

# There are four key rights which may be affected by generative AI use:

## The right to non-discrimination

**All** children have the same rights no matter what their differences are, and no child should be treated unfairly for any reason, whatever their ethnicity, sex, religion, language, abilities, whatever they think or say, whatever their family background.



## The right to privacy

**Every** child has the right to privacy. For example, every child has the right to make choices about who sees their personal information.



## The right to access reliable information from the media

**Every** child has the right to reliable (trustworthy) information from different sources.



## The right to leisure, play and culture

**Every** child has the right to relax, play and take part in a wide range of cultural and artistic activities.



**For each scenario, discuss with your partner which right could be impacted. Draw lines to match each scenario with the right(s) it might impact.**

Scenario	Right
<p>1. Maria was doing a project for school about career options. Maria wants to be a doctor. She decided to use an image generator online to add photos to her project, but all the images generated were of male doctors.</p>	<p>The right to leisure, play and culture</p>
<p>2. Sam decided to use an AI tool to find out more about his health condition. He shared personal and private information but was not aware that all the details he provided were being collected by the company that built the generative AI tool.</p>	<p>The right to access reliable information</p>
<p>3. George was researching his home city for a school project. When information he found was complex, he prompted AI to simplify it for him. He also prompted the AI tool with the question, 'How many secondary schools are in Brinchester?'.  The generated output was 'There are six secondary schools in Brinchester.' This was not true as one more had recently been built, so George used incorrect information for his school project.</p>	<p>The right to non-discrimination</p>
<p>4. Amara loves rapping but was struggling to get some lyrics down for her final verse. She used AI to spark some ideas and was pleased with the results!</p>	<p>The right to privacy</p>

**Explain how AI technology is affecting the child and their rights in each scenario.**

**Scenario 1:**

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**Scenario 2:**

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**Scenario 3:**

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**Scenario 4:**

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Scenario	Right
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<p>2. Sam decided to use an AI tool to find out more about his health condition. He shared personal and private information but was not aware that all the details he provided were being collected by the company that built the generative AI tool.</p>	<p>The right to access reliable information</p>
<p>3. George was doing researching his home city for a school project. When information he found was complex, he prompted AI to simplify it for him. He also prompted the AI tool with the question, 'How many secondary schools are in Brinchester?'.  The generated output was 'There are 6 secondary schools in Brinchester.' This was not true as one more had recently been built, so George used incorrect information for his school project.</p>	<p>The right to non-discrimination</p>
<p>4. Amara loves rapping but was struggling to get some lyrics down for her final verse. She used AI to spark some ideas and was pleased with the results!</p>	<p>The right to privacy</p>

**Pick one scenario and explain to a partner why that example could impact on a child's rights.**

**Write a message of advice to a friend, which will help them to keep safe and protect their rights if using AI technology.**

**If using AI technology, make sure you** \_\_\_\_\_

\_\_\_\_\_

**This is important because** \_\_\_\_\_

\_\_\_\_\_

**This protects children's right(s) to** \_\_\_\_\_

\_\_\_\_\_



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