

Interacting with AI

40 minutes

Digital Media Literacy

WHAT THIS LESSON DOES

In this lesson, you'll explore how to interact with AI in everyday life. Follow step-by-step guidance to understand common AI tools like voice assistants, learn how they work, and practise safe, effective communication with technology.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the fundamental concepts of interacting with artificial intelligence in everyday situations.
- Identify common examples of AI tools and their applications in daily life.
- Explain the basic mechanisms behind AI interactions, including inputs, outputs, and language processing.
- Develop skills to communicate effectively with AI systems for accurate and helpful responses.
- Recognise the importance of using AI safely and responsibly in various contexts.

BEFORE THE LESSON

- This is largely a read, discuss and act-out lesson, so a projector for whole-class steps works well; devices per pupil or per pair let them read the scenarios at their own pace.
- The act-out activity in step 8 needs no kit, only space for pairs to talk or a page to script on. Decide in advance whether pupils will perform verbally, write, or both.
- Have a plain example ready of a vague request versus a clear one, so the safety step lands with something concrete.

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HOW THE LESSON RUNS

Introduction

Examples of Everyday AI Interactions

How AI Interactions Work Simply

Activity

Inputs and Outputs

How AI Understands Language

Scenarios: AI in Action

Activity: Act Out an AI Conversation

Being Safe and Respectful with AI

Wrap-Up and Reflection

TEACHING MOVES

- 1. Introduction. Open by asking who has ever asked a phone for the weather or a song. Use their answers to name that as talking to AI before any definition appears.
- 2. Examples of Everyday AI Interactions. For each example, ask the class where they have met it themselves. Keep it to their own lives at home, school and games rather than listing every product.
- 3. How AI Interactions Work Simply. Stress the line that AI is not magic. Land the idea that it spots patterns in huge numbers of examples and guesses what usually comes next.
- 4. Activity. Read a scenario aloud, then let pupils vote person or AI before revealing. Draw out the clues they used: instant reply, general answer, robotic tone.
- 5. Inputs and Outputs. Fix these two words firmly. Input is what you give, output is what comes back. Ask pupils to name the input and output in one earlier example.
- 6. How AI Understands Language. Make clear AI does not truly understand or feel; it breaks language into parts and matches patterns. This underpins the safety step later.
- 7. Scenarios: AI in Action. For each scenario, have pupils point out the input and the output explicitly. This rehearses the vocabulary before they build their own conversation.
- 8. Activity: Act Out an AI Conversation. Set pairs, one as the person and one as the AI. Ask the AI role to reply based only on what was clearly said, showing why precise requests matter.
- 9. Being Safe and Respectful with AI. Contrast a vague request with a clear one, then make the safety rule non-negotiable: never share home address, passwords or personal details with any AI.
- 10. Wrap-Up and Reflection. Ask pupils to name one AI tool they now understand better and one rule for using it safely. Keep this spoken.

WHAT TO WATCH FOR

- Pupils believe AI actually understands them, thinks, or has feelings like a person. Return to step 6. Explain the AI matches patterns and guesses; it does not know meaning or feel anything. The polite conversation in the act-out is our habit, not the machine's understanding.
- Pupils assume AI is always right because it answers instantly and confidently. Point back to the pattern-guessing idea. AI predicts a likely answer, which can be wrong. Encourage checking important answers rather than trusting every reply.
- Pupils treat sharing personal details with AI as safe because it feels like a private chat. Reinforce the step 9 rule concretely. What you type can be stored and is not private. Name specific things never to share: address, passwords, phone number.

DIFFERENTIATION

- Emerging: Anchor the whole lesson to one example the pupil uses, such as a voice assistant, and refer back to it at every step. In the act-out, give them the person role with a ready-made question so they can join in without inventing a script.
- Developing: Ask them to label the input and output aloud in each scenario before moving on, so the vocabulary sticks. In the spotting activity, have them say which clue told them it was AI rather than just voting.
- Proficient: Challenge them to write a scenario of their own where it is hard to tell person from AI, and explain what makes it tricky. Ask them to rewrite a vague request into a clear one and predict how the output would improve.