

Real or AI? Money Safety in the AI Age

Learning goal

Verify a money request independently even when audio or video seems familiar.

Preparation

Print the pupil pages. Ask pupils to mark assumptions, terms and evidence before drawing conclusions. Use no private real data.

Teaching flow

5 min**Hook**

Read the story aloud. Ask which card facts are known and what the class needs to find out.

10 min**Model**

Think aloud through task 1: Name two reasons the message should not be accepted as proof of identity.

20 min**Practise**

Pupils tackle tasks 2 and 3. Ask which card fact supports each answer.

7 min**Discuss**

Discuss this likely misconception: Do not promise that pupils can detect every AI fake by appearance; verification is the dependable habit.

3 min**Exit**

Use the reflection as the exit check: What matters more than deciding whether a clip “looks AI-made”?

Evidence of learning

Checking the request and identity through a separate trusted channel.

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Model answers

1. A familiar voice can be cloned; the urgent money request and inability to call are warning signs.
2. Pause; call the person on a previously known number or ask a trusted adult through a separate route.
3. No. AI can produce realistic audio, video and text; independent verification is needed.

Reflection check

What matters more than deciding whether a clip “looks AI-made”?

Look for: Checking the request and identity through a separate trusted channel.

Watch for

Do not promise that pupils can detect every AI fake by appearance; verification is the dependable habit.

Adapt the lesson

Support: Use a two-step card: STOP and CALL BACK on a known number.

Stretch: Compare a fake advert and a cloned voice; design one verification step for each.

Teach at home

Ask the teenager to mark assumptions and missing conditions before comparing outcomes.

Notes: what can the pupil already explain?

Teaching example: not personal financial advice.