PROGRAMME AND PREPARATION

AI with academic responsibility

Upper secondary and youth education | Suggested: 90 min.

WHAT STUDENTS PRACTISE

Students practise checking a claim, justifying revisions and explaining AI's contribution to their work.

0-10 min.	**When does AI help?**	Explore shared examples of when AI may support an assignment and which parts students need to explain themselves.
10-25 min.	**The convincing draft**	A fictional student group wants to submit an unchecked AI draft. Discuss what the group needs to check and take responsibility for before submission.
25-50 min.	**Claim and evidence**	Compare a prepared AI paragraph with a fictional source card about phone-free breaks: 15 of 24 volunteer students talked more after one week. Which conclusions have supporting evidence?
50-70 min.	**Revise and justify**	Rewrite the paragraph to state the participants, duration and limitations. Describe the information needed to assess a lasting effect.
70-85 min.	**Explain your process**	Give feedback and briefly explain AI's contribution, what you checked and the choices you made yourselves.
85-90 min.	**Your next academic choice**	Choose one checking question for your next assignment within your institution's own AI guidelines.

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

What does the source support?

PRACTICE EXAMPLE

Fictional source card: A school asks 24 volunteer pupils about one week of phone-free breaks. Fifteen say they talked more. There is no earlier measurement or comparison group. Prepared AI paragraph: "Research proves that phone-free breaks improve every young person's wellbeing. The school's study shows a lasting effect."

1. Mark claims in the AI paragraph that the source card does not support.

2. Rewrite the paragraph, clearly stating the participants, duration and limitations.

3. Describe the information needed to assess a more general or lasting effect.

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

WORKSHEET 2

Show your working process

PRACTICE EXAMPLE

Fictional assignment brief: "AI may be used for ideas. The analysis must be your own. Describe your use." Work log: "I asked AI for three angles. I chose the second. I also copied its analysis and changed a few words. I have not yet read the source AI mentions."

1. Identify where the work log follows the brief and where work must be changed or checked.

2. Plan how to read the source and write your own analysis with reasons for your conclusions.

3. Write a short, honest account of the AI use and the work still needed.

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

TEACHER NOTES AND FOLLOW-UP

After the activity

What does the source support?

The responses concern 15 of 24 volunteers at one school after one week. They establish neither causation, all young people's wellbeing nor a lasting effect. Ask students to justify each revision using the card. This is a fictional example, not a real study.

Show your working process

Use the supplied brief as this activity's rule. Changing a few words does not make the analysis the student's own. A source must be found and read before use. Agree with the teacher how this relates to the institution's actual guidelines.

FOLLOW UP IN CLASS

Use the checking sheet in a short assignment within the school's own AI guidelines. Adapt folk high school sessions to participants' ages, subjects and aims.

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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