

# Is artificial intelligence (AI) a threat to humanity?

## Session Leader Notes

### You will need:

- Printed worksheets (blue worksheet).
- Information sheet (yellow sheet).
- Access to computer, projector and sound to display Oxplore Challenge presentation.
- Writing surface and pens.

### General pointers on this session:

- This session takes approx. 45 minutes to deliver. An extension activity (pink worksheet) is available if you have more time or fast-paced learners.
- This session works well with group sizes from approx. 8 to 40 pupils.
- Pupils will need to be broken up into small groups. Small groups should ideally not contain more than 4 pupils per group.
- This session is designed to build the Oxplore Key Skills of questioning, critical thinking and argumentation.
- This session is focused on humanities subjects but skills are transferrable across all subjects.

### Session breakdown:

Suggested Timings (minutes)	Slide Content	Discussion Points/Notes
Prior to pupils entering room	Slide 1: Title	<ul style="list-style-type: none"> <li>• Move to Slide 2 as soon as pupils begin entering</li> </ul>
From first pupil entering room to all pupils seated	Slide 2: Brainteaser	<ul style="list-style-type: none"> <li>• Pupils may start calling out ideas/discussing aloud.</li> </ul>
0.00-1.00 (1 min)	Slide 3: Brainteaser answer	<ul style="list-style-type: none"> <li>• Did anybody guess correctly?</li> </ul>
1.00-2.00 (1 min)	Slide 4: Skills you'll be building today: Questioning, Critical Thinking, Argumentation	<ul style="list-style-type: none"> <li>• Briefly introduce each skill, give more detail if this is group's first Oxplore Challenge</li> <li>• You could point out here that these skills are essential for careers and further study, and will help students in their GCSEs and A-levels.</li> </ul>

2.00-5.00 (3 min)	Slide 5: Video intro (video approx. 3 minutes)	
5.00-15.00 (10 min)	Slide 6: Discussion slide activity: How does AI affect us today?	<ul style="list-style-type: none"> <li>• Direct pupils to discuss in pairs or groups and write down their ideas on their worksheet.</li> <li>• Some groups may require check-ins to keep on task.</li> <li>• Ask them to share their ideas with the rest of the class.</li> </ul>
15.00-18.00 (3 min)	Slide 7: Video (video approx. 3 minutes)	
18.00-33.00 (15 min)	Slide 8: Activity instructions – Should the development of AI be restricted?	<ul style="list-style-type: none"> <li>• Pupils use the information sheet (yellow sheet) to decide on their position and write down three reasons to support it.</li> <li>• Ask them to share their ideas with the rest of the class.</li> </ul>
33.00-41.00 (8 mins)	Slide 9: Final thoughts	<ul style="list-style-type: none"> <li>• Whole class discussion about whether they would choose to restrict AI.</li> </ul>
41.00-42.00 (1 min)	Slide 10: Action: Send Team Explore your work	<ul style="list-style-type: none"> <li>• If you would like to, please photograph pupils’ work and email it to us at, <a href="mailto:exploreteach@admin.ox.ac.uk">exploreteach@admin.ox.ac.uk</a> . There is no obligation to do this, but it is very helpful for qualitative evaluation purposes. If uploading, please do not include identifying information about pupils, eg. crop/blur names.</li> <li>• Pupils may ask “Do people at Oxford really read it?”, the answer to this is yes, as it helps us to understand whether or not our programmes are helping people to develop their skills.</li> </ul>
42.00-43.00 (1 min)	Slide 11: Today’s skills: Questioning, Critical Thinking, Argumentation	<ul style="list-style-type: none"> <li>• Pupils are asked to judge whether they have practised each key skill.</li> <li>• You could ask pupils to carry out their self-assessment by: <ul style="list-style-type: none"> <li>○ Closing their eyes and raising their hands if they feel they have practised each skill</li> <li>○ Giving a thumbs-up/thumbs-down to say whether they feel they have practised each skill</li> <li>○ If you are able to record how many pupils feel they have practiced each skill, please email this to us (<a href="mailto:exploreteach@admin.ox.ac.uk">exploreteach@admin.ox.ac.uk</a>)</li> </ul> </li> <li>• This is another good time to build academic self-concept by emphasising that these skills are important for your future, and will get stronger each time you use them.</li> </ul>
43.00-44.00 (1 min)	Slide 12: Congratulations	<ul style="list-style-type: none"> <li>• This could be a good point to gesture forward to future Explore Challenge sessions, or tally how many sessions the group has now completed if you are keeping count.</li> </ul>
44.00-45.00 (1 min)	Slide 13: If you enjoyed this session, here are some subjects you may be interested in studying in the future...	<ul style="list-style-type: none"> <li>• If you have additional time, this could be a useful jumping-off point for discussion about super curricular opportunities available within your school/local area.</li> </ul>

NAME:

DATE:

# Is artificial intelligence (AI) a threat to humanity?

How does AI affect us today?

How does AI impact your everyday life? How do you use it?

What's good about this?

What's not so good?

Can you think of any other examples of AI?

# Should the development of AI be restricted?

Use the information sheet and your own ideas to decide on your argument and the reasons for it.

## Our argument

We think the development of AI should...

- a) continue unrestricted
- b) be restricted
- c) be stopped altogether

## Our reasoning

Reason 1

Reason 2

Reason 3

# AI Information Sheet

Use the information below and your own ideas to help you decide if you think the development of AI should a) continue unrestricted or b) be restricted or c) be stopped altogether.

## Education

AI could give each student lessons to match their own learning speed and style.

## War

AI could be used in weapons which are able to make their own decisions in battle.

## Jobs

Some people could lose their jobs as AI starts doing more tasks that people usually do.

## Creativity

AI could partner with humans to generate new forms of art, music and literature.

## Health

AI could help doctors detect disease by analysing medical images and other data.

## Space Exploration

AI could help robots explore distant planets and galaxies where humans can't yet go.

## Privacy

The data collected and processed by AI could be used to control people and restrict their freedom.

## Fairness

If the data AI learns from contains unfair ideas, the AI might learn to make unfair choices.

## Sustainable cities

AI could help cities become "smart", e.g. reducing energy waste and improving air quality.

## Control

As AI becomes smarter, it could make decisions that humans don't understand or control.

# Is artificial intelligence (AI) a threat to humanity?

## Transcript Part 1

00:00 Would you restrict AI? Hi, I'm Hoa and I study computer science and Philosophy at Oxford. Today we're tackling a major question. Is artificial intelligence, also known as ai, a threat to humanity? You might have seen movies about robots taking over or heard stories of AI surpassing human intelligence, but should we really be concerned?

00:24 First, let's define AI. One way to describe AI is that it refers to machines or software that can perform tasks that usually require human intelligence, like learning and decision-making using data. But the amount of data which AI can process and the speed with which it can do it far outstrips what the human brain can handle. Does this ability make it beneficial to humanity or dangerous?

00:49 In your first challenge, you're going to identify some of the ways in which AI is part of our lives today. Can you think of ways in which you interact with AI on your phone or computer? And then can you think of other technologies that use AI to perform tasks that are usually done by humans?

# Is artificial intelligence (AI) a threat to humanity?

## Transcript Part 2

00:00 You've now come up with some examples of the ways in which AI is part of our everyday lives. Did your list suggest that AI is something positive or negative for humanity?

00:09 Many people would agree that AI makes our lives easier in a lot of ways. It helps with navigation; it can unlock our phones by facial recognition; and suggest what we should watch next on our streaming service. In some cities, it can even take us places in driverless cars but that's not all AI can do.

00:28 It could transform every aspect of human life in the near future. AI is expected to transform healthcare, education, work, travel and warfare. What will this mean for humanity? Will AI help solve problems or create new ones? What might some of the unintended consequences be?

00:48 You'll explore these questions in the next challenge to decide if AI is a danger to humanity. Will you choose to support the further development of AI or will you choose to restrict it or even stop it altogether?