

Music producer ilā: Can AI make us more human?

This resource consists of an inspirational film about music producer **ilā Kamalagharan (ILĀ)**, 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 music creation and production.

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 ILĀ 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 you use AI technology to compose new music ethically?
- How transparent should musicians be about using AI tools in their work?
- Should we be getting consent from musicians whose work has been used to train AI models?
- What other ways could AI technology transform the music industry?

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 AI music app developer and a musician who feels that their work has been used in an AI tool without their consent.

Other activities

Pupils could create a mind map, collecting together some of the ideas and information from the resource and grouping and organising them under their own categories and headings.

GUIDE TO AI

CURRICULUM LINKS

The activities above 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. • How information and data is generated, collected, shared and used online.
HEALTH & WELLBEING: Internet Safety and Harms	<ul style="list-style-type: none"> • How to be a discerning consumer of information online.
CITIZENSHIP	<ul style="list-style-type: none"> • The legal system in the UK, different sources of law and how the law helps society deal with complex problems. (Specifically for this resource the law around copyright)

LINKS TO OTHER SUBJECTS

MUSIC

Curriculum content links

Pupils could explore what it means to “*realise music using music technology*” as mentioned in the Perform element of the GCSE Music curriculum content and how the use of AI tools might affect performance. Who is performing - the musician or the AI tool or technology?

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.

GUIDE TO AI

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?

How AI is being used to support positive mental health

This resource consists of an inspirational film about mental health clinician, **Anya Aggarwal**, 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 to support people with mental health issues.

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 Anya 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 the way we support people with mental health issues?
- What sort of rules do we need to introduce to make sure AI tools used in this area are safe?
- Should we be making sure people have another human to talk to rather than a digital version?
- Will the AI technology always say the right thing to someone who is vulnerable - can we trust it?

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 mental health support chatbot app developer and a parent or family member who is concerned about their teenage child using it.

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.

GUIDE TO AI

CURRICULUM LINKS

The activities above 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"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • How information and data is generated, collected, shared and used online.
HEALTH & WELLBEING: Internet Safety and Harms	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

LINKS TO OTHER SUBJECTS

PSYCHOLOGY

Curriculum content links

Pupils could explore how AI tools might be used to in relation to some of the ***“interventions or therapies for clinical depression, schizophrenia, addiction, or autism spectrum disorder (ASD) and how these improve mental health”*** as mentioned in the GCSE curriculum content.

How AI is helping to put you in the game... and fight zombies!

This resource consists of an inspirational film about game developer **Thomas Mahoney**, an article outlining Tom's 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 digital game creation and development.

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 Tom 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 can AI tools empower games developers and innovate games design?
- How transparent should game designers and creators be about using AI tools in their work?
- Is it safe to give my information to an AI tool so that it can personalise the game? Where is it stored?
- What new job roles might AI technology open up in the gaming industry?

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 job interview between a games developer and a potential boss. The games developer could explain how they use their data literacy and AI technology skills to their advantage, and explain why this sets them ahead of other candidates.

Other activities

Pupils could create a mind map collecting together some of the ideas and information from the resource and grouping and organising them under their own categories and headings.

GUIDE TO AI

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"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • How information and data is generated, collected, shared and used online. • Not to provide material to others that they would not want shared further.
HEALTH & WELLBEING: Internet Safety and Harms	<ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including how to be a discerning consumer of information online.

LINKS TO OTHER SUBJECTS

PSYCHOLOGY

Curriculum content links

Pupils could explore *“definitions of ‘the self’, ‘self-concept’ and the role of identity and free will”* as mentioned in the GCSE Psychology curriculum content, and how this relates to AI technology, and how it is used in computer games to simulate personality and include the player as a character in the game.

How AI is transforming the fashion industry

This resource consists of an inspirational film about fashion designer, **Sian Robinson**, an article outlining Sian's 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 fashion design and manufacture.

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 Sian 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 can AI tools empower fashion designers and innovate fashion design?
- How transparent should fashion designers be about using AI tools in their work?
- Could AI support fashion design to be more inclusive, making it easier to design for different body types?
- Who owns the designs that an AI tool creates using reference images? Who owns the copyright?

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 fashion designer who doesn't believe in using AI in their designs and one who uses it all the time in their work.

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.

GUIDE TO AI

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"> How information and data is generated, collected, shared and used online.
HEALTH & WELLBEING: Internet Safety and Harms	<ul style="list-style-type: none"> The similarities and differences between the online world and the physical world, including how to be a discerning consumer of information online.
CITIZENSHIP	<ul style="list-style-type: none"> The legal system in the UK, different sources of law and how the law helps society deal with complex problems. (Specifically, the law around copyright)

LINKS TO OTHER SUBJECTS

DESIGN TECHNOLOGY

Curriculum content links

Pupils could discuss the current and future impact of AI tools on the way designers ***“develop, communicate, record and justify design ideas, applying suitable techniques, for example computer-based tools.”*** And how they might ***“use specialist tools and equipment, appropriate to the materials or components used (including digital design and manufacture), to create a specific outcome”*** as mentioned in the Design Technology GCSE curriculum content.

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.

GUIDE TO AI

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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.