TEC GIRLS

SAFER INTERNET DAY

LESSON PLAN KS2
EXPLORING AI CHATBOTS

TECGIRLS ONLINE SAFETY WEEK LESSON PLAN KS2: EXPLORING AI CHATBOTS

Lesson Context

This is a 30-minute technology session for KS2 students, designed to celebrate UK Safer Internet Day. The lesson explores what AI chatbots are, how they can be helpful, and the potential risks involved, while closely aligning with UK Key Stage 2 Computing curriculum standards (National Curriculum in England).

Specific focus will be on:

- **Understanding Technology (Computing Curriculum: KS2 - Use search technologies effectively and understand how results are selected and ranked).**
- **Recognising Risks (Internet Safety and Digital Literacy - Recognise acceptable/unacceptable behaviour and know a range of ways to report concerns).**

The session will creatively balance real-world examples with critical thinking to broaden pupils' understanding.

Learning Objectives

By the end of the lesson, pupils will:

- Understand what AI chatbots are and how they work at a basic level.
- Recognise the purposes and benefits of chatbots in daily life.
- Identify risks of interacting with chatbots, including safeguarding and mental health concerns.
- Distinguish between humans and artificial intelligence in terms of feelings, thinking, and authenticity.

Materials Needed

- An interactive whiteboard or projector.
- Pre-prepared chatbot demonstration (e.g. simple free AI tool).
- Printed "Chat Safe" scenario cards for group work (provided below).
- Whiteboard markers and three large sheets of paper.
- Sticky notes for quick activities.

Lesson Overview (30 Minutes)

1. Starter Activity: What is a Chatbot? (5 Minutes)
   1. **Begin with Think-Pair-Share**: Display the word "CHATBOT" on the board.
   - Ask students: *"What do you think a chatbot is?"*
   - Give them 30 seconds to think and 1 minute to discuss in pairs.
   - Collate 3-5 answers from the class.
   1. **Introduce the Concept**:
   Explain that a chatbot is a computer program designed to simulate a conversation with humans. Use age-appropriate language (e.g. **"They act like they are chatting but they're not alive"**).
   Show examples: "Some chatbots help us order food or answer questions."
   2. **Quick Quiz**: Display three questions inviting "True/False" responses:
   - "Chatbots are people." (False)
   - "Chatbots are only on websites." (False)
   - "Chatbots can think for themselves." (False)

2. Group Demonstration: Safeguarding Chatbots (10 Minutes)
   1. **Showcase a Chatbot**:
   Using the pre-prepared chatbot demonstration, show a class example by typing questions (e.g. "What's your favourite colour?"). Students will observe how the chatbot responds and discuss how its answers lack personal feelings.
   - Ask *"Why do you think it doesn't have a favourite?"* and ensure students recognise that chatbots don't have emotions or human understanding.
   1. **Transition to Safeguarding Conversations**:
   Ask:
   - "If you had a problem in your life, do you think a chatbot could truly help you?"
   - "What risks might there be if someone believed a chatbot was a real person?"
   Facilitate discussion to highlight risks around sharing personal details, unrealistic expectations, and the need for adult guidance.

3. Activity: Chat Safe Scenarios (10 Minutes)
   1. **Class Introduction**: Explain that sometimes people might rely on chatbots for answers and information, but there are things they must never share with them.
   2. **Group Work Challenge – "Chat Safe Cards"**:
   - Divide the class into 6 groups of 5 pupils.

- Distribute scenario cards where the chatbot is requesting something inappropriate or giving advice that might be unsafe (see examples below).
- Example Scenarios:

    - "The chatbot asks for your address so it can send you a game."
    - "The chatbot tells you something rude when you are sad."
    - "The chatbot says you don't need to tell an adult if you have a problem."
- **Group Task**: Answer:

    - What's the risk?
    - What would you do?
    - Who can help you if you're not sure?
1. **Class Sharing**: Groups briefly share their answers. Emphasise reporting concerns to an adult, like a parent, teacher, or trusted professional.

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4. Plenary: Humans vs Chatbots (5 Minutes)
1. **Reflection Question**:
   Display: *"How do we know that chatbots don't feel or think like humans?"*
   Invite students to share what they've learned in 1-2 sentences.
2. **Class Discussion**:
   Summarise key points:
- Chatbots can be helpful but are not real people.
- Chatbots don't have feelings or thoughts – only programmed responses.
- Be careful with chatbots and talk to a trusted adult if something seems wrong.
1. Quick Closing Question: *"What will you do differently now that you've learned about chatbots?"*

Assessment Opportunities

- Monitor pupil answers during Think-Pair-Share and group discussions to check understanding.
- Evaluate group responses to "Chat Safe" scenarios for depth of comprehension.
- Use plenary reflections to assess individual critical thinking.

Key Safeguarding Takeaway for Students

"Always remember: A chatbot is not a person. Talk to an adult you trust if you're unsure about something online."

Differentiation

- **For advanced learners**: Encourage them to suggest new chatbot scenario risks and solutions.
- **Support for EAL or SEN pupils**: Use visual aids and simplified "yes/no" responses during Safeguarding scenarios. Pair them with peers for group discussions.

After-Lesson Extension

- Set optional homework: Create a "Chat Safe Poster" explaining "Rules for Using Chatbots Online."
- Follow up: Next ICT lesson could include creating a simple, rule-based chatbot using free platforms like Scratch.

This detailed lesson plan introduces an exciting, age-appropriate discussion on AI chatbots while embedding key safeguarding principles. It also equips KS2 pupils with critical digital literacy skills that map to the UK's Computing curriculum.