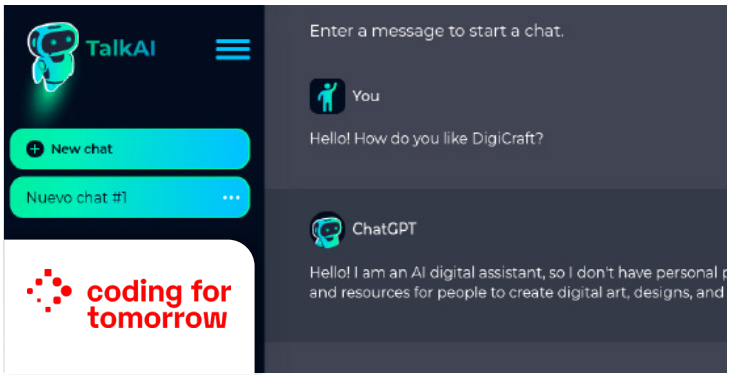


Chatting with AI: discover ChatGPT

65-70 minutes | 9-12 years old | Difficulty: low

Description

In this activity, pupils discover, discuss and use the revolutionary *ChatGPT* software: an artificial intelligence tool capable of providing information, answering questions and even leading creative processes at breathtaking speed. The chatbot seems to be able to provide answers to any query, but what are its true capabilities and limitations?

We introduce our class to a dynamic in which they analyse the possibilities and restrictions of the chatbot by interacting with it on certain topics. Finally, they share their best creations or impressions with the rest of the class.

Preparation

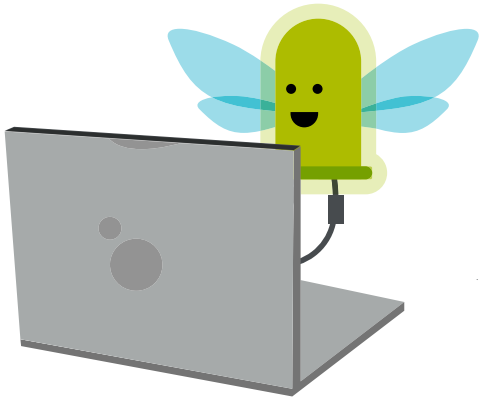
- Groups: small groups (2-3 people).
- Prepare the material needed for the activity.
- Leave the ***Talkai*** website open on all computers to be used by our pupils.
- The ***Talkai*** website can be checked before starting the activity.

Materials

Computer	Computer equipment Windows, ChromeOS, Mac o Linux.

Follow these steps

Introduction 15 minutes



We start the activity by telling the class that today we are going to work with a very powerful artificial intelligence that we are sure many of you have heard of: *ChatGPT*. But what exactly is *ChatGPT*, what can *ChatGPT* do, and what can't it do? We ask them these questions and write down the answers they give us on a whiteboard.

In case they haven't heard about it, we can start by giving some information about *ChatGPT* of our choice. We can also throw out questions such as:

- Can we have a conversation with *ChatGPT* as we do with our friends?
- Can we ask *ChatGPT* to make a song about a topic?
- Can we ask *ChatGPT* to tell us what the weather is going to be like in our city tomorrow?

During this part of the activity we don't give feedback to our pupils about their sentences or statements, we just write them down.

ChatGPT is a natural language **processing artificial intelligence (AI),** i.e. it is able to understand human language and specialises in communicating with users in text form. The AI can answer questions, provide information and maintain dialogues. The system has been trained to have human-like conversations and acts based on the patterns and information it has learned during the training process.

Pattern learning means that *ChatGPT* uses huge amounts of data (digital texts, articles, websites, etc.) to learn extensive vocabulary, sentence structure and grammar in order to respond correctly. Using complex algorithms, the system understands the requests and can generate accurate responses. *ChatGPT* belongs to the category of narrow AI or weak AI: unlike general AI, which can cover a wide range of tasks and domains, *ChatGPT* has a limited scope and is specialised in text communication and dialogue-based applications.

Artificial intelligence tools, such as *ChatGPT,* may provide information that is not suitable for all audiences, so their use is not intended for children under the age of 13.

It is important to educate in the knowledge and safe and responsible use of this type of tools, but it is essential that the interaction is fully guided by an adult.

Steps 40 minutes

We create the working groups and assign a computer to each group.

We ask them to access the tab we left open in preparation with the ***Talkai*** website, a web page that allows us to use *ChatGPT* for free and without registration.

We explain the *Talkai* interface:

1. Dialogue box: here we write the message we want to say to *ChatGPT.*
2. Send button: to confirm the message and send it.
3. New Chat button: to start a new conversation on another topic.

We explain that it is important to start a new conversation when we are going to change the subject, as this helps *ChatGPT* to change the context of the conversation.

You can go back to a previous conversation by pressing the buttons that appear on the left when you create a new chat.

After this, we allow time for them to interact with the AI with the following objectives:

1. Investigate the statements noted on the whiteboard.
2. Have a conversation about the weather at our location.
3. Have a conversation with *ChatGPT* about a current class topic (of our choice).
4. Ask *ChatGPT* for personal information about someone in the group, such as their birthday.
5. Have the chatbot create a new song lyric for you in the style of your favourite musician.

After a while, we start a discussion about the problems they are experiencing in performing the tasks:

- Is it going well? What do they find more difficult?
- Where are they finding the limitations of *ChatGPT?*
- What could be the reason?

Some results of the discussion may be:

- *ChatGPT* cannot query real-time information on the web, it only access the data it has been trained with. Therefore, it cannot give current or personal data.
- *ChatGPT* needs to understand well the query that we make and, for this, we can improve the way in which we write our query.
- *ChatGPT* is constantly learning and can give wrong or meaningless data. We cannot assume that the information is correct without first checking and contrasting it.

Before continuing with your tasks, here are some tips on how to improve your queries (also called *Prompts*):

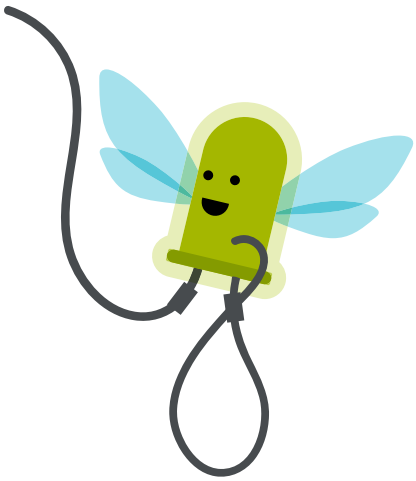
When making queries to *ChatGPT* it is advisable to follow these tips:

- **Dialogue:** we can write our query the way we talk or write to our friends.
- **Accuracy:** we should formulate our sentences using the most appropriate keywords. Keywords help the chatbot to better understand our request and give us more accurate answers.
- **Details:** the more detailed the information the AI receives, the better it will be able to react and adapt its response accordingly.
- **Clear language:** it is best to use short and clear sentences, avoiding complex sentences and the use of jargon or slang.
- **Style:** we can instruct *ChatGPT* on the desired writing style, for example by asking it to give us the answer as if we were an 8-year-old boy or girl, or to write it in verse.

Conclusion 15 minutes

At the end, we ask the groups to present some parts of the best conversations they have had with *ChatGPT,* for example a verse from their song.

Finally, we have a short discussion regarding what they think of this AI tool and what future uses they think they can make of it.



Objectives and competences

Objectives

- Know of the different tools for carrying out searches in specific formats (text, image, video, etc.).
- Use appropriate keywords for the information required.
- Distinguish between trustworthy and untrustworthy information.
- Reflect on information found on the internet.
- Be able to choose and use digital tools that help in completing daily activities (for play, learning, etc.).
- Know of some technological tools (videos, infographics, video games, apps, etc.) to learn new things.

- Analyse technology as a means of expressing themselves.

Digital competences

Information and data literacy

- Browsing, searching and filtering data, information and digital content.
- Evaluating data, information and digital content.

Problem solving

- Identifying needs and technological responses.
- Innovation and creative use of technology.

Other competences

- Oral and written communication.
- Problem resolution.
- Critical reasoning.
- Independent learning.
- Adaptable to new situations.

- Use of the internet as a means of communication and a source of information.

- Ability to communicate with other people who are not experts in the subject.

- Professional ambition.

- Ability to self-assess.

Recommendations

- You can set up working groups or let the pupils themselves choose their partners.
- If we don't have a way to write down the answers they give in the introduction to the activity, we can hand out small pieces of paper and let each person write down two or three sentences about *ChatGPT*. Then, we read them out loud and talk about them.
- If there is more time available or pupils progress more quickly than expected, more tasks can be asked.
- If there is less time available, the pupils can be asked for fewer tasks.