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| **Introduction** |
| These two lessons are designed as a progressive sequence.  The first lesson, *Reading Between and Behind the Lines*, supports learners to identify and analyse bias in news images using AI as a thinking partner.  The second lesson, *Seeing is Not Always Believing*, builds on this by supporting learners to apply what they’ve learned - using AI to explore and challenge bias by creating more inclusive, stereotype-free images.  Together, the lessons deepen learners’ critical literacy and their understanding of how language, images, and AI influence perception. |
| **Lesson 1** |
| Reading Between and Behind the Lines : Using A.I. to understand the hidden messages in photos and pictures. |
| **Lesson Rationale** |
| Learners with additional support needs often decode text effectively but struggle with comprehension, particularly when it involves abstract ideas and implicit meanings.  This lesson uses AI as a "thinking partner" to help learners analyse key themes, clarify complex messages, and uncover bias in news imagery.  By externalising their thought processes with AI, learners develop critical and abstract thinking skills, allowing them to navigate media with greater confidence. |
| **References** |
| Chung, S.K., 2013. Critical visual literacy. *The International Journal of Arts Education*, *11*(2), pp.1-36  Janks, H., Dixon, K., Ferreira, A., Granville, S. and Newfield, D., 2013. *Doing critical literacy: Texts and activities for students and teachers*. Routledge.  Nelson, S., 2018. Critical literacy and engagement in special education.  Temple, C., 2005. Critical thinking and critical literacy. *Thinking Classroom*, *6*(2), pp.15-20. |

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| **Learning Intention / What We Are Learning** |
| We are learning how to use AI to help us find and understand hidden messages in images. |
| **Success Criteria / How We Know We Have Learned It** |
| * I can describe what I notice in a news image. * I can use AI to explore different points of view. * I can use a bias scale to think about how an image might affect opinions. * I can explain how bias might affect how someone understands an event. |
| **Curriculum Links** |
| **CfE English and Literacy:** LIT 2-18a; ENG 2-19a; LIT 3-18a; ENG 3-19a |

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| **Starter Task - Can We Trust What We See?** |
| **Step 1: Warm Up Quiz - Real or Fake?** |
| * **Activity:** Play a Real or Fake News Quiz (e.g. [*BBC Fake News Quiz*](https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz)*)* * **Discuss:** How did you decide what was real or fake? |
| **Step 2: Misleading Image - First Impressions Can Be Wrong** |
| **Introducing AI as a Thinking Tool**   * **Use this image:** *A person pretending to hold up the Leaning Tower of Pisa* * **Ask learners:**   + What do you think is happening in this photo?   + Is the person really holding up the tower, or does it just look that way?   This is a fun example of how images can *trick our eyes* or show something that’s not true. It helps us see how first impressions can be misleading.   * **Now introduce AI:**   + **Upload the image to GenAI and ask:** “What does this image suggest?”   **Or** use the provided answer within PowerPoint   * **Read AI’s response aloud.** * **Then ask learners:**   + *Is this similar to what you thought?*   + *What’s different?*   + *What do you think the AI noticed that we didn’t?* * **Explain why this matters:** This shows us how AI can be used as a *thinking partner* - helping us slow down and question what we see instead of just accepting it. |

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| **Step 3: Key Concepts – Tools for Thinking** |
| Introduce and explain key terms in simple, clear language:   * **Bias:** When something is shown in a way that supports one point of view more than another. It might make one person, group, or idea look better or worse than others - even if it’s not fair. * **Critical Media Literacy:** Looking closer at pictures and words to find hidden messages. * **AI as a Thinking Partner:** AI can help us explore meaning and spot bias - but it can also have its own bias. |
| **Step 4: Meaning Can Be Hidden – What Do You See?** |
| * **Say:** “*You are finished.”* * **Ask:** Does this mean ‘Well done’ or ‘You’re in trouble’? * **Show:** Show optical illusions/ambiguous images (e.g. Vase/Two Faces, Duck/Rabbit). * **Ask:** Why might different people see different things? * **Link to Media:**   + *If two people can see the same picture differently... what does that mean for the photos we see in the news?*   + *How might news editors choose images to shape how we feel or think about something?* |

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| **Main Learning Activity: Looking Closer with AI: Exploring Hidden Messages in Images** | |
| **Picture 1** | **Picture 2** |
| A person holding a child on his shoulders  AI-generated content may be incorrect. | A group of people holding a banner  AI-generated content may be incorrect. |
| **1: First Thoughts - What Do You See?** | |
| * **Look closely at Picture 1** * **Discuss these questions in pairs or as a class:**   + What do *you* notice in this picture?   + What do you *think* is happening?   + How do the people in the picture *look like they’re feeling*?   + How does this picture make *you* feel? * **Optional:** Draw or write your first thoughts. | |
| **2: What Is a Bias Scale and Why Use It?** | |
| * **Discuss** the idea of **bias**:   + Sometimes pictures are meant to make us think or feel a certain way - even without using words.   The **Bias Scale** helps us work out if a photo is showing something in a **positive**, **neutral**, or **negative** way:   * + **Positive:** Does it make the people or situation look good?   + **Neutral:** Is it just showing what happened without picking sides?   + **Negative:** Does it make the people or situation look bad?   Using the Bias Scale helps us:   * + Look past our first reaction   + Notice how images might influence opinions   + Spot when media is trying to make us think or feel a certain way   It’s a useful tool to help us be more aware and thoughtful when looking at pictures in the news or online.   * **Show the bias scale visually** (e.g. ☺️ 😐 ☹️) * **Practise together:**   **Look at Picture 1 carefully.** Think about what it shows and how it makes you feel.   * **Use the Bias Scale to rate it.**   Does the image feel:   * + **Positive** – Does it make the people or situation look good?   + **Neutral** – Does it seem fair, without taking sides?   + **Negative** – Does it make the people or situation look bad? * **Talk as a group.** What do you all think? Try to agree on a group rating. | |
| **3: Ask AI - What Does It Think About This Image?** | |
| * **Show AI:** Upload Picture 1 to AI * **Ask AI:** *“What do you think about when you look at this picture?”* * **Read:** AI’s answer out loud or share it with the group. * **Write:** Copy AI's response somewhere visible (e.g. whiteboard, printed copy).   **Why?:** You’ll need to refer back to this response when comparing it to your own ideas in the next task. | |

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| **4: Compare Your Thinking and AI’s - Use the Worksheet** |
| * **Print:** Learners to use the printable worksheet (My Thinking vs AI’s Thinking) to compare their ideas with what AI said. * **Sentence Starters for Discussion:**   + *AI said something I didn’t think of. It said...*   + *I felt \_\_\_\_ but AI said \_\_\_\_.*   + *We both said the image looked...* |
| **5: Look at a Second Image - Repeat Process** |
| * **Look:** Look at Picture 2. * **Repeat Task 1:** Describe your first thoughts and feelings. * **Show AI:** Upload Picture 2 to AI * **Ask AI the same question:** *“What do you think about when you look at this picture?”* * **Write:** Fill in worksheet for Picture 2. |
| **6: Use Bias Scale to Evaluate AI’s Responses** |
| * **Read** the AI’s responses for both pictures. * **Use the bias scale** to decide:   + Is the AI showing the people or event in a **positive**, **neutral**, or **negative** way? * **Use these questions to help you compare your own thinking to what AI said:**   + Did AI describe the image as **positive**, **neutral**, or **negative**?   + What did AI notice that you didn’t?   + Do you agree with AI’s view? Why or why not? * **Use these questions to help you think more deeply about the images themselves:**   + **Does one of the images look more positive or good?**     - Is anyone helping someone else?     - Do people look kind or strong?   + **Does one image look more negative or bad?**     - Do people look angry, unsafe, or upset?     - Is there a sign or face that feels unkind or threatening?   + **Does one image look more neutral or just showing something?**     - Is it simply showing what’s happening without trying to make us feel a certain way? * **Reflect on meaning and message:**   + What is the **message** each image is trying to send?   + **How is this message similar or different from what AI said?** * **Final reflection:**   Both images are about the same issue - immigration and refugees - but they give very different messages. The way we and AI interpret them can change how we understand the situation, even if the facts are the same. |
| **Plenary: AI & Critical Media Literacy in Everyday Life** |
| **Let’s bring everything together** Today, we used AI as a thinking partner to help us look more closely at news images. We learned how pictures can send hidden messages — and how AI can help us notice things we might miss.   * **Discuss these questions together:**   1. What did AI notice that you didn’t?   2. Did you agree or disagree with what AI said? Why?   3. How did comparing your ideas with AI help you think differently?   4. Can AI be helpful when we look at pictures in the news or online? How? * **Real-life example:**   Imagine you see a photo on social media about immigration or refugees. It makes you feel something strong - maybe happy, confused or angry.   * + How can you tell if it’s showing the full story?   + What questions could you ask to think more critically?   + How might AI help you understand it better? * **Key message to finish with:**   *AI doesn’t give us the “right answer” - but it can help us slow down, ask questions, and look more deeply at what images are really showing us.* |

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| **Self-Assessment: Exit Ticket** |
| *Think about how you used AI during today’s lesson.*  **Was AI helpful as a thinking partner?** Choose one and explain why:   * **Positive** – It gave me new ideas or helped me understand things differently. * **Neutral** – I wasn’t sure what it was trying to say or how to use it. * **Negative** – It seemed to take one side or leave things out.   *Write one sentence to explain your answer.* |