

# Understanding AI: Rights, safety and wellbeing

KS2, Lesson 2: How does AI affect our rights?



# How does AI affect our rights?

This lesson pack for key stages 2–4 has been designed to support pupils’ AI literacy. This is the second of three lessons for years 5 and 6. It focuses on children’s rights and how they can be impacted by AI technology.

These lessons should not be taught in isolation, but always as part of a planned, developmental PSHE education programme. They are best used within the context of online safety or digital literacy.

## Learning objective

To learn about children’s rights and how they can be impacted by AI.

## Learning outcomes

Pupils will be able to:

- identify rights that children have, on and offline
- explain how generative AI can impact children’s rights
- describe ways to protect and uphold children’s rights when interacting with AI

## Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge for this topic, guidance on creating a safe learning environment, and curriculum links.

## Resources required

- Box or envelope for questions
- Pupil whiteboards and pens
- Resource 1: *Children’s Rights* [one per pair]
- Resource 2: *How can AI impact children’s rights?* [one per pair]
- Resource 2a: *How can AI impact children’s rights?* [support option, one per small group, printed on A3]
- Resource 3: *Keeping safe and protecting rights* [one per pupil]

## Key words

AI

generative AI

dignity

rights

prompt

output

## Baseline assessment

### Baseline assessment activity (Slide 9–10, 10 mins)

Use slide 9 to establish or revisit ground rules. Explain that if pupils have worries or questions during or after the lesson that they do not want to raise in front of the class, they can write their question on a piece of paper, anonymously or with their name, and put it in the question box.

Introduce the baseline activity using slide 10. First, share the character Talia's explanation of rights. Then, in their books, ask pupils to respond to the three questions. Once they have noted their thoughts down, they should share them with a partner.

Circulate during the activity to establish pupils' starting points and notice any common themes in their responses. Consider how the lesson may need adapting depending on any gaps or misconceptions. For example, if pupils are unable to identify ways in which people could keep themselves safe when using AI, you may wish to explore this in greater depth.

### Introduction (Slides 11–17, 10 mins)

Introduce the learning objective and outcomes using slide 11. Explain that today's lesson will explore children's rights and how AI technology can affect them.

Using slide 12, support pupils to recall from lesson 1 what AI is and some everyday examples. Remind them, using slide 13, that generative AI (GenAI) is a type of AI that can be used to generate (or create) new content, using existing data. Share examples of how some people might use generative AI. Emphasise that generative AI was not built with children in mind. In fact, there are often age restrictions on the use of generative AI in the UK; usually 13 years old, and mostly with parental permission required.

Using slide 14, introduce the UN Convention on the Rights of the Child (UNCRC). Show slide 15 and explain that 'human dignity' is at the heart of the UNCRC. Ask if anyone knows what 'human dignity' means? Read aloud the definition on the slide and explain that human dignity means every person is important and deserves to be treated with care and respect simply because they are human. This is why children have rights – to uphold their dignity.

Using slides 16–17, share four key rights (articles) which may be affected by generative AI use.

## Core activities

### Which right is impacted? (Slides 18–25, 15 mins)

Share the scenario on slide 18. Emphasise that Talia is 13 years old and has her mum's permission to use this generative AI game. Give pupils **Resource 1: Children's Rights**, and using slide 19, ask them to discuss with a partner which right is being positively impacted in the scenario. Take feedback and explain that this form of generative AI use is impacting positively on the right to leisure, play and culture (Article 31), as it's helping Talia to play and be creative.

Using slide 20, share three possibilities of what might happen next. For each possibility on slides 21-23, discuss with the class:

- Why would this be a problem?
- Which right(s) would be impacted?

Reveal on each slide which right would be impacted. Ask pupils:

- Does anyone have any thoughts on what should have happened instead?

Take feedback using the slides to discuss what should have happened instead to protect children's rights.

Using slide 24 and **Resource 2: How can AI impact children's rights?**, ask pupils to work in pairs to discuss the four scenarios and consider how children's rights might be impacted in each one. They should draw lines to match each generative AI example with the right it might impact. To support pupils, share definitions of the terms 'prompt' and 'output' on the slide. Finally, pairs should write a short explanation about how AI technology is affecting the child and their rights in each scenario.

Using slide 25, take feedback and agree on which rights have been impacted. Draw out the following key learning for each scenario:

- 1. The data that AI draws from can be outdated, inaccurate, biased, or can reinforce stereotypes, so it's important to always critically engage with AI outputs.*
- 2. Personal information (e.g. name, address, school name, passwords, parent's name or phone number, card or bank details) including information that someone wants to keep private (such as Sam's health information) should never be shared with AI. Instead of turning to AI, Sam could speak to an adult who knows him and has his best interests at heart. They can help him get advice from trusted and reliable sources, such as health professionals.*
- 3. While AI tools have the potential to positively impact children's right to reliable information (for example, by summarising information or personalising learning) sometimes, the information AI generates is incorrect. This is particularly common if (like George) someone uses AI to find out about recent events, as AI may be trained on outdated data. It's important to double-check AI's outputs in other ways, such as cross-checking with trusted online sources, looking back at schoolwork, asking an adult, or checking in a book.*
- 4. Generative AI can be helpful for some creative tasks – especially if it supports or inspires (rather than replacing) human creativity.*



**Support:** Ask pupils to work in a small group on an A3 version of **Resource 2a: How can AI impact children's rights?**. Once they have completed the matching, they should pick one scenario and explain to a partner how the child's right is being affected.



**Challenge:** Ask pupils to discuss with a partner whether they think generative AI technology has more potential to positively or negatively impact children's rights.

## Keeping safe and protecting rights (Slides 26–31, 10 mins)

Using slide 26, emphasise that AI companies and the government have a responsibility to make sure the online world and the generative AI tools available to children are safe, accurate and helpful. Tell pupils that lots of adults are thinking about this and working to put measures in place to protect children's rights if using AI.

Share the quotes from fictional generative AI companies, on slides 28–30. For each quote, ask pupils to stand on a continuum across the classroom (with 'helpful/effective' at one end and 'not very helpful/ineffective' at the other – see slide 27), to show how effective they think this idea would be for keeping children safe and protecting their rights. Once pupils are standing in place on the line, ask a volunteer to explain why they have chosen their position.

Once the class has responded to all the quotes, discuss:

- Is there anything else AI companies or the government could do to help to keep children safe and uphold their rights, if they are using generative AI? *(For example, provide child-friendly explanations of how AI works and uses data, so children can make informed decisions; involve children in the development of AI to make sure it reflects their needs)*

Explain that there are also lots of things children can do to protect and uphold their rights if using generative AI. Reflecting on what they have learnt this lesson, ask pupils:

- If using AI, what could children do to help keep themselves safe and protect their rights?

Give pairs a few minutes to write two ideas on their whiteboards. Ask pupils to show their whiteboards and pick out some examples to read aloud to the class. Using slide 31, add to pupils' ideas with other ways in which children can keep safe and uphold their rights if using AI:

1. **Remember** there are usually **age restrictions** for using AI. This is often 13 years old, with the permission of a parent/carer.
2. **Use AI with a trusted adult** – it's more fun and safer to explore new technology together. You can check things with them as well.
3. **Avoid sharing personal information with generative AI** – consider what to include and exclude from AI prompts and avoid sharing personal or sensitive information with AI – for example, a home address.
4. **Protect your privacy online** – think about what you share online as it could be used by AI tools (AI models often scrape data from the web, so what you share publicly online may be used by an AI system).
5. **Double check the outputs** – AI can support with tasks but remember it can give incorrect, outdated or biased information so always double check with trusted adults, other reliable online sources or books.
6. **Tell a trusted adult if you're worried about anything you've seen or heard** – AI outputs should never make someone feel uncomfortable or suggest that they do something wrong. If anything like that happens then tell a trusted adult right away.
7. **Be creative but remember AI is a tool not a human!**

## Endpoint assessment and reflection

### Endpoint assessment and reflection (Slide 32-33, 13 mins)

Remind pupils of the learning outcomes on slide 32. Ask them to use **Resource 3: Keeping safe and protecting rights** to individually write a message of advice to a friend to help them to protect their rights and keep safe, if using AI technology.



**Support:** Ask pupils to explain the above to a trusted adult or, if appropriate, ask them to say it into a button recorder for you to listen to after the lesson.

Address any questions in the question box.

Using slide 33, ask pupils to reflect privately for a minute on the question, 'How can I help to protect myself if using AI?'

## Signposting support

### Signposting support (Slide 34, 2 mins)

Show slide 34 and remind pupils that if they have any concerns about AI systems, or anything else they have encountered online, they can speak to a trusted adult, such as a parent/carer or teacher. You can also direct pupils to the following websites for more advice and support:

- [www.childline.org.uk/kids](http://www.childline.org.uk/kids)
- [www.ceopeducation.co.uk/8\\_10](http://www.ceopeducation.co.uk/8_10)

## Extension activity

### What could AI companies do? (Slide 35)

Ask pupils to write a message to an AI company suggesting three things they could do to protect and uphold children's rights, if using AI tools.