



Manchester
Hospital School

Artificial Intelligence (AI): Engaging pupils and managing workload

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Aims

- To discuss some of the key ethical issues relating to AI use in education.
- To explore how Manchester Hospital School is using AI to engage pupils and ease workload pressures.
- To share experiences and reflect on opportunities for the use of AI in your own settings.



What do these terms mean?

**Artificial
Intelligence
(AI)**

**Generative
AI**

LLM



What do these terms mean?

Artificial Intelligence (AI)

A field of computer science that develops machines capable of performing tasks that typically require human intelligence, such as learning, problem-solving, and decision-making.



What do these terms mean?

Generative AI

Technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.



What do these terms mean?

LLM

ChatGPT, Microsoft Copilot and Google Gemini are generative AI tools, built on **large language models (LLMs)**.

LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content.



Teaching the AI-Native Generation

8 in 10 young people use AI tools in their schoolwork

How it compares across the UK:



Almost as many use AI tools to help with homework

Do you use AI tools at home to help with your homework?



The research shows that AI usage differs considerably across the country, pupils in London used AI the most compared to their peers in the rest of the UK.

Do you think your teachers are confident using AI resources or tools in their lessons?



Ethical Issues

- AI is transforming the way we live, work and teach. While it offers huge potential for innovation, it also brings challenges we need to navigate thoughtfully.
- The key areas we need to consider are:
 - Safeguarding
 - Data Protection
 - Academic Integrity
 - Bias Mitigation
- As the technology is evolving so rapidly, it can be difficult to keep up with changes - but it's vital that we do!

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Artificial Intelligence (AI) Policy

Document Control	
Title	Artificial Intelligence (AI) Policy
Policy Number	MHS039
Date	October 2025
Supersedes	N/A
Purpose of the policy	Sets out guidelines for appropriate usage of AI across Manchester Hospital School, including the processes surrounding this.
Related policies/guidance	Acceptable ICT and Internet Policy Online Safety/eSafety Policy Safeguarding and Child Protection Policy Data Protection Policy Exam Malpractice Policy Marking and Feedback Policy Keeping Children Safe in Education 2025 Staff Code of Conduct Governors' Code of Conduct
Review	October 2026
Author	Ruth Sheard-Pearson / Tom Kelly
Date Consultation Completed	SLT 22/10/2025
Date adopted	SLT 22/10/2025



Lesson Planning

OK, now I need to plan a one-off History lesson for Key Stage 3 pupils based on the history of Black music/Beats of Black History. There should be an enquiry question, a lesson objective that uses an active verb, 3-5 key words for the lesson and a sentence explaining how the lesson links to wider life/Black History Month. The structure should be: 1. Do & Review - a short activity baselining prior learning. 2. Present - presentation of new information. 3. Practice - a practice activity based on the skills I will list at the end. 4. Reflection - a short reflection returning to the enquiry question and learning objective. Skill/Disciplinary concept: Significance - Consider/explain the significance of events, people and developments in their context and in the present. You may also decide to include EITHER 1. Perspective & interpretations - Discern how and why contrasting arguments and interpretations of the past have been constructed OR 2. Using sources - Pursue historically valid enquiries including some they have framed. Understand how different types of sources are used rigorously to make historical claims. Create relevant, structured and evidentially supported accounts.

I like the idea, but it's too intense for a hospital school. Don't worry about standing firm in power and pride for now - we can add that for certain pupils later.

Nice, but not academically rigorous enough. It needs to actually address the skill: Consider/explain the significance of events, people and developments in their context and in the present.

Yes, it's really coming together. Let's include at least two sources per genre/artist though to ensure rigour.

Great, the do & review should be baselining significance relating to History though (people, events etc.) and what makes things significant.



Lesson Planning

1. Do & Review (10 mins)

- **Activity:** "What Makes History?" Start the lesson by asking the pupil to name a historical person or event they think is **significant**. For example, they might say Martin Luther King Jr., the Moon landing, or the invention of the telephone.
- **Discussion:** Ask them to explain *why* they think that person or event is significant. This will help you understand their prior knowledge about historical importance. Discuss the concept that significance is based on **impact** and **legacy**. A person or event is significant if it changed things for a lot of people for a long time.
- **Review:** Introduce the lesson's key words and the main idea: We are going to explore why Black music is a significant part of history.

2. Present (15 mins)

- **Activity:** "Voices of Significance." Present a short slideshow on three different Black musical figures, focusing on their **significance** in their historical **context**.
 - **Louis Armstrong:** The Jazz Pioneer. Explain the **context** of the early 20th century, and how Armstrong pioneered a new type of music (jazz) that became a global phenomenon. Play a clip from "What a Wonderful World" and discuss how his music spread a message of joy and hope.
 - **Nina Simone:** A Voice for Civil Rights. Explain the **context** of the Civil Rights Movement. Play a clip from "To Be Young, Gifted and Black" and explain its **impact** as an anthem of pride and resistance, giving a voice to a community that was fighting for its rights.
 - **Destiny's Child:** Pop Music with a Message. Explain the **context** of the late 90s and early 2000s and the rise of pop music. Play a clip from "Survivor" and explain how the song's message of resilience and strength gave **empowerment** to millions of young people, making pop music a vehicle for serious themes.

3. Practice (15-20 mins)

- **Activity:** "Significance Profile." The pupil will choose one of the three artists presented and, with your guidance, complete a short profile.
- **Skill: Significance:** The pupil must answer a central question: "**Why was their music significant?**" They will provide two pieces of evidence to support their answer.
 - **Evidence 1:** The **context** in which the music was made. (What was happening in the world at the time?)
 - **Evidence 2:** The **impact** the music had on people. (What did the music do or change?)
- **Disciplinary Concept: Using Sources:** Provide the pupil with a pre-selected set of two simple sources for their chosen artist to support their claims.
 - **For Louis Armstrong:**
 1. A photograph of him playing his trumpet to a large crowd.
 2. A quote from a newspaper review from the 1920s: "Jazz music from Mr. Armstrong is the new sound that has captivated the nation."
 - **For Nina Simone:**
 1. A photograph of a Civil Rights march from the 1960s.
 2. A short quote from an activist's biography: "Her song gave us the courage to keep fighting for our rights."
 - **For Destiny's Child:**
 1. A chart showing the song "Survivor" at number one.
 2. A quote from Beyoncé in a 2002 interview: "This song is for anyone who has ever been through anything. It's about not giving up and standing strong."

4. Reflection (5 mins)

- **Activity:** Return to the enquiry question: "Why did Black music matter in shaping history?"
- **Review:** Ask the pupil to share their answer. Have them use the key words to explain how music's **significance** lies in its **impact** and **legacy** within a specific **context**.



Lesson Resources

What Makes an Action “Good”?



Every day, we make choices. Some are small – like whether to help someone pick up dropped books – and others are harder, like whether to tell a difficult truth. But how do we decide what’s good?

Different people – and different worldviews – have different ways to work this out.

One way is by following rules.

Some people believe an action is good if it follows a clear moral or religious rule, such as “Do not steal” or “Always tell the truth.” This is known as **deontological ethics** – it means judging actions by whether they follow a rule or duty. Rules can make life fair and predictable. But what if following a rule causes harm – for example, telling a truth that deeply upsets someone?

Another way is to think about the consequences.

This is called **utilitarianism** – the idea that an action is good if it produces the most happiness or the least harm for the greatest number of people. For example, lying might be acceptable if it protects someone from danger. But who decides what counts as the “best” outcome, and for whom?

A third way focuses on virtue – the kind of person you are.

This comes from **virtue ethics**, which teaches that being a good person means developing good character traits, or *virtues*, like honesty, courage, and kindness. Instead of asking, “What should I do?”, virtue ethicists ask, “What would a good person do?”

So, which approach do you think makes the most sense?

Are good actions good because of the **rules** we follow, the **results** they bring, or the **character** they show?



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Create a list of 10 reading comprehension questions in English for this text: Un joven llega a Madrid Ernesto bajó al andén, cogió el paso subterráneo, pasó delante de la consigna y la taquilla y salió a la carretera. Para un joven de dieciséis años que había crecido en una pequeña aldea en el campo del norte de España, su llegada a la Estación del Norte esa tarde de mayo representó un choque inmenso. Nunca antes había estado en un lugar con tanta gente, tantos coches, tanto ruido, pero lo que le impresionó más que nada era el olor - un olor a gases de escape, a árboles en flor, a comida frita, a gasolina, a la vida de una gran ciudad. Al subir la avenida, la vieja maleta de su abuelo en la mano y su saco de dormir a cuestas, Ernesto se sintió alegre y emocionado, pero, a la vez, tenía miedo. No sabía entonces que esta era la ciudad donde iba a pasar el resto de su vida.

Reading Comprehension Questions

1. **Where** was the young man, Ernesto, traveling to?
2. **How old** was Ernesto?
3. In what **kind of place** had Ernesto grown up?
4. What **date/time of year** did Ernesto arrive in Madrid?
5. List **three things** about the station and city that were overwhelming to Ernesto.
6. What was the **smell** of the city a mixture of? Name at least **three things** mentioned in the text.
7. What two items was Ernesto carrying with him?
8. Describe Ernesto's **feelings** as he walked up the avenue.
9. What did Ernesto **not know** about this city at the time of his arrival?
10. What does the text suggest was the primary reason Ernesto felt such an **immense shock** upon arriving in Madrid?

English Translation with Preterite Gaps

Ernesto _____ (go down) onto the platform, _____ (take) the underpass, _____ (pass) in front of the baggage claim and the ticket office, and _____ (go out) onto the road. For a sixteen-year-old who _____ (grow up) in a small village in the northern Spanish countryside, his arrival at the Estación del Norte that afternoon in May _____ (represent) an immense shock. Never before _____ he _____ (be) in a place with so much noise, but what _____ (impress) him more than anything was the smell of exhaust fumes, blooming trees, fried food, gas.

As he _____ (go up) the avenue, his grandfather's old suitcase _____ (be) on his back, Ernesto _____ (feel) cheerful and excited. He _____ (be) afraid. He _____ (not know) then that he _____ (be going to) spend the rest of his life.

Answer Key (Spanish Preterite Verbs)

Here are the English preterite forms that fill the gaps, corresponding order):

Blank	Spanish Verb	English Preterite
1	bajó	went down / stepped down
2	cogió	took
3	pasó	passed
4	salió	went out / exited
5	había crecido	had grown up (Past Perfect)
6	representó	represented
7-8	había estado	had been (Past Perfect)
9	impresionó	impressed
10	era	was (Imperfect, but translates to simple Past)
11	Al subir	went up (Gerund/Infinitive translated as simple Past for flow)
12	se sintió	felt
13	tenía	was (Imperfect, but translates to simple Past for feeling/state)
14	sabía	didn't know (Imperfect, but used for flow)
15	era	was (Imperfect, but translates to simple Past)
16	iba a pasar	was going to spend (Perifrasis verbal)

Seamless Tangled Translation

Ernesto **stepped down** al andén, **took** el paso subterráneo, **passed in front of** la consigna y la taquilla **and went out to** la carretera.

For a joven de dieciséis años **who had grown up in a** pequeña aldea **in the** campo of northern España, **his arrival at** the Estación del Norte **that afternoon in** mayo **represented an immense** choque. **Never before had he been in a** place with so many gente, so many coches, so much ruido, **but what impressed him more than anything was** el olor — a **small of** gases de escape, **blooming** árboles, **fried** comida, gasolina, **the life of a** big ciudad.

As he went up la avenida, **his grandfather's old** maleta **in his** hand **and his** saco de dormir **on his** back, Ernesto **felt** alegre y emocionado, **but, at the same time, he was** afraid.

He didn't know then that this was the ciudad **where he was going to** spend the rest of his vida.



Image Generation



Compré una camiseta.
I bought a T-shirt



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Representation



Enquiry Question



The ZONES of Regulation



What can we find around RMCH and Manchester?



Enquiry Question



The ZONES of Regulation



What is the difference between a city and a county?



Enquiry Question



The ZONES of Regulation



Were books more valuable in the past?



Enquiry Question



The ZONES of Regulation



How have toys changed over time?



Enquiry Question



The ZONES of Regulation



Why are festivals important to religious communities?



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Supporting Discussion & Debate

- Using AI to facilitate the Art of Discussion in a quiet classroom.
- Many of the pupils at this point were not able to participate in a verbal discussion.
- Using SideKick to enable pupils to access a meaningful discussion helped to further their understanding, and helped me assess their knowledge in a low demand way.

Hey there! 😊 Today, we're diving into the Peterloo Massacre. This was a significant event in British history that happened in 1819.

Let's talk about what you think were the biggest causes of the Peterloo Massacre. What do you know about it so far?

k

I think a big cause was the lack of equality

That's a really insightful point! The lack of equality definitely played a huge role.

Can you think of specific ways that inequality affected people back then? What about their rights or how they were treated?

k

it changed society today because without movements like that we would not have the same equality in the world. a lesson of determination can be learnt showing that even when things aren't fair and it is taking a long time it can still be worth it

You've expressed that beautifully! The determination of past movements has indeed shaped our present.

Can you think of any current laws or changes that were influenced by movements for equality, like women's rights? How do you see those impacts today?



Hey there! 🐝 Welcome to our debate about whether we can prove God exists and if it really matters. Remember, it's important to be respectful of everyone's beliefs.

Let's start by thinking: What are some reasons people believe in God?

NT

A reason people may believe in god is they believe he may bring hope and safety

That's a great point! Hope and safety are really important for many people.

Why do you think these feelings make belief in God powerful for individuals? And how can we respect those who believe differently?

NT

In life feelings are a crucial part of life and we can respect those who believe differently by accepting each others differences

You're absolutely right! Acceptance helps create a safe space for dialogue.

Why do you think respectful conversations about beliefs can lead to better understanding among people?

NT

So others get a better understanding of what people believe in

Exactly! Understanding different beliefs can foster empathy and strengthen relationships.

How do you think this understanding might influence communities or society as a whole?

NT

It will be positive because there will be less conflict

Great insight! Less conflict can definitely lead to a more positive community.

What do you think could happen if people refuse to accept different beliefs? How might that affect society? Remember to keep it respectful!

What do you think about how this perspective might affect discussions about God's existence in debates? Would it change how people argue for or against it?

BJ

i think that people would be less likely to be insistent on proving their belief as their feeling about god is based on within themselves and their sense. there is no urge to convert others and argue to prove that their belief is the true reality that everyone should be following. the religion serves its purpose within.

You've made excellent points about the personal nature of belief in Hinduism! It's true that when faith is about inner experience, there's less pressure to convince others.

How do you think this contrasts with religions that emphasize evangelism or converting others? What impact does that have on their approach to proving God's existence?

BJ

im not sure, what would you say

Great question! Religions that focus on evangelism often emphasize sharing their beliefs and may feel a strong need to prove their views to others. This can lead to more debates about God's existence, as they aim to convince others of their truth.

This might create a more confrontational atmosphere compared to faiths that are more personal and inclusive.

How do you think this difference influences people's willingness to engage in debates about God's existence?

BJ

i think confrontation and arguements about being wrong only pushes people away from listening to someones points

Absolutely! Respectful dialogue is key to understanding different perspectives. When discussions become confrontational, it often leads to people shutting down instead of listening.

What do you think are some ways to keep debates respectful and constructive, especially when beliefs differ?



Baselining

For a new, middle ability pupil who was situationally mute and very anxious it allowed me to see she could summarise the key points. She did not expand on these but demonstrated she was understanding the causes we were studying.



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Hey there! Let's dive into a really important event in UK history: the Peterloo Massacre. It happened in 1819 and was a big moment for people's rights.

What do you think were some of the main reasons that led to the Peterloo Massacre? Let's talk about it!

lb

high food prices

Great point! High food prices really affected people's lives.

How do you think these economic struggles connected to the demand for political reforms? What were they trying to change?

lb

important restrictions

Good observation! There were many restrictions on people's rights back then.

Can you think of any specific restrictions that protesters wanted to change? What were they fighting for?

lb

be valued

You're spot on! People wanted to feel valued and have their voices heard.

What specific rights or reforms do you think they were asking for to achieve this? How did they believe these changes would help them feel more valued?

lb

to be able to vote

Exactly! The right to vote was super important for people who felt ignored.

Why do you think having the right to vote would change things for them? How does that connect with the idea of fairness and representation today?



Interacting with historical figures



What was the first fossil you found?

The first big fossil I found was an ichthyosaur. It was a huge sea creature! I found it with my brother when I was just a little girl, about your age. Would you like to know what it looked like?



Speak



yes

The ichthyosaur looked a bit like a giant fish with a long, pointy nose and big eyes. It had fins and a tail, like a dolphin. Imagine a sea monster swimming in the ocean long, long ago! Do you like sea creatures?



what was the 2nd fossil you found?

I don't remember the exact order, but after the ichthyosaur, I found fossils of other sea creatures, like plesiosaurs with long necks. They were a bit like sea dragons! Would you like to know more about plesiosaurs?



Speak



what was the first poo fossil you found?

The first "poo fossil" I found is called a coprolite. It looks like a rock, but it's really old animal poop! Scientists study coprolites to learn what dinosaurs and sea creatures ate. What do you think we might find inside a coprolite?

did you find any vegetables or teeth in the coprolites?

Great question! Sometimes, I found tiny teeth or pieces of shell in coprolites, but not vegetables. Plant parts can show up, though, if the animal ate them. What would you hope to find if you broke open a coprolite?



Speak



tiny claws

That would be exciting! Tiny claws in a coprolite could tell us what animals the creature was eating. Fossils are like puzzle pieces from the past. What other mysteries would you like to solve with fossils?



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Superhero election



Superhero Election 2024 Candidate Manifestos

Batman Candidate Manifesto

Dear Students, Staff, and Families of Manchester Hospital School,

I am Batman, and I'm here to be your dedicated protector – and maybe share a few laughs along the way. Here's why you should vote for me:

Safety and Security: Just like I keep Gotham safe from clowns and penguins, I'll make sure our school is secure. With gadgets from the Batcave and my ninja skills, no bully will dare mess with us!

Health and Wellbeing: As a hospital school, your health is super important. I'll work with our amazing medical team to make sure you have the best care. Plus, I've got a whole utility belt of Band-Aids and lollipops for quick fixes!

Empowerment through Education: Learning should be fun! I'll bring Bat-approved gadgets to help you in your studies. Imagine maths with Bat-computers and science with Bat-labs. Trust me, it's cooler than it sounds.

Community Building: Together, we're stronger. I'll organize epic events like superhero dress-up days, Bat-movie marathons, and maybe even a Bat-dance party. Get ready to build an unbeatable team spirit!

Innovation and Support: Wayne Enterprises has some pretty neat tech. I'll bring cutting-edge tools to our school, making learning more exciting than a Batmobile joyride.

With Batman as your protector, we'll turn Manchester Hospital School into the coolest, safest, and most fun place to learn.

Vote for me, and let's make every day an adventure!

Thank you,

Batman (Yes, the real one!)



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Hello there, brave student! I'm Wonder Woman, and I'm here to chat about my plans to protect Manchester Hospital School!

Ask me anything about how I'd make our school a place of kindness, fun, and amazing learning adventures! What's your first question? 🧑🏫 ✨

...

P Why are you interested in Manchester Hospital School?

I'm interested in Manchester Hospital School because I believe every student deserves to feel strong and valued, especially when facing challenges! 🌈

I want to create a space where everyone feels safe, empowered, and ready to learn. Plus, who doesn't love a little adventure? What do you think would make our school even more amazing? 🧑🏫 ✨

...

P A swimming pool

A swimming pool sounds like a splash-tastic idea! 🏊 🧑🏫

It could be a place for fun, teamwork, and even some superhero training! How do you think having a pool would help everyone feel more empowered and connected? What activities would you want to do there? 🧑🏫 ✨

...



Reading Age

Rewrite this article for a pupil with a reading age of 8: ▼

International Women's Day

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International Women's Day

You might have seen International Women's Day mentioned in the media or heard friends talking about it.

But what is this day for? When is it? Is it a celebration or a protest? Is there an equivalent International Men's Day? And what events will take place this year? For more than a century people around the world have been marking 8 March as a special day for women.

Read on to find out why.

How did it start?



Clara Zetkin founded International Women's Day in 1910

International Women's Day, also known as IWD for short, grew out of the labour movement to become an annual event recognised by the United Nations. The seeds were planted in 1908, when 15,000 women marched through New York demanding shorter working hours, better pay and the right to vote. A year later, the Socialist Party of America declared the first National Woman's Day. It was Clara Zetkin, a communist activist and advocate for women's rights, who suggested the creation of an international day. She put her idea to an International Conference of Working Women in Copenhagen in 1910 - and the 100 women there, from 17 countries, agreed to it unanimously. International Women's Day was first celebrated in 1911, in Austria, Denmark, Germany and Switzerland. The centenary was celebrated in 2011, so this year we're technically celebrating the 111th. Things were made official in 1975 when the United Nations started celebrating the day. The first theme adopted (in 1996) was "Celebrating the Past, Planning for the Future".

Men's Day has become a date to celebrate how far women have come in politics and in economics, while the political roots of the day protests are organised to raise awareness of continued inequality.

International Women's Day had no fixed date. It wasn't until a wartime strike in 1917, when Russian women demanded "bread and peace" during the strike, that the tsar was forced to abdicate and the government granted women the right to vote. The strike began on 8 March, which became the date that International Women's Day is celebrated.

Why do people wear the colour purple?



Purple and white are the colours of IWD, according to the International Women's Day website. "Purple signifies justice and dignity. Green symbolises hope, purity, albeit a controversial concept. The colours originated from the Social and Political Union (WSPU) in the UK in 1908," they say.

When is there an International Men's Day?

There is indeed, on 19 November. But it has only been marked since the 1990s and isn't recognised by the UN. People celebrate it in more than 80 countries worldwide, including the UK. The day celebrates "the positive value men bring to the world, their families and communities", according to the organisers, and aims to highlight positive role models, raise awareness of men's well-being, and improve gender relations.

◆ Here is the article about International Women's Day rewritten for a pupil with a reading age of 8.

What is International Women's Day?

Have you heard people talk about International Women's Day? It's a special day for women all around the world.

When is this special day?

It happens every year on **March 8th**.

Is it a party or a protest?

It's a bit of both!

- It's a day to **celebrate** all the great things women have done in the world.
- It's also a day to **protest** (speak up) and remind people that women and girls still need to be treated fairly and have the same chances as everyone else.



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Supporting EAL

Rewrite this article for a pupil who has English as an Additional Language. Their English level is approximately CEFR A2. Their first language is Arabic. Gloss any key words in Arabic. ^

Write an Arabic-English vocabulary list for the article.

- ◆ Here is the article about **International Women's Day** rewritten for a pupil with English as an Additional Language at approximately a CEFR A2 level. Key words are glossed in Arabic.

What is International Women's Day?

Have you heard people talk about **International Women's Day**? (اليوم العالمي للمرأة).

It's a very **special day** (يوم خاص جداً) for women all over the **world** (العالم).

When is it?

It is on **March 8th** every year.

Is it a party? 🎉

Yes, it is a day to **celebrate** (نحتفل) all the great things women have done.

- ◆ Here is an Arabic-English vocabulary list for the rewritten article, with the Arabic terms presented first and the English equivalents following.

International Women's Day Vocabulary (Arabic-English)

Arabic Term	Transliteration	English Meaning
اليوم العالمي للمرأة	<i>al-Yawm al-'Ālamī lil-Mar'ah</i>	International Women's Day
يوم خاص جداً	<i>yawm khāṣṣ jiddan</i>	very special day
العالم	<i>al-'ālam</i>	world
نحتفل	<i>naḥṭafil</i>	celebrate
تحتج/نتظاهر	<i>naḥṭajj/natazāhar</i>	protest
عدالة	<i>adālah</i>	fairness / justice
أجر أفضل	<i>ajr afdal</i>	better pay
الحق في التصويت	<i>al-ḥaqq fī at-taṣwīt</i>	right to vote
إضراب	<i>iḍrāb</i>	strike (stopping work)
احترام	<i>iḥtirām</i>	respect



Special Interests

Mr. Bean's Silly Day

Part 1: Morning Mishap

Mr. Bean is awake now. He jumps out of his small bed and looks around for his best friend, Teddy.

Teddy is sitting on the bedside table. Bean wants hot toast for breakfast, so he walks to the kitchen. He gets one piece of white bread and pushes it down into the toaster machine. Bean waits a long time. Pop! The toast jumps out, but it is all black and burnt. Bean makes a very sad face and sighs. He does not want to eat the black toast because it smells bad. He gives the black, hard toast to Teddy, hoping his friend might like it. Teddy does not eat it either, but just sits there. Bean shrugs his shoulders, pats Teddy on the head, and decides he will try again to make good toast tomorrow.



1. What is the name of Mr. Bean's friend?
(A) Ted (B) Teddy (C) Barry
 2. Why did Bean give the burnt toast to Teddy? (A) He wanted to share all his food.
(B) He did not want to eat the black toast himself. (C) Teddy asked for a morning snack.
 3. How did Bean feel when the toast was black?
(A) Happy (B) Sad (C) Tired
 4. What color was the toast when it popped out of the machine?
-



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Part 2: Parking Problem

Bean drove his small yellow car to the busy city park. He was humming a happy tune because he wanted to find a wide, open space right away to fly his new kite. He had



spent all morning decorating the kite with bright stars. Before he could fly it high in the sky, he needed to find a good spot to park his car. He drove around for many minutes until he saw a big red and white sign that said, "No Stopping Here." Bean did not understand the word "stopping" on the sign, but he noticed it had a picture of a stop sign in the middle. He decided the sign meant he could only stop if he was holding a stop sign while sitting there. Bean quickly found a red piece of cardboard and a black marker to draw a big circle and the word "STOP" on it. He parked his car right next to the confusing sign, climbed onto the roof of his vehicle, and sat down, proudly holding up his homemade sign. The other drivers looked confused and scratched their heads, wondering why a man was sitting on his car roof with a cardboard sign instead of simply following the rules.

1. What did the sign say that confused Mr. Bean?
(A) No Parking (B) No Stopping Here (C) Keep Moving
 2. Why did Bean make his own stop sign from cardboard?
(A) He thought holding a sign was the rule for parking there.
(B) He wanted to paint the car a new color.
(C) He was trying to warn the other drivers about the road.
 3. How did the other drivers react to Mr. Bean's parking?
(A) They were happy and waved.
(B) They looked confused and puzzled.
(C) They drove away quickly and did not look.
 4. What did Mr. Bean want to fly in the wide, open space at the park?
-



Part 3: Dinner Dilemma

Later that evening, Mr. Bean decided to visit a posh, expensive restaurant to celebrate a small, personal victory. He was wearing his best, though slightly wrinkled, brown suit and felt very important. The restaurant



was quite grand, with shiny wooden floors and quiet, serious-looking patrons. When the waiter brought out his main course—a perfectly cooked seafood with small decorative vegetables—Mr. Bean instantly realized he had a serious problem. He did not know how to properly use the small, specialized fork that came with the specific complex meal, and he panicked about using the wrong utensil. He thought what he thought would be a terrible public embarrassment. When the waiter turned away to attend to a large group at another table, in a moment of sheer desperation, he quickly scooped the expensive seafood onto his large, warm bread roll and wrapped it tightly, creating a massive, lumpy sandwich that he then hid in his coat pocket. When the waiter returned to check on him, Mr. Bean innocently gestured at his empty, but perfectly clean plate, looking satisfied. The experienced waiter, who was quite accustomed to the strange and eccentric clientele who visited the establishment, raised one eyebrow at the unusual and rapid speed of Mr. Bean's consumption, but said nothing. Mr. Bean considered his strange success, despite the suspicious lump now clearly bulging in the pocket of his coat.

1. Which utensil was Mr. Bean worried about using correctly?
 - (A) The soup spoon
 - (B) The small, specialized fork
 - (C) The water glass
2. Why did Mr. Bean act so quickly when the waiter turned his back?
 - (A) He was starving and needed to eat immediately.
 - (B) He wanted to hide his confusion and avoid being embarrassed.
 - (C) He was trying to play a practical joke on the waiter.
3. What does the paragraph suggest about the waiter?
 - (A) He was shocked by Bean's unusual behavior.
 - (B) He had seen many strange customers before.
 - (C) He felt sorry for Mr. Bean's lack of manners.
4. Describe the main thing Mr. Bean did with his meal to solve his problem at the restaurant.



What has happened to Mr. Bean?



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Other tools

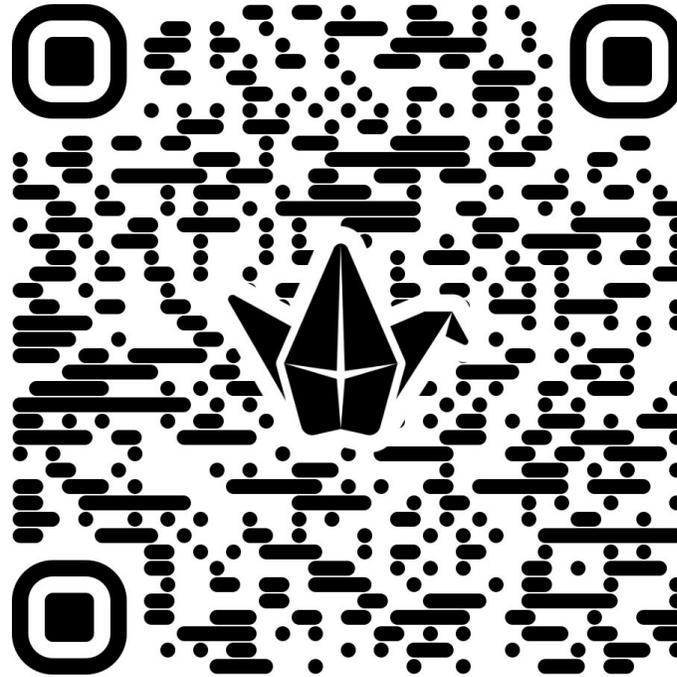
Oak Academy	Lesson planning
Canva	Designing resources and marketing materials
Notebook LM	Summarising documents
Class VR	Image generator for VR headsets (subscription)
Gemini	Collecting information from Google Drive (subscription)



Discussion

- How do you already use AI to engage pupils and reduce workload?
- What opportunities could there be for using AI in your setting?

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