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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 2** |
| Seeing is Not Always Believing: Using AI to Explore Stereotypes |
| **Lesson Rationale** |
| This lesson is designed to support learners, particularly those with additional support needs, in developing critical digital literacy by using AI as a tool to create, analyse, and understand bias in media and online content.  Research indicates that some learners with additional support needs, particularly those with cognitive, social communication, or executive functioning challenges, may require additional support in recognising and critically evaluating bias in digital content. For example, some neurodivergent learners may struggle with abstract reasoning, making it harder to identify implicit bias or stereotypes in media. Autistic learners may process information literally, making it more difficult to recognise hidden biases.  Studies also show that young people with learning difficulties may be more vulnerable to misinformation and struggle to distinguish fact from opinion in AI-generated content. AI-generated content often reflects societal biases, and some learners with additional support needs who rely more on pattern recognition and rule-based thinking may need structured support to critically assess why AI outputs reinforce stereotypes.  By actively using AI to generate and examine biased images, students engage in hands-on, interactive learning that strengthens their ability to question representations in digital media.  This approach supports those who benefit from concrete examples and guided discussions, helping them critically evaluate digital content and recognise bias.  Through hands-on engagement, learners develop communication skills, digital decision-making, and understanding of fairness. |
| **How We use AI to Support Learning** |
| **AI as a Bias Generator**  Learners use AI to create images based on biased prompts. This allows learners to understand how AI can **reproduce and reinforce stereotypes** present in society. By experimenting with different prompts, learners will explore how the wording of instructions influences AI-generated content.  **AI as a Critical Thinking Tool**  By analysing the images AI produces, learners practice **identifying and questioning bias** in media. AI-generated content becomes a discussion starter, supporting learners to recognise and reflect on stereotypes that they might not have previously noticed.  **AI as a Hands-on, Adaptive Learning Aid**  For learners with additional support needs, AI provides a **visual and interactive** way to engage with abstract concepts like bias, fairness, and representation. The structured, **cause-and-effect nature** of AI responses helps learners see the direct impact of their choices, making critical media literacy more accessible. |

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| **Learning Intention / What We Are Learning** |
| We are learning how stereotypes appear in pictures and how the words we use can influence the images that AI creates. |
| **Success Criteria / How We Know We Have Learned It** |
| * **I can identify stereotypes** in pictures and explain what makes them unfair. * **I can describe** how stereotypes can affect people negatively. * **I can experiment** with prompts to explore how wording influences images. * **I can explain** how my AI-generated picture reflects a stereotype. * **I can suggest ways** to make images more fair and inclusive. |
| **Curriculum Links** |
| **CfE English and Literacy:** LIT 2-18a; ENG 2-19a; LIT 3-18a; ENG 3-19a |

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| **Starter Activity: AI Demo** |
| **AI Prompt:** Create a picture of a superhero saving the world.  **Class Discussion:**   * What does the superhero look like? (e.g. gender, clothing, body shape, pose) * Is this similar to superheroes you've seen in books or films?   **Key Learning Point:** AI is not intentionally biased, but it reflects the most common patterns in the data it has been trained on — so it often repeats stereotypes.  Use this discussion to introduce the idea that **AI reflects the world as it has been represented online**, not necessarily how it really is or should be.  **Guided Reflection (Encourage Simple Comparisons):**   * Why do you think AI made the superhero look this way? * If you could change something in this picture, what would it be?   **Thinking Deeper (Using Familiar Examples):**   * AI looks at many superhero pictures. What do most superheroes look like? (Strong, muscles, capes, flying?) * If AI mostly sees the same kind of superhero, what kind of image of a superhero do you think it will create again? |
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| **Example image generated using prompt:**  “Create a picture of a superhero saving the world” |

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| **Core Concept: What Are Stereotypes?** |
| **What Are Stereotypes?**  A stereotype is an oversimplified and often inaccurate idea about a group of people. It happens when we make assumptions about someone based on one part of their identity.  **Example:** Thinking that all elderly people struggle with technology, or that all boys like football, or that all men are strong and good at fixing things isn’t true for everyone.  **Key Ideas:**   * Stereotypes are learned - not facts. * “Positive” stereotypes can still be harmful. * Stereotypes can affect how people feel about themselves.   **Optional Videos (Pick Based on Group Needs):**   1. [Telling My Story: Race, Culture and Identity. 3: Stereotypes - BBC Teach](https://www.bbc.co.uk/teach/young-reporter/articles/zkttm39)   (3 mins)- accessible and age-appropriate   1. [Why Do You Think Stereotypes Are True? | Decoded | MTV News](https://www.youtube.com/watch?v=D1-aSIUP4wM) (6 mins) 2. [No Them, Only Us | What is a Stereotype?](https://www.youtube.com/watch?v=sN9pBFHOMTw) (6 mins) - great for CfE Third/Fourth level discussion 3. [Stereotypes for kids - What are stereotypes?](https://www.youtube.com/watch?v=DJsY61MgkDU) (1 min) 4. [Stereotypes Character Animation](https://www.youtube.com/watch?v=7Typ-_FPwQU) (1 min) – concise and visual   **Class Discussion Questions**   * Can you think of any **examples of stereotypes** in Disney films or cartoons? * How do these stereotypes show people - in a good or bad way? * What’s the difference between a **real person** and a **stereotyped character**? * How might it feel if people expect you to act a certain way because of a stereotype? |

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| **Discuss: Exploring Stereotypes in Real Life** | |
| Let’s explore some common stereotypes. These are ideas people might assume about others without really knowing them - and they’re not always true or fair.  **Examples to discuss:**   * **Gender:** Boys like trucks, girls like dolls. * **Age:** Older people can’t use technology. * **Disability:** All wheelchair users are super-human athletes. * **Occupation:** Data scientists all wear glasses and act like “nerds.”   **Discussion prompts:**   * Do you think these stereotypes are true for everyone? * How might someone feel if people expected this of them? * What other stereotypes have you seen in real life or media?   **Optional Resource** Watch this short video before or after your discussion: [What Are Stereotypes? | BBC Teach](https://www.youtube.com/watch?v=hNBNuHDQW1U) | |
| **Learning Task: Identifying Stereotypes in Images** |
| **Look closely at the images and consider:**   * What do you notice in the picture? * Does it show a fair or unfair idea about people? Why? * How might this picture make someone feel?   **Prompt Questions:**   * Are only certain types of people shown in this picture? Who is missing? * What would happen if someone believed this picture was true for everyone? * What about the images would we change?   **Choose how to respond:**   * **Discuss** with a partner or group or adult. * **Think and write** a short explanation. * **Record** your answer. * **Draw** a new version that challenges the stereotype. |

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| **Guided Task: Generating Inclusive Images with AI** |
| **Step 1: Do AI Images Show Bias Even with Neutral Prompts?**  Sometimes, even when we use fair and neutral prompts, the images AI creates still show bias. That’s because AI has learned from thousands of images online - and many of those are already biased.  **Example:** If you ask AI to “create a picture of a doctor” it might show only men. That’s not because your prompt was unfair - but because the internet has more pictures of male doctors.  **Discussion Questions:**   * What did the AI picture show? * Was everyone shown in the same way? * Did the image include different skin tones, body types, genders or abilities? * Who might be missing?   **Step 2: Try Improving the Prompt Together**  To help AI make fairer and inclusive images, we can give clearer instructions. These can include:   * **Gender balance:** "Create a picture of a doctor — include both women and men." * **Diverse skin tones:** "Show people with a range of skin colours." * **Body diversity:** "Include people with different body shapes and sizes." * **Disability inclusion:** "Include people who use wheelchairs or mobility aids." * **Cultural variety:** "Include people from different cultures and backgrounds."   **Class Task:** Compare what happens when you use:   * A neutral prompt (e.g. “a group of friends”) * A prompt that asks for diversity (e.g. “a group of friends with different skin tones and body types”) * What changes? What stays the same? |

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| **Learning Task: How to Generate Inclusive Images** |
| In pairs or small groups, learners to create two prompts:   1. **A basic prompt** (e.g. "a teacher in a classroom") 2. **An inclusive prompt** (e.g. "a teacher in a classroom — include a mix of ages, genders, and cultural backgrounds")   Learners to use AI to generate both images.  **Compare and Discuss:**   * Which one is more inclusive or realistic? * What improvements could be made? * What message might each image send?   **Optional Resource:** Use the *AI Image Bias Reflection Worksheet* to record prompts, compare image outcomes, and rate fairness using the Bias Scale. |

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| **Plenary: Reflecting on Bias in AI Images** |
| **Whole-Class Reflection:**   * Can bias still appear in AI images, even if we didn’t mean for it to? * What small changes to a prompt might help reduce this? * Why does showing a wider variety of people matter?   **Image Analysis Prompt:**   * This image shows ethnic diversity but excludes visible disability, body difference, or neurodivergence. * Western clothing and style may reflect cultural bias. * No signs of LGBTQ+ or gender diversity. * Posed and polished look can reinforce narrow social norms.   **Key Point:** Even images that appear diverse can still leave people out.  **Peer Feedback – Partner Task:**   * Did your partner’s image show a fair and inclusive view? * What could be changed or added to make it even more inclusive? |
| **Exit Ticket: What Did AI Help You Learn Today?** |
| **Share what you learned today.**  **Prompts:**   1. **I used AI to…** ⬜ Spot stereotypes in pictures ⬜ Make a fairer, more inclusive picture by changing the prompt ⬜ Talk about what’s missing from AI images 2. **AI images are sometimes…** ⬜ Helpful ⬜ Confusing ⬜ Biased ⬜ Fun to explore ⬜ Hard to understand 3. **One thing I learned today about bias or fairness is:**   *(Write or draw your answer)*   1. **Next time, I want to try:**   *(e.g. making a more inclusive image, looking for bias in videos, etc.)* |