

GUIDE TO AI

TEACHER NOTES - Bitesize Guide to AI and Conservation

Can you speak dolphin? How AI is being used in conservation

This resource consists of an inspirational film about PhD scientist, **Rosie Day**, an article outlining their journey with AI technologies, and further information about the AI tools used in the film.

Before watching the film

Ask pupils to make a list of some of the ways AI tools might be used in science to help with conservation.

After watching the film

Vocabulary check

Ensure that pupils understand all the technical vocabulary used in the resource - you could create a class glossary to clarify the meaning of any new or specialised terms.

Roles & Jobs

These films are based around an interview with someone who is using AI to transform the world around them. This is an opportunity for young people to think about how they might do the same, perhaps in a similar field.

- Start by clarifying what Rosie does – what does the job entail and how does AI technology fit in?
- Then move on to discuss more specifically the AI tools they are using, what they do and how they do it.

Discussion

The resources could be used as a starting point for paired and small group discussions. Provide some suggested talking points to get the conversation started.

- How could using AI tools transform species conservation efforts?
- What other areas of science could advances in AI technology support?
- We hear about AI tools 'hallucinating' - how could we ensure we can trust the outputs?

Drama & Role play

The resources could be used as a stimulus for pupils to engage in short role play scenarios, exploring some of the discussion points in more detail. For example, pupils could role play a conversation between a scientist who wants to use AI tools for research to help save a species, and a finance administrator who says it's too expensive.

Other activities

- Create a mind map, collecting some of the ideas and information from the resource and grouping and organising them under their own categories and headings.
- Write a job description for Rosie, including some of the information from her journey.
- Write an advert for the AI tool Rosie is using to help with conservation research, highlighting its key features.

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CURRICULUM LINKS

The activities on the previous page link to the following statutory **RSE, Health Education and Citizenship** subject content for KS4:

Statutory KS4 subjects	Pupils should know:
RELATIONSHIPS EDUCATION: Online and Media	<ul style="list-style-type: none"> Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
HEALTH & WELLBEING: Internet Safety and Harms	<ul style="list-style-type: none"> How information and data is generated, collected, shared and used online.
CITIZENSHIP	<ul style="list-style-type: none"> The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

LINKS TO OTHER SUBJECTS

BIOLOGY

Curriculum content links

Pupils could discuss how AI tools and technology similar to that seen in the video might be used when ***“explaining some of the benefits and challenges of maintaining local and global biodiversity.”*** in the GCSE curriculum content. Can AI save the planet rather than take it over or destroy it as everyone says it might?