

AI chat tools and large language models

40 minutes

Publishing Online

Outcome 4.5

WHAT THIS LESSON DOES

Learn how large language models predict text from patterns to create confident-sounding answers. Audit AI responses by deciding to trust, verify or reject them, and suggest checks for uncertain information.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.5	discuss their engagement with AI driven chat tools and large language models

WHAT STUDENTS SHOULD BE ABLE TO DO

- Discuss engagement with AI chat tools and large language models (LO 4.5)
- Explain in plain terms that a large language model predicts likely text from patterns, and can sound confident whether right or wrong
- Audit AI answers with trust / verify / reject and say how you would check answers you did not simply trust

BEFORE THE BELL

- Class Play needs a device each and students signed in. Start it from the step on the board; the join code appears on screen for them to type in.
- Read through the worked example and the three audit items on the audit step beforehand so you can read them aloud at pace; they are all on the step itself, so there is nothing to print.
- Teacher device with the interactive activity ready on the board
- A device each, students signed in; the board shows the join code

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HOW THE LESSON RUNS

4 min	introduction	Start
8 min	content	Examine and discuss
4 min	activity	Hands-on: AI answer audit
10 min	activity	Class poll: trust it, verify it, or reject it?
8 min	activity	Your turn
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

ANSWERS AND LOOK-FORS

- **Answer 1, Reject it** Reject this one. The tone is confident, but several core facts are wrong: the Titanic sank in 1912, not 1921; it was in the North Atlantic, not off Scotland; and the death toll was about 1,500, not more than 3,000. If you did not already know the story, the right first move was verify. A quick check of any trusted reference shows the core facts fail, so do not rely on this answer. A smooth voice is not a check.
- **Answer 2, Verify it** Verify this one before you use it. A named study, a year and sharp percentages with no link are a cue to check, not a reason to believe. Large language models can invent plausible-sounding citations. Search for the study title and the named institute; if you cannot find a real publication, then do not rely on the numbers.
- **Answer 3, Trust it** Trust how this answer handled the question. It refused to prescribe, did not invent a diagnosis, and directed the student to a trusted adult and a GP. That kind of careful hedging is a strength, not a weakness. You would still act on the human advice, not on the chat tool, but the tool did the right thing by not pretending to be a doctor.

TEACHING MOVES

- Open with the two board angles, one way these tools help with schoolwork and one way they mislead, take about four voices, then link straight to the habit of auditing answers.
- Model the webpage-credit worked example first, then run the three interactive items.
- Watch the clock during the audit: if you are not on the final item by minute 10 of that step, run Answer 3 anyway as think, vote and reveal, and cut the reasoning on Answer 1 instead. Answer 3 is the item that teaches when trusting an answer is fair, and Your turn still needs its full time afterwards.
- Circulate during the independent writing to prompt specific checks rather than vague ones.
- Use student examples on the board to illustrate good verification steps.
- Keep the explanation of the model short and use the suggested concrete phrasing.

WHAT TO WATCH FOR

- Students give vague checks such as 'check it'; prompt for a named next step like looking up a date.
- Assuming confident answers are always correct; reinforce that confidence is not evidence.
- Treating every specific claim as an automatic reject; model verify when a named study or figure needs a trail.
- On Answer 1, treating verify as wrong when a student cannot recall the Titanic facts; credit that path, then show why a basic check leads to reject.
- Rejecting all AI output; discuss the balanced audit approach in the summary.

DIFFERENTIATION

- Support: Offer sentence starters for writing the checks.
- Extension: Challenge students to invent their own AI answer example needing verification.
- Support: Allow pair work for the pair-share activity if needed.