PROGRAMME AND PREPARATION

Check before believing

Upper primary | Suggested: 60 min.

WHAT STUDENTS PRACTISE

Students practise finding evidence for information and writing a message that helps a classmate.

0-5 min.	**Where did the answer come from?**	Discuss where we encounter information and AI answers. Use shared fictional examples rather than private messages.
5-15 min.	**Who is included in the chat?**	A fictional class chat leaves Sam out of a game. Students choose a reply that includes Sam without putting someone else down.
15-30 min.	**Where does it say that?**	Compare a prepared AI answer about a class trip with a teacher's fact card. Find changed, added and omitted information.
30-50 min.	**Write an answer supported by evidence**	Groups correct the AI answer and write a short message for the class chat. They show where their information comes from.
50-60 min.	**Agree how to check**	Share the groups' responses. Agree to find the original message before passing information on.

Preparation

Print the worksheets on pages 2 and 3. Have paper, pencils and an optional projector ready. A teacher takes part and follows up. All activities work without phones, AI accounts or app access.

Adapt reading and support to the group. Read aloud for younger pupils and let them point, draw or answer orally. Any app demonstration is arranged and checked in advance and replaces part of the activity time.

WORKSHEET 1

Who is included in the chat?

PRACTICE EXAMPLE

A fictional class chat: Ella: "Shall we play after school?" Malte: "Yes, but not with Sam. Make a new group without him." Sam: "I can play at four." A third pupil reads the messages without replying.

1. Mark the message that excludes Sam. How might it affect Sam?

2. Write a reply from the pupil reading along. Try including Sam without putting Malte down.

3. Choose what the group could do if the exclusion continues, and who could help.

Use the fictional examples. Do not use names, photos or private messages from your class.

WORKSHEET 2

Does the AI answer match?

PRACTICE EXAMPLE

Fictional fact card from the teacher: "Class trip on Tuesday. We leave school at 9 am. We visit the library. Bring a packed lunch. We return at 12.30 pm." Prepared AI example: "Meet at the station on Tuesday at 9.30 am. The library provides lunch. The trip costs 59 kroner."

1. Mark what matches the fact card and what has been changed or added.

2. Write a new answer using only information from the fact card.

3. Find one question you would still need to ask the teacher.

Use the fictional examples. Do not use names, photos or private messages from your class.

TEACHER NOTES AND FOLLOW-UP

After the activity

Who is included in the chat?

Several replies are possible. Ask groups to explain their wording. Distinguish a small friendship group from publicly targeting or repeatedly excluding a classmate. An adult is responsible for following up if it continues.

Does the AI answer match?

Tuesday and the library match. Meeting place, departure time and lunch have changed. The source gives no price, and the return time is omitted. A fluent answer can still contain errors. Ask pupils to show the evidence for their corrections.

FOLLOW UP IN CLASS

Use the question 'Where does it say that?' in the next shared information task. Ask students to point to the source for their answer.

Our digital agreement

Before sharing, we will ...

When we are unsure about an answer, we will ...

When someone needs help, we will ...

Use the fictional cases. No student needs to describe personal experiences. A text or image analysis does not prove who created the content. Follow your school's own AI guidance.

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