

## Article 2 (the right not to be discriminated against)

The Convention applies to **every** child without discrimination, whatever their ethnicity, sex (*gender*), religion, language, abilities or any other status, whatever they think or say, whatever their family background.

*Amnesty addition: No child should be treated unfairly for any reason.*

## Article 16 (the right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

## Article 17 (the right of access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

## Article 28 (the right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

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## Match each statement to one of the rights.

<p><b>The AI tool may collect or use personal data.</b></p>	<p><b>Users may not be aware of how the AI tool will use the data that is input.</b></p>	<p><b>AI tools could support personalised learning.</b></p>
<p><b>Relying on AI tools could stop someone developing skills such as critical thinking.</b></p>	<p><b>Not everyone has the same access to AI tools or electronic devices.</b></p>	<p><b>AI tools are trained on data that can be biased.</b></p>
<p><b>Generative AI tools may give incorrect or inappropriate information.</b></p>	<p><b>AI tools could help summarise complex ideas.</b></p>	<p><b>AI tools could adapt text for different reading levels.</b></p>
<p><b>It may be difficult to know the difference between real news or images and AI generated ones.</b></p>	<p><b>Content that reinforces harmful views or stereotypes may be generated.</b></p>	<p><b>Content might be created without someone's consent (e.g. fake videos or images).</b></p>

## Match each scenario with the right that could be at risk and the explanation.

### Scenario

A local youth centre uses a generative AI tool to design a new calm space for young people in the local community.

A year 10 student inputs some personal data when using a generative AI tool to get advice about a situation where their friends have broken the law.

A year 11 student finds it difficult to know how to start when writing essays and has been using a generative AI tool to write all their homework essays.

A year 9 student has joined the school environmental group and is using a generative AI tool to find out about a recent environmental issue in the local area.

### Right at risk

The right not to be discriminated against

Right to education

Access to information from the media

Privacy

### Explanation

The information could be biased or influenced by local views that could be skewed by social media algorithms. Mis and disinformation are more common when researching recent events.

It may not be clear how the information could be kept or used by the tool. Not everyone involved may consent to their information being shared with the tool.

Bias in the data may mean that specific needs have not been taken into account. For example, the needs of people with autism.

Reliance on generative AI tools could mean the student is not able to develop their own skills and will always find essay writing hard.

**Don't input personal information.**

**Be clear about when generative AI has been used for something.**

**Check content for bias.**

**Where possible use settings that prevent the AI tool from storing or using the information provided.**

**User should understand how a generative AI tool works before using it.**

**Consider if what has been generated might cause harm.**

**Check facts using other reliable sources.**

**Critically review all content generated.**

**Test the AI tool by asking for different viewpoints or asking the same question in a different way.**

**Users could consider if using generative AI is helping them to learn or limiting the development of their skills.**



**How can I ensure I protect people's privacy when using generative AI?**

When putting prompts into a generative AI tool it's important to think about...

**What can I do to reduce the impact of bias?**

Content created using generative AI should be checked to make sure...

**How can I ensure transparency?**

Information about when and how generative AI is being used should be...

**How can I ensure my staff and those I support are confident we can use generative AI responsibly as a charity?**

To increase staff confidence, you could arrange for...

**Can I improve efficiency without using generative AI?**

To help make writing grant applications quicker you could...

To help make data from surveys easier to review you could...