

# Lesson 6 - Healthy, Happy & Safe with AI

## Lesson aims & overview

### Aim

- For children to understand how AI might affect their rights
- For children to explore ways they can have a say.

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

- ★ What needs to change to make sure AI supports children's rights?
- ★ How would the AI future look like, and how would children feel if children's rights have been upheld with AI?
- ★ How to have a say, speak up about an issue, and take action?

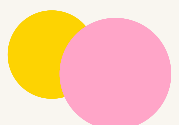
This session was planned to take approximately **90 minutes** to deliver. All timings are approximate. The slides will help to guide you and the class through the content and activities.

## Preparation for the lesson

In this lesson, children will reflect on what they have learnt about AI and consider the implications for their children's human rights by imagining a future where AI systems are designed and used to support children to be happy, healthy and safe. The main activity asks the children to create their own story. You may wish to make this the focus of your Literacy lessons for the week. The story sketched out in this lesson can be used as a first draft or as an ideas-generating exercise that could then be developed. You could also dedicate more lesson time to further researching children's rights and/or AI during the week to support the children's final story.

This is the final lesson in the series but ends with activities to support the children to decide on changes that they think should be made to make sure AI supports all children to be happy, healthy and safe. An important part of this is that they are supported by their teacher to deliver these messages to adult decision-makers – including those within your school. You may wish to have a conversation with your school's senior leadership in advance to explain that you will be supporting the children to experience their participatory rights on this matter. In the additional resources section at the end of the plan, there are links to resources aimed at teachers and school leadership to support ethical decision-making around AI.

**CfE Experiences & Outcomes**  
LIT 2-04a; LIT 2-23a; LIT 2-25a; LIT 2-28a; SOC 2-16a; SOC 2-17a; SOC 2-18a; TCH 2-05a; TCH 2-14a.



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

## Resources needed:

- Slideshow (via link above - slides include embedded video with sound)
- Definitions cards (from lesson 2)
- A4 paper - 1 sheet per child
- Pencils
- Colour pencils
- Pens
- Colour pens
- Comic templates (optional) (see additional PDF files)

## Introduction



Estimated completion time:  
20 minutes

### Step 1 (5 MINUTES)

Display the lesson aim slide and read the aim and key questions to the class.

#### 'Pick a Right' game

Ask the children to stand in a circle and ask for a volunteer to be our 'spinner'. The spinner stands in the middle with their eyes closed and spins around on the spot with their arm out and their finger pointing ahead. When they stop, the child they are pointing at has to pick a right (they can either do this from memory or refer to the UNCRC displayed on the slide). Once they've picked, ask them if they can explain how that right keeps children happy, healthy, and/or safe. They may also like to explain how it supports children's human dignity.

Repeat the game a few times, with a different child as the 'spinner' each time.

### Step 2 (10 MINUTES)

AI recap - definitions cards matching

To revise the children's understanding of key AI terms, re-use the definitions cards from Lesson 2:

Split the class into groups of 3-5 children and give each group a set of the definitions cards. Explain that they will have five minutes to match the words or phrases to their definitions.

Regroup as a class and check everyone agrees on the definitions. Display the 'answers' slide, talk about any differences of opinions and support children to understand the correct definitions.

#### Helpful notes:

**Purpose:** To recap children's rights and reinforce the idea that children's rights are to make sure all children are happy, healthy and safe.

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### Step 3 (5 MINUTES)

Explain that today's lesson will be all about what should be done to make sure AI supports children's rights. We'll start by watching the final explainer video made by children. This one is all about being happy, healthy and safe with AI.

Show the children the 'happy, healthy & safe with AI' video embedded in the slides. Allow time to take any comments or questions.

## Warm-up activity - Calls to Action: The issues that matter to Scottish children



Estimated completion time:  
5- 10 minutes\*

\*depending on whether you choose to show the class the video

Explain to the children that the videos they've watched in these lessons and lots of the activities they've done were created from the work of about 150 children from across Scotland who worked with a children's rights organisation called Children's Parliament, and two expert AI organisations called the Scottish AI Alliance and the Alan Turing Institute. A group of these children had a really important job – to look at all of the issues that the children had raised when it came to children's rights and AI and decide which were the most important and what they thought should be done about it. These became the children's 'calls to action' which were taken to the Scottish Government to let them know what children felt needed to be done to make sure AI helps children in Scotland to be happy, healthy and safe.

Watch the video (4 minutes 50 seconds) of the children explaining their calls to action in their own words first and then display the slide to support discussion:

[youtu.be/Mwgp21B1GE](https://youtu.be/Mwgp21B1GE) (also embedded in the slides). If you are pressed for time, you can skip the video and just look at the slide.

### Helpful notes:

**Purpose: To understand some of the issues that AI raises in a children's rights context and that children have a right to a say on matters that affect them.**

Note: Some children may have heard about Alan Turing. He may be a historical figure who you wish to explore with the children another time, alongside these lessons. A [link to a video](#) about Alan Turing is included in the additional resources section at the bottom of the plan. Also in the additional resources section are some prompts to support the children to come up with their own calls to action on AI (or any other subject that affects them!)

### Quick optional drama activity (5-10 mins):

If you would like your class to have a bit more time to reflect on these, you could ask them to get themselves into groups based on which call to action they were most interested in and then ask them to create a group freeze-frame – a still scene with their bodies – which represents it.

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Firstly, ask the children what they think about these calls to action based on what they have learnt about AI – do they agree these are the most important issues? Is there anything that they would add or change?

Ask the class to think about one of the calls to action that felt particularly important to them personally and talk to the person next to them about it. Ask a few children to feed back about the call to action they chose and explain why it felt important to them.

You can use the 'calls to action – a summary' slide to quickly recap before moving on/return to it later if the children need reminding:

### Calls to Action – simple summary of issues

**1-3 (fairness and bias):** If AI systems don't have data that represents all the different kinds of people, including all the different kinds of children, it might not be fair for everyone.

**4-6 (safety and security):** Children think it's important that their personal data is protected. Also, AI isn't always accurate or appropriate for children.

**7-9 (AI and education):** AI can help teachers to make learning fun, but it shouldn't replace teachers because it can't understand how children feel. Adults should make sure that AI systems used in school are suitable for all children.

**10-12 (learning about AI):** Children (and teachers!) should learn about AI to help them choose whether to use it and to keep them safe.

## Main Activity – Happy, healthy and safe with AI in the future: Write your own 'Charlie's Story'!



Estimated completion time:  
50 minutes

### Step 1 (15 MINUTES)

Explain that today we're going to have a go at coming up with our version of 'Charlie's Story' – remind the children of the story that we read right back at the beginning of our lessons on this topic\* about a child going about their daily life and coming across examples of AI. The version the children are going to come up with will have a twist, though: it's set in a future where all of the things that Scottish children asked for in their calls to action have come true. In this future, all AI systems are designed to make sure children are happy, healthy and safe.

\*You can find the story on slide 13 of the slides for lesson 1 if you wanted to revisit it with the children.

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Display the slide and talk the children through the guidance and the steps they will need to take to create their story:

### Guidance

1. Your story will be about a child – you can write about Charlie or make up your own character (it can even be about you!), but the main character should be a child not an adult.
2. Your story will take place over one day – from when they wake up until they go to bed.
3. During the day, your character will interact with AI systems that support children's rights: you can be as imaginative as you like with these as it's set in the future, but try to think about the things that you know AI is good at.
4. To make your story interesting, think about some problems or challenges that your character comes across and how they solve those problems with the help of the AI systems.
5. You can choose to write a story or create a comic strip.

### Steps

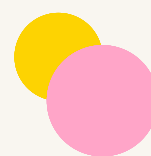
1. Imagine an AI system in the future where all the problems identified in the calls to action have been solved. For example, a future where AI systems have been designed with and by diverse groups of children so they take into account **all** different children's views, feelings and experiences.
2. Think about a particular use for this AI system. For example, it could be a language translator that understands differences between cultures and is accessible to children with disabilities. Write down what your AI system is for and how it supports children's rights. *You may like to think of 2 or 3 different AI systems that your character will interact with in their day, or just stick with one.*
3. Think about situations that your character might come across in their day and how this AI system could help them or other children. Write a list of some situations.
4. Start writing and/or drawing! Remember to start in the morning when your character wakes up and finish at the end of the day.

#### Helpful notes:

This structure has been chosen to be as simple as possible so the children can think about how an AI system could help them or others.

#### Helpful notes:

Although children should be encouraged as much as possible to think of their own ideas, examples have been included here that may be used or adapted by the children because we know that this task is quite challenging for some.



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Discuss each of the guidance points and steps with your class. Support the children to summarise some of the issues raised in the calls to action together so that everyone has a clear and simple idea of what these are. Gather some suggestions from the children for AI systems that could help children and support their rights.

Discuss a couple of examples of problems that the children think of and how an imagined future AI system might be able to help.

You may need to quickly model how the children might use the comic strip template\*. Point out that there are 6 boxes, so they should first plan 6 'scenes' in their story. If they've listed 2 or 3 situations that their character might come across in their day then that gives them 2 or 3 boxes for each situation – one to show what the problem is, and one or two to show how the character uses an AI system to solve it.

\*You can either print the template provided or show the children how to quickly divide a sheet of paper into 6 boxes with a ruler. The template file in the resource pack contains two options.

### Helpful notes:

The calls to action summary slide may be helpful to return to here.

You may find children suggest things like “a robot that helps you learn”, prompt them to try to be more specific about what the AI system in their idea is doing:

- *What exactly does it do that helps you learn?*
- *What does the AI system control?*
- *Can you think of what kind of data it would have been trained on?*

In this example, you could talk about how the robot would need both text and audio data: it would have needed to learn about the subject it is helping you with and good ways to help children learn from having lots of writing by people given to it, but it would also have had to learn how to recognise and understand what humans are saying with sound recordings.

It is not vital that the children are able to give technical descriptions of their AI systems, but it will help them to think about the specific problems their AI systems can help with if they have thought a bit about how they function.

### Step 2 (30 MINUTES)

Explain to the children that they now have five minutes to do some planning – remind them of the guidance and the steps, and what they should be making notes of. (You can skip this step if the children were making notes while you took them through the slides.) Explain that the children can start on their story whenever they feel ready but that they should check they have their ideas worked out first. Let the children know that it is okay for them to talk quietly at their tables about the work while they're still working out their ideas but that once we get started on our individual stories it is important that we're respectful of each other's work and should try to keep as quiet as possible.

**Note:** We're always keen to see what the children create! If any of the children would like to share their stories or comics with us at Children's Parliament, the Scottish AI Alliance and The Alan Turing Institute, scans can be emailed to: [info@childrensparliament.org.uk](mailto:info@childrensparliament.org.uk)

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After 10 minutes, tell the children that they should now all be starting to work on their stories or comic strips. While the children work, move around the class to check in with groups and individuals to check they are on track but try not to stop the whole class. Give the children a 10 minute warning and a five minute warning before the end of their writing time so they can try to reach the end, though remind them that it is the ideas that matter most rather than completing the story.

When they have finished, you can ask if any children would like to share the AI system they came up with and how it would help uphold children's human rights.

### Final Discussion



Estimated completion time: 15+ minutes

As a conclusion to the series of lessons, explain to the children that we're going to think a bit about children's right to be heard. Remind the children that under the UNCRC, children have the right to have a say on matters that affect them and that as we have discovered, AI affects children in lots of different ways - support the children to recap some of the issues that they have expressed concerns about or interest in (they might have felt particularly strongly about the environmental impacts, for example, or fairness and bias). Hold a class discussion on how the children in your class might be able to have a say on the issues relating to AI that they have ideas about or are concerned about. How this will work will depend on your class, your school and your local community as it is important that the ideas you discuss with the class are actionable and are followed up on.

For example, it may be that the children decide that they want to speak to/send a letter to their headteacher about how AI is used in their school. In this instance, you would need to support them to understand the power the headteacher may have or not have to make changes. You would then need to support the children to deliver their message and ensure they receive a timely response. If the changes that the children want are not possible, it is important that they are told why.

#### Helpful notes:

The aim is for the children to feel more like this is a free creative activity rather than a writing task. Emphasise to the children that on this occasion you're not too worried about their spelling or punctuation etc., it's all about the ideas they come up with. If there are children who do not finish within the time but are keen to, try to find time outside of this lesson to allow them to do so.

#### Helpful notes:

**Purpose: For the children to experience, as well as learn about, their participatory rights.**

Supporting children to have a say on matters that affect them is an important part of good rights-based practice\*. It is important to be open with the children about what is possible, and to follow through on commitments made during these final discussions. When children see adults taking their views seriously and acting upon them, it can have a significant impact on their self-belief. Following up with children and explaining what has or hasn't happened and why is just as important for demonstrating that their feelings about the matter are valued. By incorporating the additional activities below, this section could become a stand-alone lesson (or series of lessons) centred on working together for local change.

\*For resources to support broader work on children's rights & your school's approach to rights-based practice, please visit the Dignity in School Hub: [dignityinschool.scot/](https://dignityinschool.scot/)

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Any actions should come from the children themselves, but here is a list of suggestions which may help them think about ways that they can have a say.

- Writing to/speaking to the leadership team in your school
- Organising an assembly to share what they have learned and the issues that they think matter with the rest of the school
- Making posters/leaflets etc to share information with other classes in your school
- Designing communications to share information with family or friends outside of school
- Writing to or arranging a meeting with their local representative (councillor/MSP/MP)

### Helpful notes:

A series of activities and resources to support the children to write their own calls to action (and the school to make informed decisions in response to the children's calls) can be found in the additional resources below.



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### Additional activities and resources

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

TRAIL.scot's Teach AI Literacy Handbook and Child Rights and AI Poster are both excellent resources to help schools understand AI and support good decision making about its use.

- [Teach AI Literacy Handbook – TRAILS.scot](#)
- [Child Rights and AI poster – TRAILS.scot](#)

The children's **calls to action** are available as a printable leaflet here:

[childrensparliament.org.uk/wp-content/uploads/calls-to-action-leaflet.pdf](https://childrensparliament.org.uk/wp-content/uploads/calls-to-action-leaflet.pdf)

**Video about Alan Turing:** [youtube.com/watch?v=LJwNoxwqGM](https://youtube.com/watch?v=LJwNoxwqGM) (external resource)

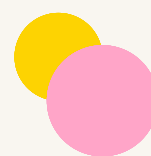
#### Additional activity 1: Actions Bingo

**Purpose:** This activity can help the children consider the different ways it is possible to call for change on issues that are important to them.

Children to have one action bingo sheet per group (see additional PDF files)

- Explain to the class that if people want to see changes in a matter that affects their life and their community, they might try to do something about it.
- There are lots of different things that somebody could do or ways to take action. Ask the children if they can think of any quickly.
- Divide children into groups of 2 or 3, and say: in your groups, have a look at the statements on your bingo sheet and see if you can think of examples of people or groups that have taken these actions. This could be you or someone you know, or perhaps it could be a person or people you've heard or read about.
- Take a few minutes to write names in the boxes. If a group manages to fill in a name for every group, they shout Bingo! But don't worry, we can see if we can find an answer for each box as a whole class afterwards as some of them are quite tricky.

Give the children five minutes to fill in as much as they can, then spend 5-10 minutes feeding back and see if we can think of at least one example for each between us all. There are terms on the sheet that some children might not have heard of (like 'boycott'). Take some time to discuss these with your class.



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# Additional activities and resources

### Additional activity 2: Discussion Dice

**Purpose:** This prop (see additional PDF files) provides the children with an interactive way of asking each other prompt questions to discuss the issues raised. Use this resource if you want your class to spend more time discussing the 'calls to action'. It is designed to also be useable at any point that you would like the children to discuss an issue in the group (only one side has an AI-specific question so it could also be adapted to other topics).

The children will first need to cut and stick the template to form their dice. They will need one per group. Give each group an issue to discuss and instruct them to take turns rolling the dice and answering the question it lands on.

### Additional activity 3: Create your own Calls to Action!

**Purpose:** If the children had lots of other ideas when looking into the calls to action developed by Members of Children's Parliament, they may want to have a go themselves. This will help them to experience their participatory rights, especially if it forms a part of the action that they decide to take together in the final part of this lesson. It should be emphasised that the children can create calls to action about any topic that affects them. The 'Actions Bingo' and 'Discussion Dice' activities can both be completed first to support this activity.

These simple prompts/steps will support the children to write their own calls to action:

1. Summarise all of the issues to do with the topic
2. Consider which of these issues matter most to you as a class – the idea is to narrow down the list to the most important issues and the areas where changes will have the biggest impact
3. Once you have a shortlist of issues, for each one decide on the change that needs to happen in order for children to be happy, healthy and safe. Make sure the changes that you're asking for are possible and impactful. Think about **who** can make the change and **when** it can realistically happen (straight away? Months? Years?)
4. Summarise your call to action in a statement that says what the issue is and what needs to change.
5. Deliver your call to action to the adult decision-maker who can make a difference! (With support from a teacher)

### Note:

You will need to manage children's expectations about what changes might be possible, how long things may take, the likelihood of receiving a positive response etc. while encouraging and supporting them to claim their rights. Being open and honest with the children about how decisions are taken is really important here.

