AS ONLINE ACADEMY · FREE SAMPLE PACK

Evidence before eloquence.

A practical AI literacy lesson for educators, with a learner worksheet, answer key and age-appropriate UK and US adaptations.

Reviewed 2026-11-21. No pupil accounts, external AI service or sign-up required.

Free for classroom and internal staff use. You may adapt the original worksheets. Retain attribution and do not imply official endorsement. Future products or live sessions may have separate pricing; this version is free.

Facilitator guide

Free sample for teacher-led AI literacy. Use fictional examples and no external AI service. Approximate learner activity time: 20 minutes.

0–3 min: Introduce a claim and model uncertainty.
3–8 min: Compare the fictional draft with the reference card.
8–14 min: Pairs correct the draft, keeping their own reasoning.
14–18 min: Discuss information that should not enter an external prompt.
18–20 min: Exit ticket: correction, evidence, uncertainty and an approved next step.

Provide read-aloud, symbol/AAC, drawing, home-language vocabulary and an offline route as needed. For the youngest children, use picture sorting and adult talk. For older groups, add source limitations, disclosure and a workflow review.

This is independent training material, not an accredited qualification or a substitute for local curriculum, safeguarding, procurement or assessment rules.

Learner worksheet: a confident answer still needs checking

Fictional draft: “All adult butterflies have eight legs, so they are spiders.”

Reference card: Adult butterflies are insects. They have six legs. Spiders are arachnids and have eight legs. This is the evidence supplied for this practice activity.

1. Underline one claim you would check.
2. Which supplied evidence supports or contradicts it?
3. Write, draw, say or sign a correction in your own words.
4. What is still uncertain or needs another source?
5. Name one kind of learner information that should stay out of an external AI prompt.

You do not need an AI account or device. Use a teacher or trusted adult if you need help.

Teacher answer key

1. “Adult butterflies have eight legs” and “they are spiders” need checking.
2. The reference card identifies butterflies as insects with six legs and distinguishes spiders.
3. Example: “Adult butterflies are insects and have six legs.” Accept an accurate oral, signed, drawn or written response.
4. The card does not tell us about every life stage, species or other feature. More information needs a real source.
5. Examples: names, emails, photographs, grades, support plans, medical or safeguarding information.

Assessment: check the reasoning and source use, not speed, handwriting, typing, confident wording or detector scores.

Try the sample yourself

Start with the learning, not the tool

Imagine a teacher wants pupils to explain why a claim is reliable. The learning goal is checking evidence. A chatbot is optional: a printed fictional draft works just as well. No accounts or student data are needed for this sample.

Which is the clearest learning goal?

Explain a claim using a checked source. Choose an observable learning outcome before choosing a tool.

Spot the confident mistake

Fictional AI-style draft: “All adult butterflies have eight legs, so they are spiders.” Teacher reference card: adult butterflies are insects and have six legs. Spiders are arachnids and have eight. The reference card is the evidence for this exercise.

What should the learner do first?

Compare the claim with the supplied reference. Confidence is not evidence. Check the claim and correct it using the reference.

Keep learner information out

A useful teacher prompt describes a learning goal and asks for generic examples. It does not include names, emails, photographs, grades, support plans or safeguarding details. A fictional classroom scenario is enough to practise.

Which prompt is suitable for this sample?

Write three generic fact-checking questions for ages 8–10; mark uncertainty. Use generic, fictional inputs and retain human judgement. Approval is still needed before using an external tool.

Make the lesson inclusive and accountable

Offer spoken, visual or written responses, use a real reference card and let learners explain their correction. The teacher checks accessibility, accuracy and local policy. The sample is practice only: it does not award an Academy certificate or record course progress.

What is the best exit task?

Ask for a corrected claim, supporting evidence and one uncertainty. Assess the learner’s reasoning. You have completed the sample and can download the free pack or explore the full educator workshop.

Adapt the lesson, keep the learning.

England’s stages are approximate planning labels. Adapt separately to England, Wales, Scotland or Northern Ireland and individual readiness.

Early years · Ages approximately 3–5 · early years / reception

Activity: Show a teacher-prepared picture of an imaginary three-winged bird beside a real bird photograph. Ask: what do we notice, what could be invented, and which trusted adult can help us check? Use paper cards, objects and spoken discussion.

Evidence: A learner points to something they would check, or says/signs “ask a grown-up”. Accept pointing, AAC, drawing or oral answers.

Boundary: No child accounts, direct chatbot interaction, personal photographs or unattended generated content.

Primary / elementary · Ages approximately 5–11 · primary / KS1–KS2 in England

Activity: Give pairs three fictional AI-style statements about a local animal, one deliberately wrong. Provide a teacher-vetted reference card. Pupils highlight a claim, find supporting evidence and rewrite it in their own words.

Evidence: The pupil identifies the wrong claim, uses the supplied source and gives a corrected sentence or labelled picture.

Boundary: Use printed or teacher-projected examples. No pupil sign-ins or uploading pupil work; check local policy and vendor age restrictions before any later tool use.

Lower secondary / middle school · Ages approximately 11–14 · KS3 in England

Activity: Compare two teacher-written explanations of photosynthesis: one swaps the roles of carbon dioxide and oxygen. Learners trace each disputed statement to a vetted textbook extract and annotate a correction and an uncertainty.

Evidence: An annotated comparison identifies the factual issue, provides a real source and explains what remains uncertain.

Boundary: Teachers demonstrate with synthetic examples. Direct student AI use remains subject to school/district approval, safeguarding and age rules.

Upper secondary / high school · Ages approximately 14–16 · KS4 / GCSE stage in England

Activity: Give groups a clearly labelled fictional argument about whether a school should introduce a later start time, plus two short teacher-authored evidence cards with different limitations. Ask groups to identify an overclaim, revise it and disclose assistance.

Evidence: Use a four-part rubric: evidence traceability, uncertainty, inclusion of another perspective, and clear disclosure of assistance. Preserve students' own reasoning.

Boundary: Follow current examination, awarding-body and district assessment rules. Do not ask students to submit protected work or personal data to unapproved tools.

Post-16, college & adult learning · Ages approximately 16+ · sixth form, further education and adult training

Activity: Teams redesign a fictional training-provider workflow that generates learner feedback. Remove real learner records, specify the approved data source, add bias/accessibility checks and require a teacher to approve every consequential decision.

Evidence: A one-page workflow names the owner, permitted inputs, source checks, disclosure, human approval, escalation and a review date.

Boundary: No sole automated grading, admission or safeguarding decisions in this workshop. Apply the institution's privacy, procurement, accessibility and assessment processes.

Adapt the lesson, keep the learning.

Align to state and district expectations. Grade bands vary; the activity is an adaptation, not a national curriculum standard.

Early years · Ages approximately 3–5 · pre-K

Activity: Show a teacher-prepared picture of an imaginary three-winged bird beside a real bird photograph. Ask: what do we notice, what could be invented, and which trusted adult can help us check? Use paper cards, objects and spoken discussion.

Evidence: A learner points to something they would check, or says/signs “ask a grown-up”. Accept pointing, AAC, drawing or oral answers.

Boundary: No child accounts, direct chatbot interaction, personal photographs or unattended generated content.

Primary / elementary · Ages approximately 5–11 · elementary / K–5

Activity: Give pairs three fictional AI-style statements about a local animal, one deliberately wrong. Provide a teacher-vetted reference card. Pupils highlight a claim, find supporting evidence and rewrite it in their own words.

Evidence: The pupil identifies the wrong claim, uses the supplied source and gives a corrected sentence or labelled picture.

Boundary: Use printed or teacher-projected examples. No pupil sign-ins or uploading pupil work; check local policy and vendor age restrictions before any later tool use.

Lower secondary / middle school · Ages approximately 11–14 · grades 6–8

Activity: Compare two teacher-written explanations of photosynthesis: one swaps the roles of carbon dioxide and oxygen. Learners trace each disputed statement to a vetted textbook extract and annotate a correction and an uncertainty.

Evidence: An annotated comparison identifies the factual issue, provides a real source and explains what remains uncertain.

Boundary: Teachers demonstrate with synthetic examples. Direct student AI use remains subject to school/district approval, safeguarding and age rules.

Upper secondary / high school · Ages approximately 14–18 · grades 9–12

Activity: Give groups a clearly labelled fictional argument about whether a school should introduce a later start time, plus two short teacher-authored evidence cards with different limitations. Ask groups to identify an overclaim, revise it and disclose assistance.

Evidence: Use a four-part rubric: evidence traceability, uncertainty, inclusion of another perspective, and clear disclosure of assistance. Preserve students' own reasoning.

Boundary: Follow current examination, awarding-body and district assessment rules. Do not ask students to submit protected work or personal data to unapproved tools.

Post-16, college & adult learning · Ages approximately 18+ · college, workforce and adult education

Activity: Teams redesign a fictional training-provider workflow that generates learner feedback. Remove real learner records, specify the approved data source, add bias/accessibility checks and require a teacher to approve every consequential decision.

Evidence: A one-page workflow names the owner, permitted inputs, source checks, disclosure, human approval, escalation and a review date.

Boundary: No sole automated grading, admission or safeguarding decisions in this workshop. Apply the institution's privacy, procurement, accessibility and assessment processes.

Before using AI in your setting

1. Name the educational purpose and choose the simplest effective method.
2. Obtain the institution’s approval, check age restrictions and use fictional data.
3. Verify claims and references; keep an offline alternative.
4. Check accessibility, language, inclusion and age suitability.
5. Keep assessment, safeguarding and other consequential decisions with accountable people.
6. State what assistance was used and agree a review date.

Sources and review

Reviewed 2026-11-21

- DfE: generative AI in education (England): https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education
- DfE: education AI product safety standards, January 2026: https://www.gov.uk/government/publications/generative-ai-product-safety-standards/generative-ai-product-safety-standards
- US Department of Education: education-leader AI toolkit: https://eric.ed.gov/?id=ED661924
- FTC: COPPA questions for schools and providers: https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions
- US Department of Education: student privacy: https://studentprivacy.ed.gov/
- Wales: learner progression: https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/supporting-learner-progression-assessment-guidance/
- Scotland: curriculum levels: https://education.gov.scot/parentzone/curriculum-in-scotland/curriculum-levels/
- Northern Ireland: curriculum: https://www.education-ni.gov.uk/articles/statutory-curriculum

Online taster: https://asonlinesvc.dev/academy/sample-lesson
Full educator workshop: https://asonlinesvc.dev/academy/teacher-ai-workshop
Enquiries and free introductory webinar interest: https://asonlinesvc.dev/academy/schools-training