

# Lesson 3: AI in our lives

## Lesson aims & overview

### Aim

For children to understand how AI affects their lives and explore their feelings about it.

In this session, the children will focus on the following three questions:

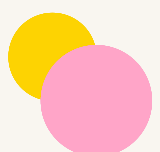
- ★ Where do we come across AI online and in our communities?
- ★ What are the benefits of AI in our lives? What are the risks?
- ★ How does AI affect the environment?

The aim of this session is to give children a broad introduction to the different areas of their lives affected by AI. Some, such as Generative AI, they will likely be somewhat familiar with. Others, such as uses of AI in healthcare, are less visible. The session will cover the use of AI in entertainment, social and traditional media (including consideration of misinformation); in healthcare and other community uses; and consider environmental impacts. You may decide to spend more time exploring certain areas than others, depending on the interests and experiences of your class. You may also wish to split this session up to give more time to explore each area fully.

This session is planned to take approximately 90 minutes to deliver. All timings are approximate. You may decide that you wish to allow more time for your class to explore the four themed 'evidence packs' and to complete the main activity. Suggestions for adding further creative elements to the 'warm up' activity are also included at the bottom of the lesson plan. If taking either of these expanded approaches, it may be more appropriate to split this lesson into two 60-minute sessions.

The slides will help guide you and the class through the content and activities.

**CfE Experiences & Outcomes**  
LIT 2-07a; LIT 2-09a;  
LIT 2-14a; SCN 2-20b;  
SOC 2-08a; SOC 2-15a;  
SOC 2-16b; TCH 2-06a; TCH 2-07a; TCH 2-13a.



## Lesson 3 - AI in our lives

### Preparation for the lesson

Gather the resources listed below. Familiarise yourself with the session plan, the case studies and the slides. The four 'evidence packs' are included as a single document in the resources. For each theme, there is a single page of 2-3 case studies. You will need to divide your class into four groups (one for each theme) and provide each group with enough copies of their theme's 'evidence pack' (page of case studies) for one between two.

In this session your class will work in small groups, so you might want to consider changing the classroom set-up and create space for group work on tables or the floor. You might also want to think how best to divide the children into groups and how much choice you want to give them when choosing a case study theme.

**Lesson Slides:** To access slides, click [here](#).

#### Resources needed:

- Slideshow (via link above – slides include embedded video with sound)
- Sticky notes
- Whiteboard or a flipchart
- Pens/pencils; colouring pens/pencils
- A4 plain paper (a couple of sheets per group)
- A3 plain paper (optional, 1 per child - see additional activities)
- AI in our lives evidence packs (see additional PDF files)
- Case study notes template (optional) (see additional PDF files)

### Introduction



Estimated completion time:  
5 minutes

Display the lesson aim slide. Explain that today we will explore how AI is already affecting children's lives and rights in the real world. We will be thinking about where and how we might come across AI at home, online or in the community. We will also find out about the environmental impact AI has and explore how we feel about it.

#### Video Explainer

Watch the video 'AI in Our Lives' in the slides together. After watching, ask the children if they have any thoughts or comments – did anything surprise them? Explain that we'll be thinking about AI and education in the next lesson - today is about AI in the other areas of children's lives.

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# Warm-up activity - AI in our community



Estimated completion time:  
30 minutes

### Step 1 (10 MINUTES)

Split the class into groups of 4-6 children. Explain to them that their challenge is to come up with as many examples of real-life AI systems or uses of AI as they can think of as a group. Prompt them to think about:

- AI systems we talked about in previous sessions
- AI systems that were in the video
- AI systems that they know about from their own lives
- AI systems that they have heard about being used in different places they might go to

Explain that the aim is to think about as many different types and uses of AI as they can, especially ones that children might come across themselves in different places. Encourage them to talk as a group first, and then write each example on a separate sticky note. Give the children 3-4 minutes (you might want to tell them you're timing to create a sense of urgency).

Once the time is up, ask each group to count how many examples they came up with and share two of them. Ask each group to share an example that has not been mentioned yet.

### Step 2 (10 MINUTES)

Ask the children to leave their ideas on their sticky notes (they will need them again in a moment) and come back together as a class.

Ask the children to think about their examples of AI and to explain where they might come across that type of AI system. *Where are you when you use it/when it is used?*

Write down the children's suggestions where they can see them (e.g. on the whiteboard/a flipchart).

#### Helpful notes:

##### Purpose:

This activity helps children to consider where they might already be interacting with AI systems in their daily lives. It also encourages children to think about their feelings in relation to how they use AI.

Suggestions on how to run an expanded version of this activity with more opportunities for the children to express their ideas creatively are included in the 'Additional activities and resources' section below.

#### Helpful notes:

When thinking about places where AI might be used, encourage the children to think about their home, school and community in general: healthcare and public services (council, police, firefighters, leisure facilities, social services), religious buildings, clubs they attend, entertainment and art venues etc.

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Try to refine the suggestions into 3 - 5 broad categories (e.g. at home, online, in school, in the community) and then ask the children to go back to their groups and sort the ideas they already came up with into those categories. If they have any that don't fit into the categories they should make an 'other' pile.

When the children have sorted their examples, ask them if their group is missing any from any categories and if they'd now like to add any more. Ask if any groups have any in an 'other' pile. Ask the rest of the class if they can help them decide which category the example should go in or if another category is needed.

### Step 3 (10 MINUTES)

Bring the class back together again and explain that we're now going to think about our community. Ask: What are the significant places in our local area? What places do you go to?

From the children's suggestions, draw a simple map (on the whiteboard or flipchart – something the children can add their sticky notes to) centred on the school building and including the children's suggestions of places in their local area that feel significant to them or that they visit. They might include shops, their homes, the park, their doctor's surgery, and any other local amenities.

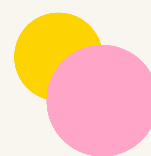
Ask the children to talk to the person next to them about the examples of AI they thought about and where they might come across some of these in their local area. Finally, invite children from each group to come up to stick a couple of their group's examples onto the map.

Finish recapping where the children have placed their examples and discussing with the class if there are any that they're not sure about.

#### Helpful notes:

At the end, you may want to also use these questions to reflect on discussions so far:

- How do you feel about the activity? Was it easy or difficult to think about where and how AI is used? Why?
- Have you been thinking about the same examples or did you come up with different ideas for where AI is used? What did you notice?
- Are there any examples that you have strong feelings about? Would you like to talk about your experiences of them? Do you particularly like or dislike any of these uses of AI? Why?



# Main Activity – AI Case Studies: pros and cons



Estimated completion time:  
50 minutes

## Step 1 - Introduction (20 MINUTES)

Explain that we will now be working in small groups (of 4-6 children) to explore how AI may be affecting our lives in more depth. This is an opportunity to think about the good and the not so good aspects of AI and its impact on children's rights.

Each group will be exploring a different theme with case studies that give real-world examples of how AI is used. There will be four themes:

- AI in the community
- AI and healthcare
- AI online and in entertainment
- AI and the environment

Split the class up into 4 groups and give each group an evidence pack. Explain that there are 3 case studies in each pack and that once they have read them all, they should share these out so that 2-3 children are working on each case study. They should try to work on at least two case studies between their group. Provide the children with time to read through their cases in pairs. Ask if there are any questions or if anything didn't make sense to them. Check in quickly with each group before moving on to the discussion section to make sure they have understood their examples.

## Step 2 (20 MINUTES)

Group work – case discussion and analysis

Now invite the children to have a discussion within their group, trying to answer the questions displayed on the slides. Once they have shared their ideas, they should write down their answers to each question on a piece of paper. Explain to the children that they will be using these notes to present the case study and their thoughts on it to the rest of the class.

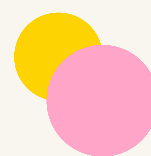
### Helpful notes:

**Purpose:** This activity is to explore examples of how AI is used in the real world and how it affects our lives in more depth. The children will use their reading comprehension skills and their understanding of their children's human rights to evaluate uses of AI and share their own thoughts and feelings about them.

Where possible, allow the children to decide their groups (and sub-groups for individual case studies) based on which topics and examples they are interested in. You may have to support them to balance numbers of children. Bear in mind that some evidence packs have a little more text than others.

### Helpful notes:

A template is included in the resource pack which can be printed and used for the children to record their answers instead of using blank paper.



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1. How is AI used in this example and what problem is it being used to solve?
2. How do you feel about this use of AI?
3. Write down any 'pros' (good things) or 'cons' (bad things) about AI being used in this way.
4. Are there any issues for children's rights?
5. Any other thoughts or comments about this use of AI

Provide the children with enough time to discuss the questions and to write down their answers. Once they are done, give the children a couple of minutes to decide how they will present their case to the class and who will present which part. Let them know that their presentation can not be longer than two minutes, therefore encourage them to take a moment to think about the most important things that their classmates need to know. Also let them choose who is presenting which part/case.

### Step 3 - Presentations (10-15 MINUTES)

Give each group two minutes to present their cases and encourage others to ask questions. Prompt the rest of the class to consider:

**Is there anything you didn't understand or would like to know more about?**

**What did you agree or disagree with?**

Gather any final thoughts on the case studies as a class: **is there anything that stood out or surprised them? Anything they are concerned about? Anything they really liked?**

#### Helpful notes:

Each theme has different case studies. While it will be beneficial for one group to read through all the cases within their theme you might want to suggest that for the discussion the children can also work in sub-groups or in pairs on the different cases instead of going through all of them together. Some case studies may not have obvious pros/cons – the children can instead think of overall pros and cons for their theme from all three case studies.

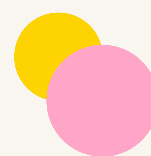
#### Prompt for children:

We spoke about bias within AI systems and AI needing to be fair. Bias can happen in AI systems when there is not enough data or the data is not good quality, or perhaps because there were not enough different kinds of people involved in designing the system.

As time to prepare is quite limited, the presentations should be quite informal and conversational. You may wish to frame this part as 'sharing what you learned' rather than a presentation.

#### Helpful notes:

You may wish to allow more time for presentations and questions and incorporate the 'a star and a wish' final reflection into this discussion rather than having it as a separate activity afterwards.



## Final Reflections – a star and a wish



Estimated  
completion time:  
5-10 minutes

Ask the class to come together, ideally in a circle. Hand out pens/pencils and paper. Ask the children to work with their neighbour to quickly think about a star and a wish from what they have learned about AI today:

**A star = something positive they learned that AI can do to support their rights**

**A wish = something they would change about AI and why**

They can write these down or, if they prefer, draw a quick sketch.

Ask if some people want to share their thoughts. You could also provide two containers in the middle of the circle (one for stars, the other for wishes) and let each pair get up and quickly share their stars and wishes before placing them in their container.

### Helpful notes:

How you organise this final feedback will depend on how much time you have left.



## Lesson 3 - AI in our lives

# Additional activities and resources

You may find the following useful to explore this session's themes in greater depth.

If you wanted to expand on this session creatively, you may wish to run a longer version of the 'community map' activity. Rather than the teacher drawing a map on the board, the children can work in groups to create their own maps of their communities.

Suggestions:

- First create a list (as a class) of significant places in the area.
- Invite groups to pick the places that matter most to them and create a map representing those places creatively (this may include 3D modelling materials)
- If children wish to create realistic maps, support them to use online maps to find their local area and its features, including the road layout.
- If available, provide decoration materials – e.g. dots, flags or star stickers to highlight key places.
- Where children have created models of specific places, you may wish to bring the whole class's work together to create one room-sized map of the area to then walk around together, adding AI examples to the different locations.
- Mission 4 - [case study stories](#)

