Raspberry Pi Foundation

AI safety – Using AI tools responsibly

This guide and the associated slides contain all the instructions to the activities you will need to run an AI safety session on the topic of using AI tools responsibly.

This document is not designed to be read from start to finish, it is recommended that you read the introduction and outline that follows and then use the following table of contents to jump to the documents for the activities.

Please give us your feedback!

We'd love to hear how you have used the Experience AI resources and what you thought about them. After using the resources, please take a few minutes to:

- Share your feedback in our user survey: rpf.io/exai-2mf
- If you are an educator, ask your learners to complete a short survey: rpf.io/exai-st

Your feedback supports us to make our AI resources accessible to everyone, and we really appreciate you giving your time to share what you think.

Introduction

In this session, young people will reflect on their responsibilities when using generative AI tools and their expectations of developers who release AI tools.

Young people are growing into a world that will be shaped by the use of AI tools, and to prepare them to be responsible members of society, they need to reflect on the behaviours and beliefs they want to shape this new world. What are their responsibilities when it comes to fairness, accountability, and transparency?

Learning objectives

- Explain that AI applications are tools that you need to use responsibly
- Compose a list of your responsibilities when using AI tools
- Build a set of expectations of fairness, accountability, and transparency around AI tools available to teens

Key vocabulary

Anthropomorphisation, responsibility, e-safety

Preparation

This session will rely on you being comfortable discussing different stakeholders' responsibilities when it comes to using technology. The humanising language around AI applications is also a key feature of this lesson, so make sure to model best practice by using computer system wording like analysed, processed, generated, etc. when discussing AI tools.

Learners should be familiar with the idea of AI - that it stands for artificial intelligence, and that it's a type of computer system that's becoming more common - but do not need a precise definition to access the learning in this session. Optionally, you could complete Lesson 1 of the Foundations of AI unit to provide an introduction to the topic.

Activities for this topic

Activity	Description	Suggested timings
Video	Using AI tools responsibly	3 mins
	Short recap activity for the video	4 mins
Unplugged	CheckAI challenge – Learners will complete three escape room style challenges themed around transparency, accountability, and fairness	40 mins
	My AI principles – Learners will create a set of principles that they and their peers can use to make sure they are being responsible with AI tools	35 mins
Discussion topics	A series of discussions on learner's responsibilities when using AI tools	10–30 mins

Combining activities for your session

The activities in this session are designed to be deliberately flexible to best suit your setting. It is recommended that every session begins with the Using AI tools responsibly video.

After that you can either:
- Complete one unplugged activity
- Do both unplugged activities
- Add discussion topics to complement the activities
- Choose to only do the discussion topics
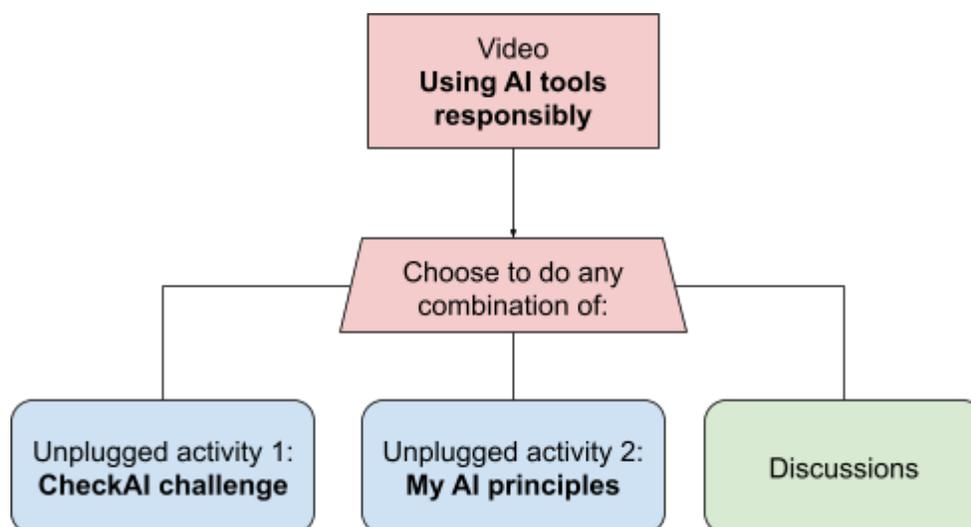
Example activity combinations

These are example pathways for the Using AI tools responsibly session — you are free to adapt and mix activities to fit your time, learners' needs, and learning goals.

For a 30 minutes session, you can complete the following activities:
- Using AI tools responsibly (skip recap activity, 3 mins)
- Unplugged activity: My AI Principles (skip gallery walk, 25 mins)

For a 60 minute session, you can complete the following activities:
- Using AI tools responsibly + recap activity (7 mins)
- Unplugged activity: CheckAI challenge (40 mins)
- Discussion (~10 mins)
  - How might someone feel if they saw an image of themselves in AI-generated content? How could that have happened?

OR
- Using AI tools responsibly + recap activity (7 mins)
- Unplugged activity: My AI principles (35 mins)
- Discussion (~10 mins)
  - What advice would you give someone who wants to use an AI tool to create an essay? Why?

Raspberry Pi Foundation

AI as a tool – Video activity guide

Introduction

This short animation will serve as the foundation for your learners to discuss the responsibilities of both users and developers of AI applications in making sure they are used safely.

The video explains the ways AI tools are presented as sentient, and reframes these applications as tools that need to be used responsibly.

Key vocabulary

Anthropomorphisation, responsibility

Preparation

This activity requires learners to watch a video, either all together or on their own devices. The video is hosted on YouTube — if this is blocked, you can use the downloaded version.

You will need:
- Slides (4–8)

Outline plan

Timings are rough guides. Adjust to suit your environment.

Introduction (Slide 4-5) – 2 minutes

Display: Slide 5

Explain: That despite what they see in movies and TV shows, and in marketing from AI companies, AI tools are computer systems and not human.

> **AI tools are not human**
>
> AI systems do some really complex things, and that can lead to comparing them to humans.
>
> AI tools are just another form of computer system — they are a tool that you need to use responsibly.
>
> It is also important to hold developers responsible for making tools as safe and fair as possible.

Video (Slide 6) – 3 minutes

Display: Slide 6

Do: Play the video for the whole group, or get learners to watch the video on their individual devices.

> **AI as a tool**
>
> AI as a tool
>
> Watch the video on YouTube

Guidance
Make sure the video is in your local language, as there are versions with translated voiceover to engage your learners as much as possible.

Questions for learners to consider during the video:
Can you think of an example of how AI systems might appear to be more human-like than they actually are?
Can you think of an example of an irresponsible use of an AI system?
What is meant by AI bias?

Recap (Slides 7–8)

Display: Slide 7

Explain: That the language we use to discuss AI systems can have a big effect on how we view them.

Do: Get learners, in pairs or on their own, to take the two sentences in the red box and change them to be more **system** focused.

Display: Slide 8

Explain: Show the learners the example sentences with the human language removed.

Guidance

Using system language might be difficult for your learners, as it is very natural to use more informal and human language to describe things we come across in the world.

Ask the learners or pairs to share their sentences before showing the answers, and try to catch any human-like language such as see, look, recognise, create, make. Get learners to replace them with more system-focused options such as record, input, pattern match, generate, produce.

**Raspberry Pi
Foundation**

Unplugged activity 1: CheckAI challenge – Activity guide

Introduction

This is an escape room style activity where the learners will compete to join the fictional AI transparency company 'CheckAI' as a part of their Youth Task Force. The game consists of three challenges themed around transparency, accountability, and fairness. You will act as the game host giving out points. The learners will compete in teams of 3. The aim is for every team to succeed but with a points-based competition to determine the winners.

Key vocabulary

Generative AI, bias, fairness, accountability, transparency

Preparation

Very little AI concept knowledge is needed, but you should prepare to lead discussions on responsibility when using tools and different societal biases to help with the activities.

You will need:
- Slides (9–25)
- Educator activity sheet (1 for you)
- Team activity sheet (1 for every team of 3 learners)
- Pens for each team

Adaptation

Breaking the activity up: You can take a break at the end of any of the challenges and pick up the rest of the activity next lesson.

Shortening the activity: If you are short on time, consider cutting the second challenge out to make the activity 25–30 mins long.

Outline plan

Introduction (Slides 9–14) – 7 minutes

Display: Slide 10

Explain: The learners have been given the opportunity to try out for the Youth Task Force (YTF) of a fictional AI transparency organisation called CheckAI.
To join the YTF, they need to complete three challenges.

CheckAI Youth Task Force

CheckAI are looking for young people to guide the world towards a responsible AI future.

You have all been invited to try out for the Youth Task Force (YTF).

To join the YTF you will need to complete **three challenges**.

Display: Slide 11

Explain: That the learners will compete in groups of 3.
To join the YTF, they need the secret code for the base where the organisation holds its meetings. Each of the challenges will give them part of the code to enter the base.

CheckAI Youth Task Force

You will complete these challenges in groups of 3.

The YTF meets at CheckAI's main base, which is kept secure with a secret code.

Each challenge will get you a part of the code needed to enter the base.

Every team who enters the base will join the YTF.

Display: Slide 12

Explain: That although everyone who gets the code will join the YTF, each challenge also awards points and the highest scoring teams at the end of the challenge will get extra rewards.

CheckAI Youth Task Force

The challenges are also a competition.

You will receive points for every challenge.

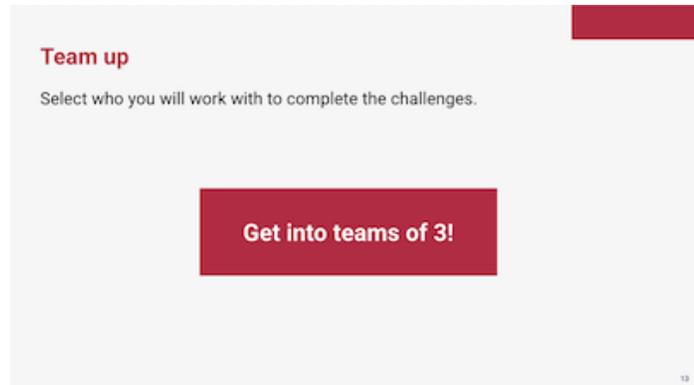The highest scoring teams will get extra rewards at the end.

Display: Slide 13

Do: Get learners to form teams of 3. Give each team a worksheet and get them all to choose a team name.

Ask: For each team's name and write them on your educator activity sheet in the table on the last two pages.
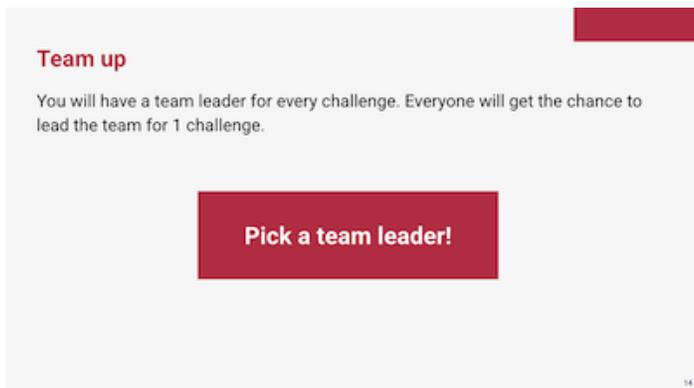
Team up

Select who you will work with to complete the challenges.

Get into teams of 3!

Display: Slide 14

Explain: That for each of the challenges, one member of the team will be the team leader.

Ask: For the team leader for the first challenge to raise their hand.

Team up

You will have a team leader for every challenge. Everyone will get the chance to lead the team for 1 challenge.

Pick a team leader!

Guidance

If your group does not split into groups of 3 perfectly, teams of 4 or 2 will work as well — just make sure they swap the leader after each challenge.

You can use whatever incentives you have access to, for example, school reward points, stickers, or whatever else motivates your learners. You can also tell the learners that the winning teams will be fast tracked to leadership and make the game about bragging rights (if this works for your learners).

You can use the table on the educator sheet or a separate spreadsheet/notebook — whatever works best for you.

Make sure the learners **do not see** your sheet as it has all the answers to the challenges on it.

Challenge 1 (Slides 15–16) – 10 minutes

Display: Slide 15

Explain: That the first challenge is about CheckAI's role in fighting fraud committed with generative AI.

Explain: That the learners need to identify the 3 fake profile photos.

Explain: The rules and that only the team leader may approach your desk and submit a guess.
Each guess will be three numbers (corresponding to the photos numbered 1–8) and they will find out **only** how many are correct, not which ones.

Challenge 1 – Fake accounts

CheckAI is always on the lookout for people who use generative AI to trick people online.

You need to identify the fake profile pictures.

There are 8 pictures — 3 of them are fake.

Rules:
1. The team leader must submit your guesses
2. Each guess must consist of 3 numbers (the pictures you think are fake)
3. You will find out **how many** are correct, but not which ones
4. The team to get all 3 fake pictures with the least guesses gets the most points

Do: Encourage the learners to discuss the pictures. Take guesses one at a time, letting them know how many they have correct.

Guidance

It's up to you how strict you want to be on secrecy. If teams can hear guesses and responses, the activity will be quicker, but less competitive. The core idea here is that it is difficult to tell which are fake and not that they should be able to pick them out instantly.

You might want to give them some advice, but make sure you are clear that it just relates to this game and not for spotting all AI-generated content. For example, this AI system has been designed to generate faces — so they are all pretty good. Tell the learners to look for clues in other parts of the images (accessories, backgrounds, etc.).

For a simple game, assign every team a point for completing the challenge.

For a more competitive set-up, you can award points based on the number of groups. For example, if you have 10 teams, first place gets 10 points and each subsequently placed team scores 1 point less than the previous team.

If a team finishes early, there are some questions on their worksheet for them to answer.

Display: Slide 16

Explain: The code for this challenge is all the numbers of the fake images added together. Let them do the calculation (it is 10, if anyone needs help).

Do: Have the learners write the first two digits of the code on the front of their worksheet.

Challenge 1 – Fake accounts

The code for this challenge is the 3 correct numbers added together.

Write this down on your worksheet!

16

Challenge 2 (Slides 17–19) – 10 minutes

Display: Slide 17

Ask: For the teams to select a new leader for the next challenge.

- -

Display: Slide 18

Explain: That for the second challenge they are helping teachers identify AI errors in their learner's work.

Explain: That the learners have to find and correct the inaccuracies in the paragraphs. Teams will get one point for finding and highlighting the error and another for the correction.

Do: Set the learners off finding and correcting errors. Award points to the teams — capture them on your educator sheet.

Challenge 2 – AI errors

CheckAI gets lots of requests from teachers worried about students using AI to do their homework for them.

AI applications **do not** always produce factual information.

There are 4 paragraphs each that contain **1 error** — you need to find and correct it.

Rules:
1. The team leader must submit your work
2. You must work as a team — everyone contributes!
3. For each paragraph, you will get:
   a. 1 point for identifying the error
   b. 1 point for correcting it

Guidance

It's up to you how strict you want to be on the corrections, the challenge has been designed to be accessible to everyone but you might want to be more or less lenient depending on your group. Getting all the answers correct is not essential to the learning in the activity.
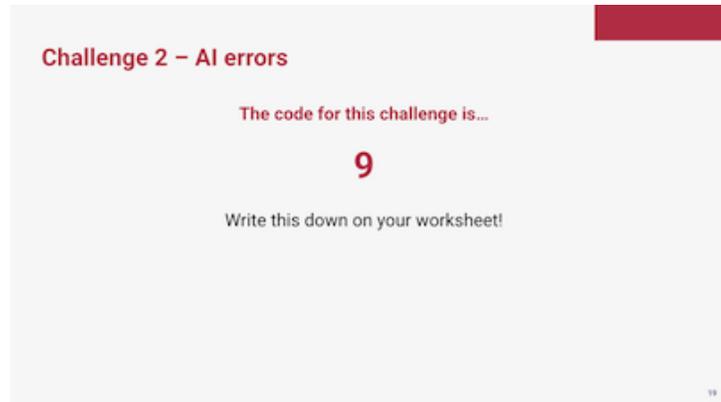
- -

Display: Slide 19

Explain: The code for this challenge is 9 — all teams get this after submitting their answers.

Do: Have the learners write the third digit of the code on the front of their worksheet.

Challenge 2 – AI errors

The code for this challenge is...

9

Write this down on your worksheet!
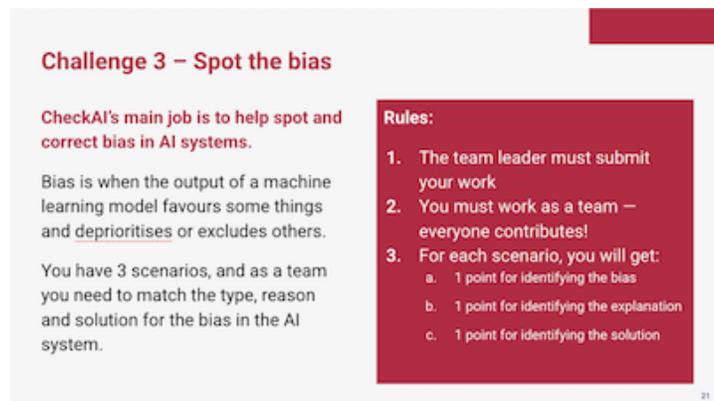

Challenge 3 (Slides 20–22) – 10 minutes

Display: Slide 20

Ask: For the teams to select a new leader for the next challenge.

- -

Display: Slide 21

Explain: That for the third challenge, they will be helping assess bias in AI systems. They will be given three scenarios and they need to identify how the AI system treats people differently.

Challenge 3 – Spot the bias

CheckAI's main job is to help spot and correct bias in AI systems.

Bias is when the output of a machine learning model favours some things and deprioritises or excludes others.

You have 3 scenarios, and as a team you need to match the type, reason and solution for the bias in the AI system.

Rules:
1. The team leader must submit your work
2. You must work as a team — everyone contributes!
3. For each scenario, you will get:
   a. 1 point for identifying the bias
   b. 1 point for identifying the explanation
   c. 1 point for identifying the solution

Explain: That points will be awarded for identifying the bias, the explanation, and a solution. The learners will do this by writing the numbers into the boxes matching the scenario.

Do: Set the learners off identifying the biases. Award points to the teams and capture them on your educator sheet.

Guidance
It's up to you how strict you want to be on the answers.

Clarify that the solutions here will not completely remove the bias - these systems might still be too risky.

- -

Display: Slide 22

Explain: The code for this challenge is hidden in the scenarios. The learners need to find it. It's 1 — an i has been replaced in each of the scenario texts.

Do: Have the learners write the final digit of the code on the front of their worksheet.

> **Challenge 3 – Spot the bias**
>
> The code for this challenge is a number hidden in all the scenarios. See if you can find it.
>
> Write it down on your worksheet!
>
> 22

Wrap-up (Slides 23–25) – 3 minutes

Display: Slides 23 to 25

Ask: For the teams to submit their code to you one by one and admit each to the base.

Explain: Go through the teams and award the winners in whatever way works for you.

Explain: The activities the learners completed today showcase three key parts of responsible AI use: transparency, accountability, and fairness. Use slide 25 to summarise these three concepts.

> **Transparency, accountability, and fairness**
>
> The activities you completed highlight the following important points about responsible use of AI tools.
>
> 1. **Transparency** – Using an AI tool is fine, as long as you are not hiding it and you explain how you have used the system. Creating fake images to fool people is never okay.
> 2. **Accountability** – If you use an AI tool, you are responsible for the output. If your homework contains errors produced by AI, it is your job to fix them.
> 3. **Fairness** – AI systems can be biased and it is important that everyone gets to experience the benefits and are not treated unfairly.
>
> 25

Raspberry Pi
Foundation

CheckAI challenge – Team worksheet

Team name:

Secret code:

Challenge 1 – Fake accounts

				Guesses			Correct
1	2	3	4				
5	6	7	8				

How easy was it to tell which were fake?	
What could AI developers do in future to make it easier to identify generated images?	

Challenge 2 – AI errors

Paragraph	Correction
The Amazon rainforest, located in Antarctica, is a vast expanse of lush greenery, teeming with biodiversity. It is home to countless species of plants and animals, including jaguars, monkeys, and parrots. The Amazon rainforest is considered the lungs of the Earth, producing a significant amount of the world's oxygen.	
The Sahara Desert, the largest hot desert in the world, covers most of Northern Africa. It is a vast expanse of sand dunes, rocky plateaus, and salt flats, with very little rainfall. The Sahara Desert is known for its freezing temperatures, especially during the winter months.	
The Olympics, an international sports competition held every four years, is one of the oldest events in the world. The next Olympics is scheduled to be held on the moon in 2028. Teams from all over the globe compete for the coveted medals, and the tournament is a celebration of sport, culture, and national pride.	
In anatomy, the human heart is a fist sized organ located on the right hand side of your chest. The heart receives blood that lacks oxygen and pumps it to the lungs to get refreshed. The organ then receives the oxygen-rich blood from the lungs and pumps it out to the rest of your body.	

If you want to use AI tools to help with your homework, what can you do to avoid submitting errors?	
What could AI developers do in future to make AI tools better for you to use?	

Challenge 3 – Spot the bias

1	Geographic bias	**4**	The service wants engagement, so goes for less risky recommendations	**7**	Remove addresses from the training data
2	Gender bias	**5**	The system may have been trained on data that reflects unfair practices	**8**	Use a more diverse data set
3	Popularity bias	**6**	Outputs reflect the historical makeup of the industry	**9**	Put more weight on user preferences and habits

Scenario	Bias	Explanation	Solution
A bank uses an AI model to determine who gets approved for loans. It seems to reject applicants from certa1n neighbourhoods more often, regardless of their income or credit history.			
A music streaming service uses an AI algorithm to recommend songs to users. However, it tends to favour popular mainstream artists over independent or niche musicians, l1miting users' discovery of diverse music.			
An AI tool is used to shortlist candidates for a job as a video game designer. It consistently selects male cand1dates over female candidates, even when their qualifications and experience are similar.			

CheckAI challenge – Educator activity sheet & answers

Use this sheet to track the game and provide answers to your young people.

Challenge 1 – Fake accounts

				Correct answer
1	2	3	4	**1** **3** **6**
5	6	7	8	

Challenge 2 – AI errors

Paragraph (error highlighted)	Correction
The Amazon rainforest, located in Antarctica, is a vast expanse of lush greenery, teeming with biodiversity. It is home to countless species of plants and animals, including jaguars, monkeys, and parrots. The Amazon rainforest is considered the lungs of the Earth, producing a significant amount of the world's oxygen.	It is located in South America.
The Sahara Desert, the largest hot desert in the world, covers most of Northern Africa. It is a vast expanse of sand dunes, rocky plateaus, and salt flats, with very little rainfall. The Sahara Desert is known for its freezing temperatures, especially during the winter months.	The Sahara is really hot.
The Olympics, an international sports competition held every four years, is one of the oldest events in the world. The next Olympics is scheduled to be held on the moon in 2028. Teams from all over the globe compete for the coveted medals, and the tournament is a celebration of sport, culture, and national pride.	The next Olympics is going to be in Los Angeles.
In anatomy, the human heart is a fist sized organ located on the right hand side of your chest. The heart receives blood that lacks oxygen and pumps it to the lungs to get refreshed. The organ then receives the oxygen-rich blood from the lungs and pumps it out to the rest of your body.	The heart is on the left hand side of the chest.

Challenge 3 – Spot the bias

1	Geographic bias	**4**	The service wants engagement, so goes for less risky recommendations	**7**	Remove addresses from the training data
2	Gender bias	**5**	The system may have been trained on data that reflects unfair practices	**8**	Use a more diverse data set
3	Popularity bias	**6**	Outputs reflect the historical makeup of the industry	**9**	Put more weight on user preferences and habits

Scenario	Bias	Explanation	Solution
A bank uses an AI model to determine who gets approved for loans. It seems to reject applicants from certa1n neighbourhoods more often, regardless of their income or credit history.	1	5	7
A music streaming service uses an AI algorithm to recommend songs to users. However, it tends to favour popular mainstream artists over independent or niche musicians, l1miting users' discovery of diverse music.	3	4	9
An AI tool is used to shortlist candidates for a job as a video game designer. It consistently favours male cand1dates over female candidates, even when their qualifications and experience are similar.	2	6	8

Secret base code:

The correct code is **1091**

Team tracker

Team name	Challenge 1	Challenge 2	Challenge 3

Unplugged activity 2: My AI principles – Activity guide

Introduction

In this unplugged activity, learners will create their own set of AI principles, in which they will outline their responsibilities when using AI tools. This could include how they will verify AI-generated information themselves, how they will be critical yet effective users of AI technologies, and what fair, accountable, and transparent use of AI tools will look like. Educators will guide this activity by prompting learners to reflect on their AI usage, and how their guidelines can be applied in these scenarios.

At the end of the activity, learners will share their principles in small groups. Finally, you can lead a discussion on the importance of responsible AI usage and the ethical implications of AI.

Key vocabulary

Artificial Intelligence (AI), transparency, fairness, responsibility

Preparation

You will need:
- Slides (26—31)
- Worksheet
- Markers and pencils

This activity is designed to help learners understand their responsibilities when using AI applications and tools. You are not expected to be a subject matter expert, but should be prepared to host conversations and discussions. You are also expected to guide the activity by encouraging learners to reflect on their own AI usage. For more information, refer to the Educator Guide.

Adaptation

This activity takes approximately 35 minutes to complete. If you are short on time, consider:
- **Splitting the activity:** End the session after Slide 29, when the learners have finished their 'My AI principles' poster, and continue in the next lesson.
- **Simplifying the gallery walk (25 mins):** Skip the physical gallery walk on Slide 30 and move directly to Slide 31 ('Our class' AI principles') to do a shorter share (5 mins). Have each group verbally share their top principles with the class instead.

Outline plan

Timings are rough guides. Adjust to suit your environment.

Introduction (Slide 26) – 2 minutes

Display: Slide 1

Do: Instruct learners to get into groups of 2–3.

Hand out: The worksheet, along with pens and/or markers.

AI principles (Slides 27–28) – 8 minutes

Display: Slide 27

Explain: That AI organisations often create principles to ensure their responsible use of AI technology.

Guidance
Share that the Alan Turing Institute is a national institute for data science and artificial intelligence in the United Kingdom. Explain that the Alan Turing Institute has developed a set of principles to guide the development and use of AI technology worldwide, called the FAST Track Principles.

Display: Slide 28

Do: Go through the four AI principles.

The FAST Track Principles

F for fairness: AI systems should be designed to be fair and not discriminate against anyone.

A for accountability: Developers of AI systems should be responsible for the decisions that AI systems make. AI developers should be able to explain their decisions and be held accountable if something goes wrong.

S for sustainable: AI systems should be safe and reliable, working well over time without causing harm to people or the environment.

T for transparency: The way AI systems work should be clear and understandable to everyone. Developers of AI systems should be able to explain how these systems make certain decisions and make sure that these decisions are fair and trustworthy.

Guidance

Have learners read each of the FAST Track principles created by the Alan Turing Institute:

F for fairness: AI systems should be designed to be fair and not discriminate against anyone.

A for accountability: Developers of AI systems should be responsible for the decisions that AI systems make. AI developers should be able to explain their decisions and be held accountable if something goes wrong.

S for sustainable: AI systems should be safe and reliable, working well over time without causing harm to people or the environment.

T for transparency: The way AI systems work should be clear and understandable to everyone. Developers of AI systems should be able to explain how these systems make certain decisions and make sure that these decisions are fair and trustworthy.

If you have time, ask learners to identify which of the FAST principles is most often neglected in everyday AI applications, and discuss the potential consequences.

AI principles (Slide 29) – 10 minutes

Display: Slide 29

Do: Instruct the learners to brainstorm what AI principles they value the most, and have them start creating a poster in their smaller groups.

Create your own AI principles

Tasks

1.1 In your group, brainstorm what AI principles you think are most important. Use your worksheet to write your ideas down.

Make sure your AI principles are actionable and specific.

1.2 Use your worksheet to create a poster with your group's main AI principles (include a minimum of 3).

Think about:

- As a user of AI systems, what are your principles when using AI tools?
- How will you ensure that you are a critical but effective user of AI?
- What actions will you take to verify AI-generated information?
- What is something you will never use AI for?

Guidance
Facilitate this activity by prompting learners to think about their own AI usage, and what fair, accountable, and transparent use looks like to them. Encourage them to consider:
- As a user of AI systems, what are your principles when using AI tools?
    - *"I will use them responsibly, verify information from reliable sources, and follow ethical guidelines."*
- What actions will you take to verify AI-generated information?
    - *"I will always check the information with other trusted sources to make sure it's true."*
- How will you ensure that you are a critical but effective user of AI?
    - *"I will use AI as a tool to learn and grow, but won't use it to replace my own thinking and effort."*
- What is something you will never use AI for?
    - *"I will never use AI to make decisions that require personal judgement or moral values."*

Gallery walk (Slide 30) – 5 minutes

Display: Slide 30

Do: Instruct the learners to go around the tables and read the posters their classmates have made.

Gallery walk

Go around the classroom and check out your classmates' posters.

Take notice of the different AI principles they've come up with and think about how they compare to yours.

Consider:
- Which AI principles do you find interesting or important?
- Which AI principles do your classmates have that you hadn't thought of?
- Are there any AI principles that you disagree with?

Guidance
Facilitate this gallery walk by going around with the learners. Prompt them to think about what principles sound interesting, confusing, or important.

Our class' AI principles (Slide 31) – 10 minutes

 Display: Slide 31

 Do: Go around the room to ask the class what AI principles they found most important. Create a new, collective poster with the top five principles.

Guidance

Guide this closing activity by bringing the class together to agree on the top five most important AI principles. You might want to keep the poster in the classroom as a reminder to the learners on their guiding principles when using AI, or not. You could:

1) Assign one team to create this collective poster to hang in class
2) You, the educator, could create the collective poster to hang in class
3) You could write the main AI principles on the board

Raspberry Pi Foundation

My AI principles – worksheet

What are your responsibilities when using AI tools?

1.1 In your group, brainstorm what AI principles you think are most important. Make sure your AI principles are <u>actionable</u> and <u>specific</u>.

Think about:
- As a user of AI systems, what are your principles when using AI tools?
- How will you ensure that you are a critical but effective user of AI?
- What actions will you take to verify AI-generated information?
- What is something you will never use AI for?

1.2 Use the space below to create a poster with your group's main AI principles (use a minimum of 3).

Discussion guidance: Using AI tools responsibly

Potential discussion topics:

- How might someone feel if they saw an image of themselves in AI-generated content? How could that have happened?
- How might someone feel if they saw an image of themselves with some of their features changed?
- If someone uses AI to create inappropriate images, what should happen to them?
- What safeguards should organisations that provide AI tools put in place?
- What advice would you give someone who wants to use an AI tool to create an essay? Why?
- What advice would you give someone who wants to use an AI tool to create a software program? Why? [Optional discussion question for computing class]

Draw out

Within this session, draw out the following with the learners:

1. AI systems might be biased.
2. Expect transparency from companies and individuals who design AI tools.
3. The need to be a responsible creator of AI-generated content.

Key message

The key message for this session is:

1. Safeguards that companies should put in place for AI tools.
2. Your personal responsibility to use AI tools safely and responsibly.
3. Be a responsible creator of AI generated content.