HEADLINES

THE KING AND AI

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King Charles

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The PM chats to the world's richest person, Elon Musk

KING Charles III says that AI (artificial intelligence) is "no less important than the discovery of electricity" – but that its risks should be tackled with "a sense of urgency".

The King spoke in a video shown to guests attending an AI Safety Summit (meeting) hosted by Prime Minister Rishi Sunak, held at the historic Bletchley Park.

At the summit, politicians and tech bosses from around the world talked about the risks of highly-advanced AI, which may be more intelligent than humans soon. The UK unveiled a "world-first" international agreement to understand and manage AI urgently. It's called the Bletchley Declaration and was signed by guests from 28 countries including the US, China and India.

The PM also announced a special agreement, reached with US Vice President Kamala Harris, that governments and tech firms will work together to test new AI carefully before it's released into the world. Sunak said: "The lesson is that we need to move quickly... the technology is developing at such a pace that governments have to make sure that we can keep up."

While the PM celebrated the summit, saying it would "tip the balance in favour of humanity" rather than AI, some argue it didn't actually achieve much. While tech firms have agreed to work with governments, they don't have to, legally. The PM says laws around AI will come later.

Others say that all this talk of AI threatening the future of humanity is over-dramatic, and we should focus on more current dangers instead, like how AI might make biased decisions or how it could affect people's jobs.

Elon Musk, the boss of space tech company SpaceX and X, formerly known as Twitter, had a chat on stage with the PM during the summit. He said: "There will come a point where no job is needed. You can have a job if you want to have a job... but AI will be able to do everything."

Could robots replace teachers?

LAST week, *First News*' partner *Sky News* show, *FYI*, spoke to Gillian Keegan, the Government's schools boss, and to pupils about the use of AI in classrooms.

One topic that came up was whether AI robots could help – or even replace – teachers!

One student, Zainab, said: "I don't want to see my teachers go but this might happen in the future if AI continues to evolve at the rate it has." Another student, Kanay, added: "I think we could have assistant robots that go round the classroom helping students who have a problem or something they don't understand."

Olivia, from Harris Academy Wimbledon, said: "We have to hope most people would prefer person-to-person learning."

Gillian Keegan agreed: "Nobody would want it! Also, teachers are there to inspire you, to confide in, to educate you and spot when you're not feeling too good. Every adult knows the teacher that changed their life. It's not all about lessons – you remember how that teacher made you feel, gave you confidence and helped you. That's what teachers do."

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Would you like to be taught by robots, instead of teachers?

Let us know at **first.news/polls**

GLOSSARY

unveiled – to have revealed or shown something for the first time

biased – unfair or one-sided

evolve – to change and develop (and, usually, improves)

HEADLINES: THE KING AND AI AND COULD ROBOTS REPLACE TEACHERS?

Look at the story 'The King and AI'.

1a. Why was there a meeting at Bletchley?

1b. What international agreements have been reached about AI?

1c. "...politicians and tech bosses from around the world" attended the summit. What does this suggest to you?

2. Read the first sentence. What does King Charles think about AI?

3. What are the risks or dangers of AI mentioned in this article? See how many you can find.

4. Can you identify three different arguments within the article about how effective the summit was?

i. .....

ii. .....

iii. .....

5. Explain why the title of this story is effective.

Look at the story 'Could robots replace teachers?'

6. Summarise the arguments made by the people interviewed in the article **against** replacing teachers with AI.

7. Can you think of any reasons why some pupils might be **in favour** of replacing teachers with AI?

8. How could AI be used in classrooms to support, but not replace, teachers?

Look at both stories.

9. What points of similarity/ common themes can you find between the two stories?

10. Read what Elon Musk said about AI at the end of the first article. Using information from both articles, and your own ideas, explain what you think about his opinion and whether you agree that AI is more good than bad.

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TEACHER ANSWERS

AIM OF THE NEWS COMPREHENSIONS: News reports are unique non-fiction texts. Being real, they naturally engage students, and with the range of topics that are covered, help to develop pupils' knowledge and understanding of the wider world outside the classroom. The reports are ideal for short, focused comprehension or discussion activities. Along with the opportunity to find fascinating facts and appreciate the opinions of those involved, there is plenty to be inferred and deduced to understand in more depth what is being reported. Like authors, journalists play with language, so news 'stories' are rich nuggets of text to investigate and provide the opportunity for literacy programmes.

TEACHER ANSWER GUIDE: The teacher answers are intended to provide a quick reference guide. Suggestions are given for the '*Expected response*' or starting point that pupils could give. The '*Developed response*' then gives more in-depth ideas that students can work towards as they develop their reading comprehension skills.

For a list of the reading skills used, please email schools@firstnews.co.uk.

1a. Why was there a meeting at Bletchley?
READING SKILL – Find and explain information.
(NC 2a)

***Expected response*:**
- To talk about the risks of AI.

***Developed response*:**
- To talk about the risks of AI to humankind, and to find some ways to manage or solve those risks.

1b. What international agreements have been reached about AI?
READING SKILL – Find and explain information.
(NC 2a)

***Expected response*:**
- An international agreement called the Bletchley Declaration was signed by 28 countries.
- The PM announced an agreement with America that governments and tech firms will work together to test new AI carefully before it is released to the public.

1c. "...politicians and tech bosses from around the world" attended the summit. What does this suggest to you?
READING SKILL - Infer information based on own knowledge (non-text based inference).
(NC 6, 7 & 8)

***Expected response*:**
- The fact that so many important people attended the summit suggests that they see this as an serious world issue.

***Developed response*:**
- It suggests that this is seen as an important world issue, as otherwise world leaders wouldn't attend. Also, the fact that they went to the summit might suggest they are worried about the risks of AI and want to do something about it.

2. Read the first sentence. What does King Charles think about AI?
READING SKILL – Infer information and justify with evidence from text.
(NC 2c & 8)

***Expected response*:**
- He thinks it is a good thing, as he compares it with electricity, but he also thinks its dangers needs to be dealt with urgently.

***Developed response*:**
- When he says it is "no less important than electricity" he is saying it is a life-changing invention/ discovery for humans, which can be a positive thing. However, when he says its risks should be tackled with a "sense of urgency", he thinks it could also be dangerous, and so action is needed soon.

3. What are the risks or dangers of AI mentioned in this article? See how many you can find.
READING SKILL – Find and explain information.
(NC 2a)

***Expected response*:**
- Risks that pupils might identify are: AI might make biased decisions; AI might affect people's jobs; AI could threaten the future of humanity.

***Developed response*:**
- The above, plus: AI could become more intelligent than humans soon; the technology is developing at a very fast pace, so governments can't keep up.

4. Can you identify three different arguments within the article about how effective the summit was?
READING SKILL - Summarise information.
(NC2e)

Expected response:
- The PM claims it was effective because it will "tip the balance in favour of humanity", as the world is working together to deal with the risks AI poses.
- Some people say it won't achieve much as there are no actual laws in place.
- Some people think the summit was pointless, as AI isn't a big threat to humanity, and so we should focus on more current dangers, instead.

5. Explain why the title of this story is effective.
READING SKILL - Recognise effects of language choices.
(NC 2f & 3)

Expected response:
- It summarises the introduction to the story, as King Charles spoke at a summit about AI, and it uses a pun/ play on words. It could be read as the King and AI (what the story is about), but also sounds like 'The King and I'.
- The above, plus 'The King and I' is a famous musical, so the title uses this pun as a bit of a joke and to gain our interest.

Look at the story 'Could robots replace teachers?'

6. Summarise the arguments made by the people interviewed in the article against replacing teachers with AI.
READING SKILL - Summarise information.
(NC2e)

Expected response:
- People don't want this as they prefer to interact with a human being. There is more to being a teacher than giving l essons – it is also about support and care, and that can only come from a human,

7. Can you think of any reasons why some pupils be in favour of replacing teachers with AI?
READING SKILL - Make justified predictions.
(NC 2d)

Expected response:
- Possible suggestions might include naughty students being able to get away with more, or pupils who don't like their current teacher/s preferring a robot.

8. How could AI be used in classrooms to support, but not replace, teachers? READING SKILL – Infer information and justify with evidence from text.
(NC 2c & 8)

Expected response:
- One pupil suggests they could give additional help to pupils who don't understand.

Look at both stories.

9. What points of similarity/ common themes can you find between the two stories?
READING SKILL - Make comparisons between texts.
(NC 1e & 1f)

Expected response:
- They are both about AI and they both mention ways it could be used positively, but also ways in which it can be harmful to humans.

Developed response:
- Both mention some of the positives about AI, for example the ways in which it could do some of the jobs that humans do and save us time. Both articles are more about the risks and negatives, however, such as how AI could threaten jobs, and also how humanity is special, and AI cannot / should not replace our unique qualities.

10. Read what Elon Musk said about AI at the end of the first article. Using information from both articles and your own ideas, explain what you think about his opinion and whether you agree that AI is more good than bad.
READING SKILLS - Develop personal ideas from reading news stories.
(NC 6, 7 & 8)
Develop opinions and provide justification for viewpoints.
(NC 6, 7 & 8)

Expected response:
- Pupils' own responses.