Weather forecasting	**Image generator tools**	**Medical diagnosis (e.g. analysing X-rays)**
Image recognition	**‘Watch next’ video recommendations**	**Spam detection (email filters)**
Game level generation	**Disease progression mapping**	**Targeted adverts on social media**

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Monday

It was raining this morning, so I got the bus. I knew before I even got to school that Levi had missed it – he kept sending me 'raining cats and dogs' videos! Ava is sending me pictures of her 'trying on' sunglasses online, it doesn't seem to be helping her decide.

Worked on our presentations in history. We have all the information we need so started on the design. There were design and layout ideas for the slides popping up so used those. Just need to decide who is presenting now.

Wednesday

I've got a French test and did a practice paper, but I got loads of questions wrong. The school gave us a login for this new programme – you type in the topics and it makes flash cards. Might give it a go at the weekend.

After dinner Mum asked me to edit some photos for the family calendar, because she hates it when the pictures have strangers in the background. We listened to some music while we did it. It makes me laugh how amazed Mum is when the app plays her favourite songs. Later I could see Levi was online gaming, so I joined, mainly to see his new avatar. To be fair it was pretty good.

Sunday

Went for a run with Ava. She pulled up a new route on her phone that avoided roads and ended at a café, perfect! Finally made those flash cards for French and she tested me.

Turns out she didn't like any of the sunglasses she ordered so sorted the returns with the online customer service chat.

Monday

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Worked on our presentations in history and did the design. There were design and layout ideas for the slides popping up, so I used those.

Wednesday

I did a French practice paper but I got loads of questions wrong. Might give that new programme a go that makes flash cards for you.

Mum asked me to edit some photos – she hates it when pictures have strangers in the background. We listened to some music. Mum is amazed every time the app plays her favourite songs. Later I joined Levi online gaming, mainly to see his new avatar

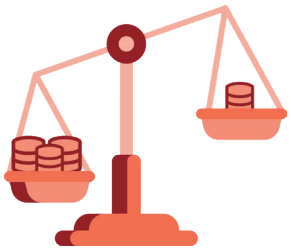
Sunday

Went for a run with Ava. She had a new route on her phone that avoided roads and ended at a café – perfect! She ended up returning all the sunglasses using the online customer service chat.

For each type of generative AI, write the name of the character (Jax, Levi, Ava or Mum) that used it.

Type of generative AI	Character that used it
curated playlist	
presentation design tool	
virtual try on	
route planning	
flash card creation	
generative AI video	
game avatar	
virtual customer assistant	
photo editing	

Bias



The data that generative AI models are trained on may contain biased, inaccurate or prejudiced information. If the training data contains biased language or harmful stereotypes, the model will reproduce these in the content it creates.

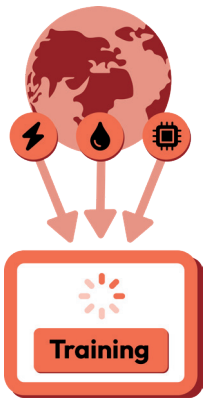
If the prompts a user puts into a generative AI tool contain bias, the model will create content that confirms that bias. This could mean the user will only receive information or content that aligns with their bias, so they are not exposed to diverse ideas or views.

Data privacy

Information that users put into generative AI systems can be used to train the models. If someone puts personal information into the tool this could be remembered and used without the person's knowledge or consent.

Personal data can be leaked if a generative AI model reproduces sensitive information when creating new content. Users often do not know how the generative AI tool might use their data.

Environment



A large amount of energy is needed to train and use generative AI, and most of this energy comes from fossil fuels. For example, generating a single image with a powerful AI model can use as much energy as fully charging a smartphone. Imagine how many thousands of different uses there are of generative AI across millions of users world-wide...

AI data centres use large amounts of water for cooling.

Rare Earth metals are needed in the hardware and need to be mined. As newer and more powerful chips are used, older versions are no longer needed and lead to electronic waste.

Circle the statement that could be used to answer each of the head teacher's questions.

1. What is the main benefit of using generative AI in this case?		
saving time	all students get the same feedback	saving money
2. What must be considered in relation to data privacy/security and what could be done to reduce these risks?		
all student data will need to be input	data privacy will not be affected	personal data might be used or reshared, so should not be input
3. How might bias impact the student feedback?		
bias has no effect on feedback	may reinforce stereotypes	the feedback will be better
4. What could be done to reduce the impact?		
teachers must review and edit feedback	teachers stop providing feedback	teachers do not check feedback first
5. What are the environmental implications of using generative AI?		
there are no environmental implications	increase in harmful carbon emissions	decrease in harmful carbon emissions
6. What could be done to reduce the impact?		
reduce energy use in other ways	use the generative AI tool more	increase energy use in other ways