How Glasgow City footballer, Nicole Kozlova, is upping her game with AI

This resource consists of an inspirational film about footballer and data analyst, **Nicole Kozlova**, an article outlining their journey with AI technologies, and further information about the AI tools seen in the film.

Before watching the film
Ask pupils to make a list of some of the ways AI tools might be used in training athletes like footballers.

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 Nicole 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.

- Are AI technologies reliable enough for evaluating athlete performance? What if it gets things wrong?
- What happens to all that personal information about athletes? Is it safely stored?
- Should we be getting consent from athletes whose performance data is being collected and analysed and used to train new AI models and tools?
- If most of the data is collected from male athletes, is it going to be useful for female athletes too?

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 an athlete who feels that the AI tool has got their performance data wrong and their team manager who wants to drop them!

Other activities
Pupils could 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.

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	• How information and data is generated, collected, shared and used online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
HEALTH & WELLBEING: Internet Safety and Harms	• The similarities and differences between the online world and the physical world, including how to be a discerning consumer of information online.
HEALTH & WELLBEING: Mental Wellbeing	• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

LINKS TO OTHER SUBJECTS

PHYSICAL EDUCATION

Curriculum content links

Pupils could explore the aspects of the PE curriculum content that refer to *"analysing and evaluating data"* and *"analysing and evaluating performance to bring about personal improvement in physical activity and sport"* and discuss some of the pros and cons of using AI tools on this analysis.