Talking about AI

An oracy-rich approach to navigating a digital world

Booklet 1



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STEM LEARNING

voice 21

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About this booklet

This booklet focuses on one essential question in AI literacy: What is real? Through structured, progressive lessons across three key stages, students develop the vocabulary and critical thinking skills to identify AI-generated content and distinguish it from reality.

Each Key Stage has three sequential sessions which support students to understand the vocabulary involved before exploring the theme through talk.

What is real?

In a world of uncertainty, teaching students about 'truth' is an important starting point for exploring Artificial Intelligence. Unlike other technologies, AI can mimic human behaviours and it does this with increasing likeness. The more students are exposed to AI-generated content in their lives, the more important it becomes to decipher truth from fiction, and real from fake.

How might you teach this content?

The activities in this pack are designed for a range of teaching moments. They work well as standalone activities, but also integrate well as part of the wider digital curriculum. The sessions have been written to sit alongside your existing curriculum and could be taught within PSHE, tutor times or other moments. This booklet is built around one question: What is Real? and returns to it across three key stages with increasing sophistication. Your role is to find the moments where this content, and the deeper philosophical questions it poses, are relevant to the age and stage. The inclusion of different key stages within the booklet is intentional, as it maps out how the ideas progress. You may choose to teach your students sessions from a different Key Stage, as that matches their current knowledge better.

Learning objectives

- **To understand the difference between something that looks real and something that is real**
- **To know simple strategies for checking information before believing or sharing it**
- **To identify and reason about possible dangers of false information**

What is AI?

The core challenge at every stage is the same: students have heard the word 'AI'; but may not have an accurate mental model for it. The aim is to build a working understanding that they can use when encountering AI-generated content.

Here is a useful guide for age and stage



Early Years:

Rather than using 'AI' directly, talk about 'clever computers that can make pictures.'



Year 1 and 2:

Introduce 'AI' with a simple definition: a computer that can learn and then do things, like make pictures. The key idea to add is that AI has 'learned' from lots of real images, so it can make something that looks right but might get details wrong.



Year 3 and 4:

Shift from 'a computer made it' to 'a computer made it by finding patterns'. Introduce AI-generated as a precise term. Students can now start identifying specific visual clues and using claim-and-evidence talk structures.



Year 5 and 6:

Add intent and consequence. Not just 'a computer made this' but 'someone used AI to make this and shared it as real.' Students will begin to understand that it is not always easy to identify fakes.



Year 7 to 9:

The question 'What is Real?' becomes critical at this age. Introducing the concepts of misinformation, disinformation and deepfakes supports students to evaluate intent and reflect on the impact.

Google Gemini. (2026). *Image of a cartoon shark underwater* [AI-generated image]. gemini.google.com (also used on p8)
Google Gemini. (2026). *Image of a hamster* [AI-generated image]. gemini.google.com (also used on p9 and p13)
Google Gemini. (2026). *Image of a great white shark with lots of fins* [AI-generated image]. gemini.google.com (also used on p9, p16 and p29)
Google Gemini. (2026). *Image of a woman in a room* [AI-generated image]. gemini.google.com (also used on p10, p18 and p24)
Google Gemini. (2026). *Image of a mythical castle* [AI-generated image]. gemini.google.com (also used on p26)

Creating a culture of talk

These sessions have been designed to give students plenty of time to explore the themes through talk. This will only be possible after creating a culture where every voice is valued.

Ground rules for talk

Establishing ground rules for talk will help to set high expectations for your students. This can simply be a set of criteria, or Discussion Guidelines, which identify the specific skills needed to engage in purposeful discussions. For example, 'We will take turns to speak' or 'We will be prepared to change our minds.' By explicitly modelling and referring to the oracy skills identified in each session, you will nurture a classroom culture where every student feels confident to speak up.

These sessions include a balance of exploratory talk around key ideas and more presentational talk, where students will consider their audience and plan what they want to say. The ground rules will be different depending on the purpose for the talk.

Scaffolds for talk

Talk Tactics are scaffolds designed to give students varied ways of contributing when they engage in exploratory talk for learning. Remember that these scaffolds offer options, but are not the only ways to contribute. Over time, the aim is that students will respond in these ways naturally, and that at some point the scaffolds can be removed.

The Oracy Framework

Oracy is the ability to articulate ideas, develop understanding and engage with others through speaking, listening and communication.

The Oracy Framework, devised by Voice 21 and Oracy Cambridge, provides a framework through which we can understand what constitutes good speaking and listening in different contexts. It breaks down the skills within oracy into four distinct but interlinked strands:

Physical	Linguistic	Cognitive	Social & Emotional
How you use your voice, body language and facial expressions	The words you choose to use	The thinking behind what you are saying and the reasons you give	The way you engage with, and listen to, others

You will find different purposes for talk, scaffolds for talk and specific Oracy Framework skills identified throughout this booklet.

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Oracy Cambridge

voice 21

Physical

Voice

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

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Key Stage 1

Young children are growing up surrounded by images and videos that may not be real. From cartoon animals to digitally altered photos, students need early experiences distinguishing real from fake. Key Stage 1 is a critical time to establish 'truths'. The ideas and activities that follow build the foundations of media literacy and critical thinking that will protect them as they grow older and encounter deepfakes, misinformation, and AI-generated content online.

1 What does ‘real’ mean?

Objective

- **To understand the difference between something that looks real and something that is real**

Talk to learn new words

In this first session, students begin exploring the most fundamental question of the booklet: What is real? Young children often have fuzzy boundaries between reality and fiction. They may accept cartoon images as ‘real’ animals or dismiss photographs as ‘fake’ if they look unfamiliar. There can also be a misconception that anything on a screen is ‘not real.’

By the end of this session, students will be able to use the words ‘real’ and ‘fake’ accurately and describe one or two visual features that help them decide.





Start by showing students a real image and an AI-generated image next to each other. For this booklet, we are sharing an example of a shark, but you can use a different animal or something related to your current learning.

In pairs, ask students to describe the images using the scaffold:

I see… I think… I wonder…

This scaffold supports students to start with what is in front of them, make connections and ‘wonder aloud’ about a new topic.

Introduce the word ‘real’ and its definition.

Real

Something that actually exists in the world. You can touch it, see it, or experience it.

Examples and non-examples

Now share a selection of pictures which are a mixture of real and AI-generated images, one at a time.

In pairs, students discuss the question **Is it real?** and explain why they think an image is real or not. Display the sentence stems below to support the talk. As you go, sort the photos into real and not real, so you can ask at the end ‘What do we call the group of images that is not real?’

I think it is real because…

I think it is not real because…

I noticed that…

It reminds me of…

You are aiming for students to move beyond observation and begin making comparisons between images on their own. For example, "that one's teeth look too big" or "the colour is wrong."

Reveal the definition of the word ‘fake.’

Fake

Something that is not real. It has been made up or changed to look like something it is not.

Oracy reflection questions

Did you use key vocabulary to explain your thinking?

Did you give reasons for what you said?









2 How can I tell if it's fake?

Objective

- **To know simple strategies for checking if an image is real**

Talk to understand and reason

In this second session, students move from simply labelling images as 'real' or 'fake' to beginning to reason about why. Students this age often have a strong instinctive sense that something is 'off' but lack the language to explain it. AI images do not always look obviously wrong. Many are highly convincing, and children (and adults) are regularly fooled. It is important to validate that spotting AI is genuinely difficult. This is not about catching students out, but about building the habit of looking closely.

By the end of this session, students will be able to use the vocabulary 'real,' 'fake,' and 'AI' accurately; identifying at least one visual clue.

Start by sharing a real and AI-generated photo next to each other. Remind students of the definition of real and fake from the last session. In pairs, students discuss which is real and how they know.





Share key vocabulary

AI: Artificial Intelligence

A computer that can learn and do tasks like a human, such as making pictures.

AI-Generated

An image, video, or piece of writing that a computer made, not a person.

Introduce the idea that AI has 'learned' from millions of real images, so it can make something that looks right but often gets small details wrong. For example, hands with too many fingers, eyes that are slightly misaligned, or backgrounds that do not quite make sense.

Scaffolds for talk

Share the Concept Cartoon on the next page and read out what the four children say in response to the question, **'How can I tell if it's fake?'** Model how to use the Talk Tactics below to say a sentence that agrees or disagrees with one of the statements. Ask a partner to demonstrate how to build on your idea as a response.

Instigate

Present an idea or open up a new line of inquiry

- "I would like to start by saying ____
- "I think ____
- "We haven't yet talked about ____

Instigate

Build

Develop, add to or elaborate on an idea

- "Building on X's idea ____
- "I agree and would like to add ____
- "X's idea made me think ____

Build

Challenge

Disagree or present an alternative argument

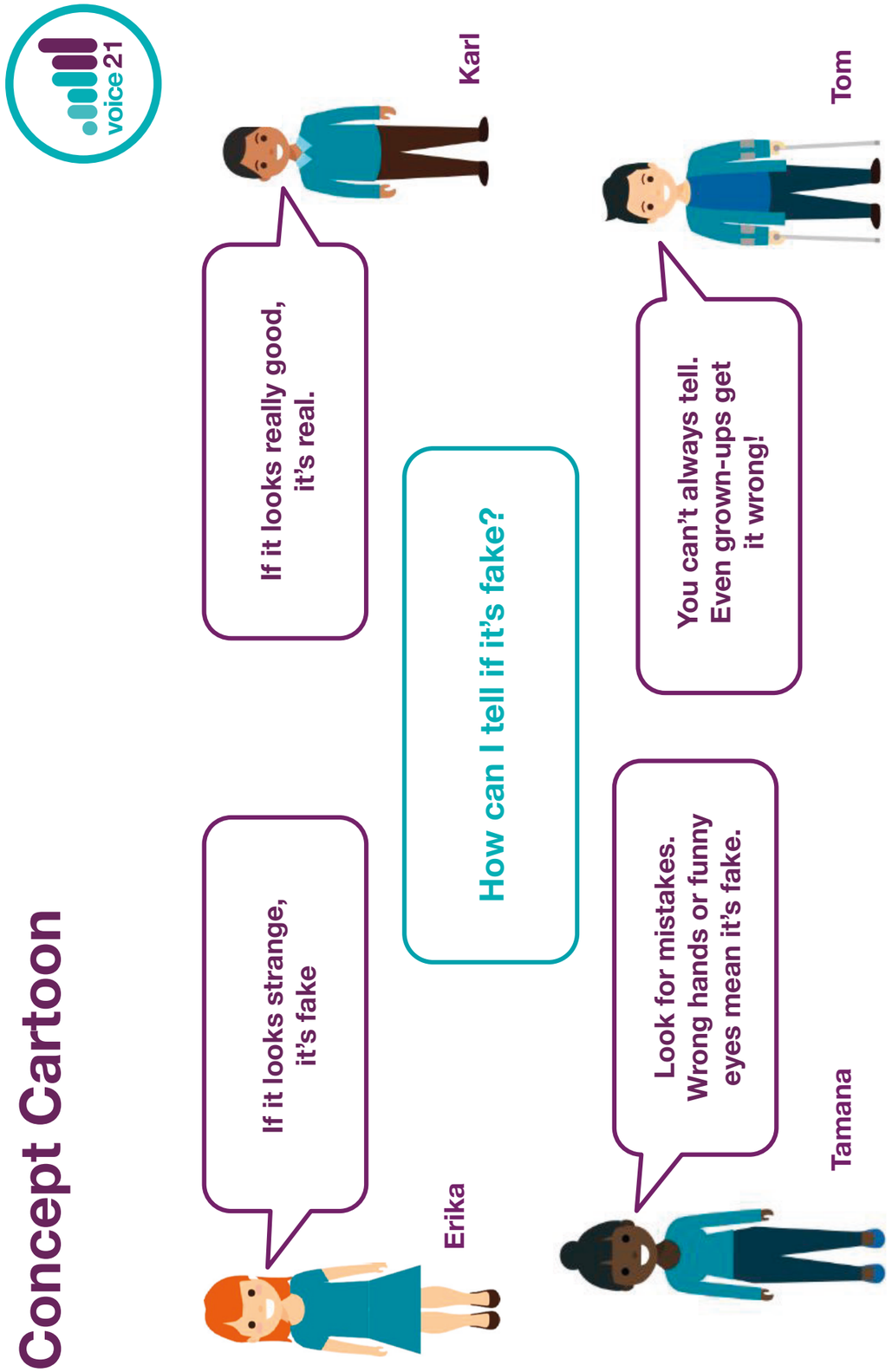
- "I disagree because ____
- "To challenge you X, I think ____
- "I understand your point of view, but have you thought about ____?

Challenge

Oracy reflection questions

Did you take turns to talk and listen?

Did you build on the ideas of others?



Key Stage 1

3 Truth detectives

Objective

- To explain how to tell if an image is generated by AI

Talk to inform

In this final session, students consolidate their learning by preparing and delivering a short presentation to another pair. Moving from exploring ideas to presenting them is a significant step. Students must organise their thinking, select the most important points, and communicate clearly to an audience.

By the end of the session, students will be able to use the vocabulary 'real,' 'fake,' and 'AI-generated' in a short, structured presentation, giving at least one reason for their thinking.

Show students a section of photos and AI-generated images. Display the 4 key words from the previous session (real, fake, AI, AI-generated) to support them to answer these questions: **What is the same? What is different?**

Use this activity to remind students of the ways we can tell an image is fake e.g. hands with too many fingers, eyes that are slightly misaligned, or backgrounds that do not quite make sense.





You are truth detectives!



Using this same selection of images, set the challenge to students. In pairs, they are going to choose an image they think is generated by AI and give a short presentation to prove they are right. They are going to need to prove it by describing the clues that help them figure out if something is real or fake.

In pairs, they need to practise and prepare to share three things:

- Why you chose that image
- One or two clues you can see in the image
- Why those facts make you think it is fake

Once the partners have prepared what they want to say, they need to give each other feedback on the speed and volume of the talk and whether they organised the sentences in a clear way.

Key Stage 1

Oracy reflection questions



Did you speak loud enough to be heard?



Did you explain one idea at a time?



Did you use new words to explain your thinking?

After they have practised and given feedback, ask them to join another pair to share their short presentation. If appropriate, some could also present to the class. As a teacher, model how to give feedback on the oracy skills using the sentence stems below.

Feedback sentence stems:

I liked it when you…

To make it even better, next time you could…

Key Stage 2

Students at Key Stage 2 are becoming independent internet users and social media consumers. They encounter manipulated images, misleading headlines, and AI-generated content regularly. Understanding how AI generates realistic looking images, and developing a vocabulary to discuss it critically, equips them to be safer, more discerning digital citizens.

1 Is it real or AI?

Objective

- **To understand the difference between something that looks real and something that is real**

Talk to aquire new language

In this first session, students are introduced to the idea that AI-generated images can be highly convincing. A common misconception at this age is that AI images are always obviously distorted or low quality. Students may assume that any strange or unusual image must be AI, while missing subtle tells in more polished examples. Encourage students to slow down and look for specific anomalies rather than making snap judgements.

By the end of this session, students will be able to use key vocabulary terms accurately and identify specific visual clues in images.





Start by showing a real image and an AI-generated image next to each other. We have used sharks, but you could use anything relating to your student's interests or current learning. Ask pairs to discuss them using the scaffold:

I see… I think… I wonder…

This scaffold supports students to start with what is in front of them, make connections between images and their existing knowledge and 'wonder aloud' about a new topic.

Share key vocabulary

Real
Something that actually exists in the world. You can touch it, see it, or experience it.

AI-Generated
Content (image, text, audio, video) created by an artificial intelligence system rather than a human.

Fake
Something that is not real. It has been made up or changed to look like something it is not.

Deepfake
An AI-generated image or video that looks real but is entirely fabricated or manipulates a real person's likeness.

AI Image gallery

Prepare a Real or AI? image gallery of 8–10 printed images displayed around the room. Include a range of subjects: animals, landscapes, food, people. Label some with the source (e.g. BBC News, Instagram post, AI tool output) and leave some unlabelled.

Students walk around the gallery in pairs, discussing each image. They place a sticky note with their reasoning on each image.

Encourage them to use some of the sentence stems below.

I think it is real because…

I notice that the … looks unusual because…

This could be AI-generated because…

I agree/ disagree with you because…

Have you considered that…?

After the gallery walk, bring the class back together to reveal which were AI-generated and discuss. Were there any surprises? What clues were misleading?

Did the students notice common errors such as extra fingers, morphed limbs, text that is gibberish, or inconsistent lighting.

Oracy reflection questions

Did you use key vocabulary to explain your thinking?

Did you give reasons to support your views?

2 Fake news

Objective

- **To know simple strategies for checking information before believing or sharing it**

Talk to analyse and evaluate

In this second session, students broaden their focus from AI-generated images to AI-generated or misleading information more widely. This is a critical extension. Students need to understand that the challenge of distinguishing real from fake applies not just to pictures but to text, statistics, and stories they encounter every day. This can also support them to understand that misinformation is not always deliberately created to deceive. Some false information spreads because people genuinely believe it to be true.

By the end of this session, students will be able to apply verification strategies to news headlines and explain their reasoning using vocabulary from the previous session.

Start by sharing the definitions of the 4 key words taught so far (real, fake, AI-generated, deepfake). Look at a selection of 4 images, one of which is AI-generated. In pairs, students use the definitions to identify **which one does not belong and why**.









Show a selection of news headlines like the examples provided. Explain that the students will work in pairs to discuss which ones are real.

Give pairs 2-3 minutes to discuss their initial thoughts. Next, using a technique called fed-in-facts, introduce one statement at a time to provide additional information. Each statement will give information about identifying fakes. Ask students to discuss again and see if they change their minds after each fed-in-fact. Use the vocabulary definitions and Talk Tactics below to support the discussion.

After revealing all the fed-in-facts, ask each pair to join with another pair to discuss what they finally agreed on.

- Fake news means a story that has been completely made up. It is not just exaggerated or one-sided, it is entirely untrue.
- Fake news is not new, but social media has made it spread much faster and reach far more people than ever before.
- Sometimes false stories are shared on purpose to trick or influence people. Other times they are shared by mistake because nobody checked if they were true first.
- Real news stories are usually reported by more than one famous news website. If only one unknown social media account is sharing a "big" story, it might be fake.

Scaffolds for talk

Build

Develop, add to or elaborate on an idea

- “ Building on X’s idea ____
- “ I agree and would like to add ____
- “ X’s idea made me think ____

Build

Challenge

Disagree or present an alternative argument

- “ I disagree because ____
- “ To challenge you X, I think ____
- “ I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding

- “ So are you saying ____?
- “ Does that mean ____?
- “ Can you clarify what you mean by ____?

Clarify

Oracy reflection questions

Did you seek information and clarification through questioning?

Did you take turns to talk and listen and encourage others to take part?

Scientists discover sharks can walk on land

Social media helps fake news spread faster

Fake news was invented when the internet started

Asking AI for health advice is just as good as seeing a real doctor

Key Stage 2

3 Detective report

Objective • To identify and reason about possible dangers of false information

Talk to organise and structure ideas

In this third session, students take on the role of experts and present their knowledge to others. Moving into a presentational register requires students to make deliberate choices about content, sequence, and delivery. Having an authentic audience raises the stakes and motivation. Encourage pairs to select the most important clues and explain why they matter, rather than listing everything they notice.

By the end of this session students will be able to deliver a short, structured presentation with a clear definition, two or three identified clues, and a danger linked to ignoring those clues.

Set the challenge of giving a detective report to younger students to explain how to spot an AI-generated image.

Working in groups of 3, students prepare a presentation as AI detectives which will include:

— A definition of AI-generated images
— 2-3 clues which help you spot a fake
— A danger of not following these clues

Start with the students choosing one real and one AI-generated image to use in their presentation. Share the vocabulary definitions from the previous sessions and give them time to prepare what they want to say.

While practising, ask the trios to give each other feedback on these oracy reflective questions, to improve the presentation further.

Oracy reflective questions

Did you think about the speed and volume of your voice?

Was what you wanted to say clear and organised?

Did you use key vocabulary to explain your thinking?

Now join with a class of younger students so students can present to an authentic audience. Model how to give feedback on the oracy skills demonstrated in the presentations.

Feedback sentence stems:

I enjoyed this presentation because of the way you...

I noticed that you...

To improve this presentation I recommend... because...

I wanted to see more of... because...

Key Stage 3

By Key Stage 3, students are active participants in social media, gaming, and digital culture, spaces saturated with AI-generated content. They need to understand not just how to spot AI content, but the deeper systemic questions: Who creates it? For what purpose? Who is harmed? The intersection of AI image generation with misinformation, identity, political manipulation, and consent makes this a critical issue for informed citizenship.

1 Wrong or misleading?

Objective

- **To understand the difference between incorrectly and deliberately sharing inaccurate information**

Talk to acquire new language

In this first session, students encounter the critical distinction between misinformation and disinformation, a distinction that matters enormously in the age of AI. Many students will arrive believing that all fake content is created to deceive, or conversely that if someone shares something false they must have intended to mislead.

By the end of this session, students will be able to accurately define the difference between misinformation and disinformation, and give examples.

Start the session with a selection of real and AI-generated images. Ask students to look closely at the images and describe what they see using the scaffold:

I see… I think… I wonder…

This scaffold supports students to start with what is in front of them before exploring deeper and making connections between images and their existing knowledge. It also creates a safe space to 'wonder aloud' about a new topic. Did they notice common errors such as extra fingers, morphed limbs, text that is gibberish, or inconsistent lighting? They may have also spotted unnatural smoothness or airbrushed textures on skin and backgrounds, which often lack the realistic, gritty texture of a photo.





Share key vocabulary

Share the key vocabulary 'misinformation' and 'disinformation.' Partners discuss what is the same and what is different. What could this imply about the meaning of the words? Then share these definitions:

Misinformation

False or inaccurate information that is spread without intent to deceive. For example, a student uses ChatGPT to research a physics topic and copies an incorrect explanation. It's an error, not deliberate.

Disinformation

False or inaccurate information that is created and spread deliberately to mislead. For example, a fabricated image of a well-known politician at a protest they never attended, deliberately created and shared to damage their reputation before an election. It is intentionally false and designed to deceive and influence.

Continuum line

Ask partners to write 'misinformation' and 'disinformation' at either end of a horizontal line (continuum line), before sharing the statements below. Partners discuss and sort the statements onto their line. Using the sentence stems below and definitions given, ask students to give reasons why they think a statement goes where.

- A student asks an AI chatbot for help with a history essay. The AI confidently states an incorrect date for a major historical event. The student includes it in their essay without checking.
- A social media account shares an AI-generated image of a celebrity at an event they never attended. The account owner found the image online and thought it looked real. They did not create it and did not know it was fake
- A political group hires someone to use an AI voice tool to clone a rival politician's voice and create a fake audio recording of them saying something offensive. They release it two days before an election.
- A journalist publishes a story based on an AI-generated image they found online. They did not check whether the image was real. The story turns out to be false and causes significant public panic.

I'd move this further towards disinformation because...

I disagree with that placement. I think intent matters here because...

This is difficult to place because we don't know whether the person who shared it...

It depends on whether you think the person knew it was false when they...

Oracy reflection questions

Did you use key vocabulary to explain your thinking?

Did you give reasons to support your views?

2 When AI deceives

Objective • To identify and reason about possible dangers of false information

Talk to analyse and evaluate

In this second session, students move from abstract definitions to concrete case studies of real-world harm. This is an important shift. It is one thing to understand what a deepfake is, and quite another to grapple with the reality that people have been harassed, reputations destroyed, and elections influenced by AI-generated content. This session asks students to develop both the analytical tools and the emotional maturity to engage with these realities.

By the end of the session, students will be able to identify specific features that made AI content convincing, name at least one real-world consequence and connect examples back to the vocabulary introduced in previous sessions.

Begin with a provocative image or short video clip that is AI-generated but looks entirely real. Do not reveal it is AI yet. Ask students to comment on what they see before reminding them of the key vocabulary covered in the last session (disinformation, misinformation) and add in these 3 terms.



Share key vocabulary

Synthetic Media
Content (image, video, audio, or text) generated or significantly altered by AI rather than captured or authored by humans.

Generative AI
AI systems that create new content (images, text, audio, video) from patterns learned during training, using prompts as inputs.

Deepfake
An AI-generated image or video that looks real but is entirely fabricated or manipulates a real person's likeness.

How would students use these words to describe the image or video clip?

Case studies

Now place students into trios. Share 1 of the 3 case studies (on the next page) with each group and ask them to discuss these key questions.

Use the vocabulary definitions and Talk Tactics below to support the discussion.

- What happened? Who was involved?
- What made the AI content convincing? What clues existed?
- What was the real-world impact? Who was harmed and how?

You could give all trios time to discuss all the case studies, or ask each group to join another group to explain their case study and share their answers.

Oracy reflection questions

Did you seek information and clarification through questioning?

Did you actively invite others to share their opinions?

Scaffolds for talk

Summarise
Identify and recap the main ideas

- So far we have talked about ____
- The main points raised today were ____
- Our discussion focused on ____

Summarise

Probe
Dig deeper, ask for evidence or justification of ideas

- Why do you think ____?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe

Clarify
Asking questions to make things clearer and check your understanding

- So are you saying ____?
- Does that mean ____?
- Can you clarify what you mean by ____?

Clarify

Case Study 1 The Earthquake That Never Happened

In 2023, a series of highly realistic AI-generated images circulated widely on social media appearing to show catastrophic destruction in a major city following an earthquake. The images showed collapsed buildings, rubble-filled streets, and crowds of people fleeing. They were shared hundreds of thousands of times within hours, with many users believing they were looking at real news photographs. In reality, no earthquake had occurred. The images had been generated using an AI image tool and posted without any label or warning. By the time fact-checkers identified them as fake, the posts had already reached millions of people, some of whom had contacted relatives in the named city in panic.

Case Study 2 The Deepfake Student

In 2024, a secondary school in the United States became the centre of a safeguarding investigation after it emerged that a group of students had used a freely available AI app to generate realistic fake images of female classmates without their knowledge or consent. The images were shared privately at first, then more widely through messaging platforms. Several of the students depicted reported experiencing severe anxiety, withdrawal from school, and lasting reputational harm within their peer group. The students who created and shared the images initially claimed they had not understood the seriousness of what they were doing.

Case Study 3 The Politician Who Never Said It

Ahead of a national election in Slovakia, 2024, a deepfake audio recording began circulating on social media appearing to feature a prominent political candidate making offensive and inflammatory remarks. The recording was realistic enough that several news outlets initially reported on it as genuine before retracting. Millions of voters heard or read about the recording before its inauthenticity was confirmed. The candidate's campaign team identified it as deliberately fabricated disinformation, likely intended to suppress voter support in the final days before polling. Independent analysts later confirmed the audio had been generated using an AI voice-cloning tool trained on the candidate's real speeches.

Key Stage 3

3 Deepfakes

Objective • **To explain strategies for checking information before believing or sharing it**

Talk to organise and structure ideas

In this final session, students synthesise their learning to prepare a 60-second presentation about deepfakes. This asks them to make high-stakes decisions about what to include and how to express it clearly, concisely, and persuasively.

By the end of this session, students will be able to deliver a presentation that defines deepfakes, names at least one convincing visual or contextual clue, and identifies a concrete danger.

Re-share the definitions of misinformation, disinformation, deepfake, synthetic media and generative AI.

Introduce the Talking Point

Deepfake videos are easy to spot, so people won't be tricked by them.

Ask partners to discuss, is this always, sometimes or never true?

I believe that deep fakes can always be spotted because…

I agree, but would like to add that…

I disagree, as sometimes…

I think that this is never true because…





After this discussion, explain that partners are going to join into groups of 4 to create a presentation about deepfakes.

Each 60 second presentation should start with:

Some people think that deepfakes are easy to spot, but…

Each 60 second presentation must include:

- What a deepfake is
- How to tell if an image or information is real or fake
- A danger linked to deepfakes

As a group, students prepare the content of their presentation and practise saying it aloud. They should give each other feedback on how clear the content is, and whether the pace and the volume of the delivery is appropriate. They use this feedback to improve the presentation before joining with another group to present, or presenting to the rest of the class.

Oracy reflection questions

Did you speak clearly, with expression?

Did you organise your talk so that it presented a clear argument?

Did you choose appropriate words to explain your thinking?

Feedback sentence stems

It was highly effective when you... because…

I enjoyed this presentation because of the way you…

I felt you understood the importance of…

To challenge you, I would suggest…

I feel like your presentation could be even more powerful if...

In this example, students presented to their peers. You could consider how the information they shared and how they shared it would change if the audience was different. For example, what information would they select if they were presenting to a group of politicians? How would they adapt the content to speak to a group of parents?'

Useful support and resources

DfE Generative artificial intelligence (AI) in education

Keeping Children Safe in Education

DfE Generative AI: product safety standards

If you are interested in learning more about safe and ethical use of AI in education, STEM Learning has a range of CPD courses.

www.stem.org.uk/artificial-intelligence

If you are interested in exploring other ways in which talk can elevate learning, you can download Voice 21's oracy starter kit here.

membership-hub.voice21.org/oracy-starter-kit

This booklet does not endorse AI tools or platforms but the author acknowledges that some activities require text and image generation. To support teachers, the following Large Language Models (LLMs) could be used. Always consult your school IT Lead when working with LLMs.

Gemini (Google)	Use Google's Imagen image model to generate images
ChatGPT (OpenAI)	Generates text and images in the non-paid versions but limits apply
Claude (Anthropic)	This LLM is very good at text generation for conversational engagement
CoPilot (Microsoft)	This is an AI assistant powered by LLMs and is very good for image creation

Some of the images in this booklet were created by Google Gemini (April 2026). Where this is the case, the individual image has been cited in accordance with Google's Terms and Conditions for AI Image use: https://policies.google.com/terms/generative-ai/use-policy



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