul style="list-style-type: none"> • How to consider the sources and resources used, including safety, reliability and acceptability. <p>PMDU</p> <ul style="list-style-type: none"> • Make and test predictions, examine evidence and make links. • Discriminate between fact and opinion and question the reliability of evidence. |

Supporting resources



[Using artificial intelligence safely](#)

Learn how artificial intelligence can affect children's digital wellbeing



[A parent's guide to AI tools](#)

How to get the most out of generative AI



[What is a deepfake?](#)

Get advice about deepfake technology



[Introduction to Online Research \(lesson plan\)](#)

A resource to build children's media literacy online



[Fake news and misinformation: Facts & advice hub](#)

Support to build online critical thinking



[Find the Fake interactive quiz](#)

Test children's knowledge of misinformation and disinformation

More information

- DfE: Artificial intelligence in schools
- Samsung's Galaxy S24 Phone Will Flag Its AI-Generated Photos
- Meta: Labeling AI-Generated Images on Facebook, Instagram and Threads SynthID: Google DeepMind's invisible watermark
- Comparing AI-generated images two years apart — 2022 vs. 2024

- How to use Generative Photo Editing on the Galaxy S24
- Artificial intelligence helps doctors get a clearer picture
- The Role of Artificial Intelligence and Machine Learning in preserving Cultural Heritage and Art Works via Virtual Restoration

- AI-Generated Images in Art Restoration and Reconstruction
- Using AI to Create New 3D-Printable Objects

