

# Understanding AI: Rights, safety and wellbeing

Year 9/10, Lesson 2: What are the limitations of generative AI?



# What are the limitations of generative AI?

This lesson pack for key stages 2–4 has been designed to support pupils' AI literacy. This is the second of four lessons for students in years 9 and 10. It explores the limitations of using generative AI tools, including the impact they can have on young people's rights.

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 harms or digital literacy.

## Learning objective

To learn about the challenges AI presents to people's rights and experiences online.

## Learning outcomes

Students will be able to:

- identify the rights people have and apply these to decisions when using generative AI tools
- explain how generative AI tools might put people's rights at risk
- describe individual and organisational strategies to manage the use of generative AI responsibly

## Resources required

- Box or envelope for questions
- Flipchart paper and pens
- Resource 1: *Children's rights* [one cut-up set per class].
- Resource 1a: *Which right?* [support option as required]
- Resource 2: *Rights at risk* [support option as required]
- Resource 3: *Strategies* [one cut-up set per group]
- Resource 3a: *Helping Marta* [support option as required]

## 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.

## Baseline assessment

### Introduction (Slides 8–10, 2 mins)

Establish or revisit ground rules using slide 9. Explain that if students 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 learning objective and outcomes on slide 10. Explain that today's lesson will explore how the use of generative AI could put people's rights at risk, and strategies to help manage this.

### Baseline assessment activity (Slide 11, 10 mins)

Using slide 11, ask students to draw a line in their books, writing agree at one end and disagree at the other. For each statement, ask them to decide where on the line they would put the statement to show how much they agree or disagree. They should try to provide a brief reason for each.

Circulate during the activity to establish students' starting points and notice any common themes in their responses. Consider how the lesson may need adapting depending on any gaps or misconceptions identified. For example, if students all disagree that the use of generative AI might put people's rights at risk, you may want to spend more time exploring this in the second activity.

## Core activities

### Which rights? (Slides 12–13, 10 mins)

Explain that human rights are the rights and freedoms of every person and are based on the principle of human dignity. This is the belief that all people have worth and value because they are human. Examples of human rights include the right to life, freedom of expression and the right to liberty and security. For anyone under 18 there are also specific children's rights. The United Nations Convention on the Rights of the Child (UNCRC) contains additional rights for children and young people to protect them from harm, due to their increased vulnerability, and ensure their wellbeing and development. This lesson will focus on four of these:

- Article 2 (the right to not be discriminated against)
- Article 16 (the right to privacy)
- Article 17 (the right of access to information from the media)
- Article 28 (the right to education)

Using **Resource 1: Children's rights**, attach each of the four rights to a piece of flipchart paper and put them around the room. Ask students to write ideas about how the use of generative AI might impact each right, either positively or negatively.

Review students' ideas as they add them to each right. When they have finished, summarise their ideas on each right, drawing out the key learning and making sure the following points are covered:

- *Article 2 (the right to not be discriminated against) – AI tools often include bias in the training data; materials that reinforce harmful views or stereotypes might be generated; AI might recommend choices or actions that discriminate against, or don't consider the needs of, minority groups.*
- *Article 16 (the right to privacy) – AI tools may collect or use personal data; users may not be aware how the data will be used; privacy breaches could lead to non-consensual content creation (fake images or videos); people might be encouraged to share more private information than they intended to when interacting with AI tools; some AI tools have been used to create content that might embarrass or harm another person's reputation .*
- *Article 17 (the right of access to information from the media) – AI tools could help summarise complex ideas; it can be difficult to know the difference between real news/images and AI-generated ones; the information generated by AI is not always reliable but can appear accurate; AI tools can recreate/produce content that isn't suitable for young people.*
- *Article 28 (the right to education) – text could be adapted for different reading levels; could support personalised learning; not everyone has the same access to AI tools or electronic devices; they could generate incorrect information; relying on AI tools could impact skill development e.g. critical thinking.*

 **Support:** Give students **Resource 1a: Which right?** and ask them to match each statement to one of the rights around the room.

 **Challenge:** Ask students to discuss which other rights might be affected by the use of generative AI.

### Rights at risk (Slides 14–18, 10 mins)

Explain that when using generative AI tools, it is important for individuals to consider their own and others' rights, especially when these tools are being used to make real-world decisions. Due to the nature of all the content on the internet, the type of data used to train generative AI tools, and how these tools are used, can put people's rights at risk. Share the scenarios on slide 14 and ask pairs to identify, for each scenario, which right could be put at risk and explain how.

Take feedback, using slides 15–18 for support.

 **Support:** Give students **Resource 2: Rights at risk** and ask them to match each scenario to the right that could be at risk, and the explanation.

 **Challenge:** Ask students to suggest how the user could try and reduce the impact on people's rights in each scenario.

### Strategies for using AI (Slides 19–24, 15 mins)

Using slide 19, explain that to ensure generative AI is used responsibly, someone should consider:

- their own and others' privacy
- honesty and transparency about when and how it's used
- the limitations (bias/incorrect information/environmental impacts/harmful content)
- it as a tool and not a replacement for learning, critical thinking, or creativity.

Give groups **Resource 3: Strategies** and explain that if someone decides to use generative AI, there are different strategies that can help them use it more responsibly. Show slide 20 and ask groups to organise the strategies into the four categories: help protect privacy, ensure honesty and integrity, consider the limitations, treat it as a tool.

Take feedback, using slides 21-22 to support.

Next, explain that it is also important that any organisations that choose to use generative AI in their work, also ensure responsible use. Share the scenario on slide 23 and ask students to answer the questions to advise Marta on what she should consider before using any new generative AI tool.

- How can I ensure I protect people's privacy when using generative AI?
- What can I do to reduce the impact of bias?
- How can I ensure transparency?
- How can I ensure my staff and those I support are confident we can use generative AI responsibly as a charity?
- Can I improve efficiency without using generative AI?

Take feedback, where students might suggest:

- *Marta shouldn't use sensitive or personal information*
- *tools that have been trained on diverse data sets should be used; staff need to be aware of bias; outputs should be reviewed to make sure they meet the diverse needs of the young people*
- *Marta must be open about when and how generative AI is being used with staff and those using the youth centre; she could include when and how it can be used in policies*
- *staff are trained before using generative AI tools; guidance documents on responsible use for staff could be created*
- *templates for grant applications and newsletters could be used; multiple choice questions could be used in surveys to make data easier to review; Marta could gather feedback from staff and the youth centre users on ideas to improve efficiency.*



**Support:** Give students **Resource 3a: Helping Marta**, with sentence starters to help structure their answers.



**Challenge:** Ask students to suggest any other strategies that could be used to help ensure generative AI tools are used responsibly.

## Reflection and endpoint assessment

### Reflection (Slide 25, 3 mins)

Ask students to reflect on how they will reduce any negative impacts on their rights and the rights of others if they choose to use generative AI. As this is a personal reflection, students do not need to share their responses with the class.

## Endpoint assessment (Slide 26, 8 mins)

Remind students of the learning outcomes and ask them to revisit the attitude continuum and consider if any of their previous answers have changed. Then, ask them to explain any changes or add any new learning that has reinforced their original responses (using a different colour pen).

This is an opportunity for students to demonstrate progress through changes in attitudes or their ability to clearly articulate their opinions, using the lesson content to support them.

## Signposting support

### Signposting support (Slide 27, 2 mins)

Remind students that if they have concerns about the use of AI and how it might impact their rights it is important they speak to a trusted adult at home or at school (for example the head of year or form tutor). Students can also contact:

- Childline - [www.childline.org.uk](http://www.childline.org.uk); 0800 1111

## Extension activity

### School policy (Slide 28)

Ask students to create a school policy on the responsible use of generative AI for teachers and students, including:

- information teachers and students should be aware of, to help make fully informed and responsible decisions about using generative AI
- any rights that could be put at risk when using generative AI
- strategies teachers and students could use to help reduce the impact on rights