

This resource consists of a film and a short article exploring the best way to use text and image prompts with generative AI tools to create the image that you want, and a list of tips to help with creating useful prompts.

Before watching the film

Ask pupils to make a list of practical scenarios where it would be helpful to ask a generative AI tool to create images.

After watching the film

Vocabulary check

Start any follow-up activities by ensuring that pupils understand all the vocabulary used in the resource – you could create a class glossary to clarify the meaning of any new or specialised terms introduced in the resources.

Discussion

The resources could be used as a starting point for paired and small group discussions, with a focus on the positive opportunities AI technologies offer. Provide some suggested talking points to get the conversation started.

- Are generative AI tools capable of being genuinely creative - can they be considered as a 'creator' or 'collaborator'?
- What kinds of details does a text prompt need to include to make the AI output more inclusive?
- What happens to any images that I upload as reference images in my prompts? How does the AI store them?
- How might art and design jobs be changed in the future by using generative AI? What new skills might be needed?

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 play the role of a graphic designer whose boss has asked them to find and present ways of introducing AI into their role so that more time can be spent on creative tasks.

Other activities

Pupils could create a list of ideas for making image generation prompts more specific and inclusive - for example including audience age, intended use (advert, poster, T-shirt design etc), equalities and inclusion details.

CURRICULUM LINKS

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

Statutory KS4 subjects	Pupils should know:
RELATIONSHIPS EDUCATION: Online and Media	<ul style="list-style-type: none"> • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • How information and data is generated, collected, shared and used online.
RELATIONSHIPS EDUCATION: Respectful relationships, including friendships	<ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
HEALTH & WELLBEING: Internet Safety and Harms	<ul style="list-style-type: none"> • How to be a discerning consumer of information online.

LINKS TO OTHER SUBJECTS

DESIGN TECHNOLOGY

Discussion questions

Pupils could explore issues related to the impact of AI tools on the design and make process, and how products are manufactured using technology.

- *Generative AI tools are now part of the design process, so it's important that we learn how to use them.*
- *How transparent should designers be about the use of AI in the design process for products they have made?*
- *Is it cheating to use AI tools to come up with design ideas for products and publications?*