

AI, Crime and Other Police Incidents

1. Project Overview

Project Title	AI and the Future of Crime	Public Product(s) (Individual and Team)	Presentation using multimedia to a small audience of police training professionals to suggest ways of raising awareness of the impact that AI may have in the world of policing.
Driving Question	What new challenges will AI present for police and the justice system in the near future?		
Grade Level/ Subject	A-Level Computer Science		
Time Frame	Half Term		
Project Summary	Students will examine the ethical challenges presented by AI when it is used for criminal purposes or may be a factor in accidents or incidents. The students are charged with creating a short presentation to the local police training team, the purpose being to raise awareness of the challenges that AI poses and inform future awareness raising in the police service.		

2. Learning Goals

Standards Show understanding of Artificial Intelligence (AI) -
Understand the impact of AI including social, economic and environmental issues.
Understand the applications of AI.

Literacy Skills Identify and extract relevant information and detail in straight forward explanations 2.Make requests and ask concise questions using appropriate language in different contexts 3.Communicate information and opinions clearly on a range of topics 4.Respond appropriately to questions on a range of straightforward topics 5.Follow and understand the main points of discussions 6.Make relevant contributions to group discussions about straightforward topics 7.Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Key Vocabulary	Autonomous self-driving cars; deepfake media; Deeplocker and evasive malware; facial biometrics; deception analysis and reasoning engine; SmartVis facial recognition

Success Skills	21 CLD – collaboration, knowledge construction (AI Insights), self-regulation (choices, project planning & management), problem solving & innovation (meet needs of police service, innovative ideas for training), ICT (use for research & presentation), skilled communication (in group and to audience)
Rubric(s)	See Project Rubric in Microsoft Teams Assignments

3. Project Milestones

Directions: Use this section to create a high-level overview of your project. Think of this as the broad outline of the story of your project, with the milestones representing the significant ‘moments’ or ‘stages’ within the story. As you develop these, consider how the inquiry process is unfolding and what learning will take place. The Project Calendar (Section 4) will allow you to build out the milestones in greater detail.

Milestone #1 Stimulus lessons	Milestone #2	Milestone #3	Milestone #4	Milestone #5	Milestone #6 Public Product
Introduction to AI technologies that may have an impact on policing crime and incidents. Project brief & set up project teams	Project teams identify their problem or question and develop a project plan to include research leading to case study, definition of benefits and risks of the technology and application in policing context.	Case study presentation. Internal review presentation – share and improve on quality.	Develop and describe scenarios where AI might be linked with the policing of crime, accidents and incidents. Identify what general knowledge police might need to inform decision-making	Presentation rehearsal and knowledge sharing. Teams complete their draft presentation and share to the class. Knowledge is collated in student digital Notebooks. Peer and teacher review for final improvement.	Multimedia presentation to the police trainer panel. Explanation of the AI technology and its interface with policing. Suggested priorities for police training programmes.
Key Student Question	Key Student Question	Key Student Question	Key Student Question	Key Student Question	Key Student Question
What are we expected to do, how should we organize ourselves and where will we find the information that we need?	How will we deliver the project outcome in the timescale indicated?	What is this AI technology, how is it applied in the real world? What are the positive and negative impacts of its application?	How might criminals use this technology? How might the police use this technology? How might the technology be an influencing factor in	What might police trainees need to know about the impact of AI? How will we present this information to the trainers?	What do police officers need to know and an understand about AI in the context of crime, accidents and emergencies? How do we present this

			accidents and emergencies?		effectively?
Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Summative Assessment(s)
Verification that all students are aware of the brief using exit poll.	Project team has a deliverable plan and has allocated roles to group members that ensures full participation and collaboration.	Knowledge construction assessment. To what extent have the student groups described and analysed the AI application?	To what extent have the students identified the real-world issues and opportunities of this technology? Are they demonstrating evidence of innovation in their analysis or awareness of police training needs?	Final knowledge construction assessment. Assess communication and collaboration skills. Review application of ICT and digital skills.	Quality of presentation, evidence of 21 st century skills and knowledge of AI. Application to context and accurate prediction of potential training needs.

4. Project Calendar

Driving Question: What new challenges will AI present for police and the justice system in the near future?	
Week: 1	Project Milestone: Deliver stimulus lesson(s) introducing the broad areas of AI that might be considered. Present the brief to the students. Organise into teams and allocate an aspect of AI to each team. Support students in framing a specific question or problem as the focus for their project. Help teams allocate roles and direct towards supporting resources and materials (study guides).
Key Student Question(s): What are we expected to do, how should we organize ourselves and where will we find the information that we need?	
Notes: To ensure coverage of several areas of AI student teams will be allocated an application. They will determine the specific focus of their project. At various stages in the project knowledge will be shared back to the whole class and revision notes collated using Class Notebook.	
Week: 2	Project Milestone: Problem or question identified. Achievable project plan in place and roles/tasks allocated. Initial exploration of AI topic and information sources identified.
Key Student Question(s): How will we deliver the project outcome in the timescale indicated?	
Notes: Group tutoring to support and assess. Study guides to scaffold initial tasks: research, production of AI case study description, analysis and prediction of relevance to the policing scenario, development of multimedia presentation, assessment rubrics.	

Week: 3	Project Milestone: Research into the AI technology and draft description of case study. Initial sharing and review. Feedback from teacher and peers.
Key Student Question(s): What is this AI technology, how is it applied in the real world? What are the positive and negative impacts of its application?	
Notes: Ascertain that groups are functioning in terms of knowledge construction. Determine intervention support for Teams facing challenge. Support the engagement of individuals. Make initial assessment of knowledge being demonstrated and contribution of individuals to that.	
Week: 4	Project Milestone: Develop and describe scenarios where AI might be linked with the policing of crime, accidents and incidents. Identify what general knowledge police might need to inform decision-making
Key Student Question(s): How might criminals use this technology? How might the police use this technology? How might the technology be an influencing factor in accidents and emergencies?	
Notes: Ensure that continued research into the AI is taking place. Encourage use of brainstorming to collate views as to how AI might align with the policing context. Focus teams on role and task allocation to ensure that: 1. The case study is completed 2. The policing issues are articulated 3. Thought is put into how this might sit within a police training context 4. How this will be presented using multimedia.	
Week: 5 & 6	Project Milestone: Presentation rehearsal and knowledge sharing. Teams complete their draft presentation and share to the class. Knowledge is collated in student digital Notebooks. Peer and teacher review for final improvement.
Key Student Question(s): What might police trainees need to know about the impact of AI? How will we present this information to the trainers?	
Notes: Students complete research, develop presentation and rehearse. Feedback through group tutoring to aid improvement. Complete phase with internal presentations to facilitate peer feedback and sharing of subject knowledge. Use online quiz to assess how much each student has learned from all the presentations.	
Week: 7	Project Milestone: Multimedia presentation to the police trainer panel. Explanation of the AI technology and its interface with policing. Suggested priorities for police training programmes.
Key Student Question(s): What do police officers need to know and an understand about AI in the context of crime, accidents and emergencies? How do we present this effectively?	
Notes: Police trainer(s) as external audience. Short multimedia presentations from each Team. Summative assessment to include quality of presentation and the detail of the AI case study. Process assessment using 21CLD rubric to assess skills application. Contribution weighting to reflect role of each student in	

5. Lesson Planner (Supporting Resource)

How to use the document: This planner offers guidance on how you might plan your daily lessons in the project calendar. Pick and choose what feels necessary to achieve the learning outcome and advance product development for all students.

- I. CHECKING PRIOR KNOWLEDGE** Identify how you will inventory student knowledge ahead of the task, lesson, or activity. (e.g., previous day's exit tickets, warm-up activity, need to know list review, quiz, class discussion, etc.)
- II. LEARNING OUTCOME** These can be related to success skills or standards. If your district uses a graduate profile or career pathway outcomes, include relevant outcomes here as well.
- III. KEY VOCABULARY** Note which terms or academic vocabulary will be essential to this lesson. If you serve English language learners, consider what additional vocabulary might be necessary for them to access the content/skills during the instructional activities.
- IV. FORMATIVE ASSESSMENT** For each lesson, consider which assessment type best measures the learning outcome. For example, a quiz may be the best way to check for understanding of key terms while an annotated sketch might be best for determining student understanding of how the key terms fit together. In some cases, your assessment may be informal, such as an exit ticket, or more formal, as in a rough draft. Finally, when planning your formative assessment, diversify who is doing the assessment. Include self, peer, and teacher assessment opportunities, as appropriate for the age group. When possible, have external partners or end users provide feedback to improve or guide the work.
- V. MAJOR INSTRUCTIONAL ACTIVITIES** This can include lessons, tasks, activities, or learning experiences. Choose the instructional method that will best help students achieve the learning outcome. For example, a direct instruction lesson may be appropriate for introducing the key players in World War II while an artifact inquiry activity during which students examine primary source documents would be better suited for them to understand the impact of those key players on the pivotal events during the war. This would also be the space to include teaching and learning related to classroom culture, student collaboration, and/or project management tools or skills, as appropriate for students or project milestone needs. Included links show examples of such activities.
- VI. SCAFFOLDS** Scaffolds are intended to be temporary supports that are removed when students no longer need them. These scaffolds can be used to support either content or the project process (e.g., need to know questions). Leverage "checking prior knowledge" to ensure you are offering the right scaffolds to the students who need them. Be sure to consider a wide range of needs, such as literacy skills, language acquisition levels, auditory/visual processing, building schema, learning style preferences, academic performance levels, etc.
- VII. REFLECTION** How will students reflect on their thinking, process, or learning?
- VIII. STUDENT NEED TO KNOW QUESTIONS ADDRESSED** Which student questions will be answered, or are you aiming to answer, during this instructional activity?
- IX. TOOLS/RESOURCES** Student-facing tools, human resources such as experts or community members, teacher tools, equipment, etc.