AI Images: Safer Internet Day 2024 KS1

Learning Objective/s	• Recognise that everyone can play their part to make a positive online environment • Define how AI generates images • Identify errors in AI generated images • Illustrate how patterns are used to generate images
Keywords	• Artificial Intelligence
You will need	• The slide deck, with speaker notes • The drawing worksheet • Coloured pens
Curriculum links	• Pattern recognition (Computational thinking) • Decomposition (Computational thinking) • Use technology respectfully and responsibly

Activity	Description	Tips
1 (slide 3 - 5 mins)	• Read through the slide notes to introduce AI Extend: • Ask students what they remember about AI from the assembly	• If you have picture cards in your classroom you could use these as a prop. Humans look at pictures and remember what they look like then they can recognise them again
2 (slide 4 - 5 mins)	• Read through the slide notes • Ask “What animal is in the picture?” the answer is ‘cat’ • Ask “Are there any mistakes?” there are several answers such as warped faces, and at least one cat has a tail not attached to their body	• Give students enough time to examine the images • Students may need to move closer to look at the detail as from a distance they may not see the mistakes in the images

	Extend: • Students can use the following Scratch project to practise dragging sprites across the Stage. Can they use their memory of cats to piece together the picture of a cat? Students should then look around the class. Do all the cats look the same? https://scratch.mit.edu/projects/931321565/fullscreen	
3 (slide 5 - 5 mins)	• Read through the slide notes • Ask students to look at the picture "What can you spot from your own classroom?" there may be several answers such as the shapes, a carpet area, shelving units with learning resources, art materials, and students in uniforms • Ask "Are there any mistakes" there are several answers such as squished faces, it is also unlikely that so many different uniforms would be in one classroom Extend: • Ask students to think about the children in the picture. Can they see people like them in the picture? AI needs to see pictures of lots of different people so	• Students may need to move closer to look at the detail as from a distance they may not see the details in the images

	that it can draw lots of different people.	
4 (slide 6 - 5 mins)	• Read through the slide notes • Ask the question “What feedback would you give for this picture?” the answer is that the horse is very well drawn but it has an extra leg Extend: • Ask students to think about how this picture was made. What keywords might someone have typed into the AI? Horse, rainbow, trees, colourful, 5 legs, swirls	• It isn’t always easy to see the obvious when an image is so well drawn and there are lots of colours and background distractions. Students may need an extra prompt to look closely at the horse
5 (slides 7-9 - 10 mins)	• Read through the slide notes • Ask the questions • The common features in slide 8 are the water, person, paddle, and paddleboard • The common features on slide 9 are two eyes, two wings, two orange feet, a beak, a head, a body, and the same feathers on top of their heads Extend: • The paddleboard images have been drawn in the style of cubism, impressionism, and pop art. You could show human	• If you have an interactive board you could circle the common features in each picture as the students find them to highlight that even though the pictures look very different, the components are mostly the same • Highlight that AI and humans draw in similar ways by recalling pictures they have already seen and using them as inspiration to draw something new. Neither AI or humans would draw birds without wings or paddle

	artist images in these styles to show how AI can copy not just the subject of images but also artist style	boarders without a paddle board.

6
 	
(slide 10 - 25 mins)
	• Read through the slide notes
	• Ask students to look at the Squibbles and think about the common features. They do not need to answer the question out loud
	• Hand out the worksheets and some colouring pens
	• Each student should draw and colour Squibble
	
	Extend:
	• Students should showcase their work to the class or in pairs and discuss the common features they found. They could label the common features
		• You could make a Squibble gallery as part of an AI display
		• Encourage students to draw large Squibbles that fill the space provided in the worksheet
		• Squibbles should ideally have as many of the following as possible:
		  ○ 2 orange antenna
		  ○ 1 eye
		  ○ A mouth
		  ○ 2 pink arms and hands
		  ○ Colourful spots

7 (slide 11 - 5 mins)	• Read through the slide to bring the lesson back to the concept that AI learns from us and should be used for good Extend: • Create a class pledge for an AI display. Ask students to write their names on the pledge. “We promise to use AI to create good things and help make a friendly digital world”	• Explain that it is great to be creative and to ask questions of AI but that it is important to be kind and respectful. • Make sure that students know that if they use AI and come across content that makes them feel uncomfortable they should tell a trusted adult • Tell students that they have seen that AI is not perfect but it is learning and, like humans, getting

		better the more it looks, listens, and reads
Take it further: Ask students to tell you an AI generated image they would like to see. Compile a class list and then use an AI image generator to create the pictures. Canva.com gives you 50 free credits in their Magic Media app as part of their free account and it can be accessed via their website. Generate and download the images outside of lesson time then show the results to the students.		