



## **CURRICULUM LEARNING AREAS AND DISCUSSION POINTS**

### **EPISODE SIX: The AI Booger!**

**EPISODE LINK:** <https://podcasts.apple.com/au/podcast/busy-bodies-with-mr-snot-bottom/id1458290293?i=1000648669595>

#### **EPISODE SYNOPSIS:**

Mr Snotbottom and Samantha discover that the Professor has tried to create an AI booger! To stop Noseferatu and his zombie booger army, the snot squad must locate and destroy the AI's microchip. However, their mission takes an unexpected turn when they encounter a gruesome, gooey gargantuan – The Boogzilla!

**LEARNING AREAS:** Science, Health and Physical Education, Drama

**CAPABILITIES:** Critical and Creative Thinking

#### **EXERCISE ONE**

**Year Level:** Lower Primary/Upper Primary

**LEARNING AREA:** Biological Sciences: Living things have structural features and adaptations that help them to survive in their environment.

**Q1)** The Professor made an AI booger to help stop germs! How do germs get into your body?

**Answer:** Small microscopic germs can get into your body by swimming through the mucus.

**Q 2)** What is the name of the bony bumps in our nose that help gather our mucus and allow us to breathe properly?

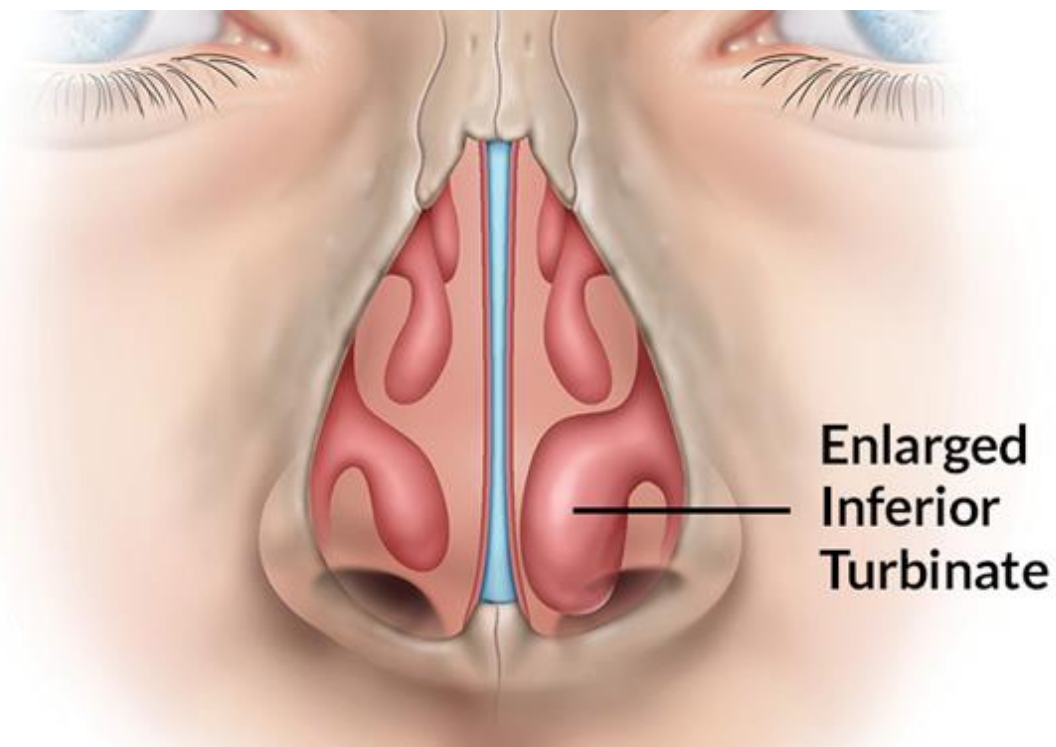
**Answer:** Turbinates.

## EXERCISE TWO

**Year Level:** Upper Primary

**LEARNING AREA:** Sciences: Communicating – Use both general and simple, scientific vocabulary to begin to describe their activities and observations.

**DISCUSSION:** Samantha shows Mr Snotbottom how nasal cycling works. Take a look at the picture below of your turbinates, then listen to this part of the episode again. Participate along with Mr Snotbottom as he breathes in and out, and try to imagine what your turbinates might look like. How did it feel to breathe out of one nostril? Was one of your nostrils easier to breathe out of than the other? Were you able to imagine the tiny turbinates inside your nose?



## EXERCISE THREE

**Year Level:** Lower Primary

**LEARNING AREAS:**

Drama – Respond and Interpret: Respond to drama and describe some of the characteristics they observe.

Drama – Present and Perform: Use voice, facial expression, movement and space to imagine and improvise characters and situations

**DISCUSSION:** Mr Snotbottom and Samantha meet an evil zombie booger called 'Noseferatu' who wants to cover the world in boogers. Did you find this character scary? Why/why not? Did you think the character was funny? Why/why not? How did the performers make Noseferatu sound scary and/or funny?

**PRACTICAL:** Can you be a scary zombie booger? Show the class your own impression of Noseferatu? Think about how Noseferatu's voice sounds, the things he says and even what kind of facial expression you think Noseferatu would have.

#### **EXCERCISE FOUR**

**Year Level:** Upper Primary

**Capability:** Critical and Creative Thinking. Reasoning: Experience Reasoning and Conclusions.

**DISCUSSION:** The Professor created a microchip that has given his mucus a mind of its own using a technology called AI.

**Question:** What does AI stand for?

**Answer:** Artificial Intelligence

**Question:** Can you explain what Artificial Intelligence means?

**Answer:** a supercomputer that can carry out tasks by itself.

**Discussion:** Do you think AI is a good idea or a bad idea? Why? What are some of the good things AI could achieve?

**Prompts:** It's faster and often makes fewer mistakes than humans, it doesn't get tired, it can help doctors find out why someone is sick, it can help us find solutions to problems

**Discussion:** What are some of the negative things about AI?

**Prompts:** it stops people thinking for themselves, it may not be able to understand wrong from right, it may replace lots of people's jobs, it becomes hard to tell what/who is real and what isn't, i.e. Photos and videos, news stories, people interacting online