

**TEC
GIRLS**



SAFER INTERNET DAY



LESSON PLAN KS3

UNDERSTANDING CHATBOTS

TECGIRLS SAFER INTERNET DAY LESSON PLAN KS3: UNDERSTANDING CHATBOTS

Overview:

This lesson aligns with the **UK Key Stage 3 Computing Curriculum**, specifically focusing on the following objectives:

- **Understand a range of ways to use technology safely, respectfully, responsibly, and securely.**
- **Recognise inappropriate content, contact, or conduct and know how to report concerns.**

This 40-minute session offers a dynamic and interactive introduction to **Chatbots** within the context of **online safety and mental well-being**, ensuring age-appropriate discussion and practical activities for Year 7 students.

Learning Objectives

By the end of the lesson, students will:

1. **Understand what chatbots are**, their functionality, and how they work in the digital world.
 2. Identify the **potential risks of chatbots**, including concerns surrounding *security, personal safety, dependency, and misinformation*.
 3. Reflect on how interacting with chatbots can impact **mental health** and online behaviours.
 4. Evaluate how to engage safely and responsibly with chatbots.
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Materials Required

- Interactive Whiteboard or Projector
 - Mini whiteboards and pens (1 per student)
 - Printed worksheets for group activity (provided below)
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Lesson Outline

1. Starter Activity (5 mins)



- **Icebreaker (2 mins):**

Begin by asking students, "Have you ever talked to a chatbot before? What did you use it for?" Encourage students to share brief examples (e.g., gaming, online help pages, Siri/Alexa).

- **Quick Warm-Up Activity (3 mins):**

Share a playful chatbot interaction on the projector screen—e.g., a chatbot offering weird or humorous answers. Ask:

- "Does this seem like a human or a computer?"
- "What do you need to consider when talking to a chatbot?"

2. What are Chatbots? (10 mins)

- **Definition and Explanation (4 mins):**

Use the whiteboard to define a chatbot:

- "A chatbot is an AI program designed to have conversations with humans, usually via text or voice. They use patterns and data to understand and respond to questions."

Provide examples such as customer service bots, virtual assistants (e.g., Siri), and entertainment bots.

- **Mini Activity – Chatbot Guessing Game (6 mins):**

1. Show the class 3 written responses (on a slide or prepared sheets). Two are real chatbot responses, and one is from a human.
2. Ask: "Which do you think is the chatbot?" Students vote by holding up their whiteboards with the options A, B, or C.
3. Reveal the bot and prompt a discussion: "What made you think it was a chatbot?"

3. Risks of Chatbots (15 mins)

Break down the risks into three key areas, using relatable examples and visuals on slides or the whiteboard.

a) Security and Personal Safety (5 mins)

- Highlight the risks of sharing personal information with chatbots. Explain how chatbots aren't "human" and could potentially collect data for harmful purposes. Examples:
 - Bots posing as helpful agents but asking for sensitive information like passwords.
 - Scams through misleading chatbot links.

Discussion Question:

"What should you avoid sharing with a chatbot?"

b) Mental Health and Dependency (5 mins)



- Discuss how some people may turn to chatbots instead of real human connections, which can isolate them.
- Highlight overuse concerns (e.g., gaming bots leading to addiction) and excessive reliance on technology.

Scenario Activity:

Divide students into pairs. Give out a scenario card: *A student feels lonely and talks to a chatbot instead of a friend.*

Ask: "What might the risks of doing this be?" Share answers as a class.

c) Warnings About Misinformation (5 mins)

- Chatbots might provide wrong or made-up answers because they don't always differentiate fact from fiction.
 - Use an example: Show a slide with a wrong chatbot answer to a question like "What's the capital of France?" to emphasise the idea of verifying information.
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4. Practical Safety Tips (6 mins)

Present students with the following **Golden Rules for Chatbots**:

1. Never share personal details (name, address, school, passwords).
2. Don't believe everything they say—always double-check critical information.
3. Report unusual, scary, or harmful interactions to a trusted adult.
4. Balance your use—chatbots *assist*, but they shouldn't *replace* human relationships.

Class Activity:

On their mini whiteboards, students write down one safety tip they'll remember when using chatbots, using examples from the lesson. Share a few answers with the class.

5. Plenary Reflection (4 mins)

- **Reflection Question:**

Ask the students to discuss in pairs: "Do you think chatbots are mostly helpful or mostly dangerous? Why?"

Share a few ideas with the group for varied perspectives.

- **Exit Challenge:**

On sticky notes or whiteboards, have students write one thing they learnt about chatbots, and stick it to the board (or hold it up in the final minute).



Differentiation

- **Stretch and Challenge:** Ask higher-achieving students to consider how chatbots could be improved to address risks such as misinformation or dependency.
 - **Support:** Provide visual aids and prompts on slides or boards for students who struggle to articulate complex ideas. Pair them with a buddy for activities.
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Homework (Optional)

Ask students to research and create a poster that explains **3 safety rules** for using chatbots online. Encourage creativity (e.g., catchy slogans, drawings). Remind them it should be suitable for their peers or younger students.

Teacher Notes

- Ensure that the lesson stays light and positive when discussing risks—focus on equipping students with strategies rather than fear.
- Be prepared to guide students who may raise personal concerns about online interactions or dependency.

This lesson impressively blends discussion, scenarios, and interactive activities to make the topic resonate with Year 7 students, while fostering a deeper understanding of the opportunities and challenges chatbots present in the digital world.

