

FREE CLASSROOM RESOURCE

# AI Awareness for Learners (16+)

A practical guide to using artificial intelligence safely, responsibly and effectively in learning and everyday life.

Workplace **Hero**

[workplacehero.co.uk](https://workplacehero.co.uk)

# Learning objectives

By the end of this resource you should be able to:

## Understand

Explain in simple terms what generative AI can and cannot do.

## Use

Identify appropriate ways AI can support learning.

## Check

Recognise why AI-generated information needs checking.

## Protect

Use AI without unnecessarily exposing personal or confidential information.

## Own

Take responsibility for work produced with AI support.

**ASK**



**CHECK**



**PROTECT**



**OWN**

# What is generative AI?

Generative AI can create or transform text, images, audio, video and code.

It produces responses based on patterns learned from large amounts of data, and on the information and instructions you give it. It does not think like a person, it does not know everything, and it is not simply searching the internet.

Different AI tools work differently. Some can look up current information or use other tools; others can only draw on what they learned during training.

AI can produce convincing responses without guaranteeing that they are correct.

# Where might you already meet AI?

AI is much broader than chatbots. You may meet it in:

- chatbots and assistants
- search tools
- recommendations (music, video, shopping)
- translation
- writing support
- image generation
- coding assistants
- transcription and captions
- accessibility tools
- customer service systems

Not every automated system is AI - a simple timer or a fixed set of rules is not. But AI is increasingly built into everyday tools.

Reflect: Where have you encountered AI this week?

# What can AI help you do?

Used well, AI can be a useful learning partner. It might help you:

- explain a difficult concept differently
- brainstorm ideas
- create practice questions
- summarise your own notes
- improve the structure of writing
- practise interview questions
- get feedback on clarity
- understand code
- generate examples
- plan revision
- explore different approaches

## Helps you learn

Using AI to understand, practise and improve.

## Avoids learning

Using AI so you don't have to understand or do the work.

# Helping you learn or doing it for you?

## Supporting your learning

“Explain this concept in simpler language.”

“Give me five practice questions.”

“Can you give feedback on the structure of my answer?”

“Show me another example.”

“Help me understand why this code isn’t working.”

## Replacing your learning

“Write my entire assignment so I can submit it.”

“Complete this assessment for me.”

“Make up references for this answer.”

“Give me an answer I can submit without understanding it.”

Your provider, awarding organisation, employer or assessment may have specific rules about AI use. Follow those rules. If you are unsure, ask.

# ASK: getting better results

Give AI clear, useful instructions:

| TASK   | → | CONTEXT                                                                                                                                                                                              | → | REQUIREMENTS | → | OUTPUT |
|--------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------|---|--------|
| Weak   |   | “Teach me percentages.”                                                                                                                                                                              |   |              |   |        |
| Better |   | “I am studying Level 2 maths and struggle with percentage increase. Explain it simply using a shopping example, then give me three questions to try myself. Do not give me the answers until I ask.” |   |              |   |        |

Good AI use can make you MORE active as a learner, not less.

# CHECK: AI can be wrong

AI can:

- make factual mistakes
- invent information
- invent references or sources
- use outdated information
- misunderstand the question
- oversimplify
- sound confident when wrong

## CONFIDENT ≠ CORRECT

- Does this make sense?
- Can I verify it?
- Is the source real?
- Is the information current?
- Does another reliable source agree?
- Would it matter if this were wrong?

The more important the consequence, the more important the checking.

# A quick checking activity

## FICTIONAL EXAMPLE FOR DISCUSSION

A learner asks an AI chatbot about part-time work among students. It confidently replies with a statistic (“X% of students work part-time”), the name of a report it says the figure comes from, a website address for that report, and a clear, persuasive explanation. The report, figure and website here are placeholders, not real sources.

What would you check before using this in your work?

Things I would check

# PROTECT: think before you upload

## STOP BEFORE YOU UPLOAD

Do I have the right to put this information into this AI tool? Take care before sharing:

- someone else's personal information
- confidential workplace documents
- learner or customer records
- passwords
- financial information
- health information
- safeguarding information
- commercially sensitive information
- assessment materials you are not authorised to share

Different tools and organisations have different rules. Check what you are sharing, whether you have permission, your organisation or provider's policy, and how the tool may process or store information.

If you are unsure, stop and ask.

# AI, bias and fairness

AI systems learn patterns from data and from the way they are designed. Their outputs can sometimes reflect stereotypes, overlook perspectives, treat groups differently, make assumptions or produce biased results.

That doesn't mean every output is biased - but AI output should be reviewed, not treated as automatically neutral.

| Recruitment             | Education                     | Finance                     | Healthcare           |
|-------------------------|-------------------------------|-----------------------------|----------------------|
| Shortlisting applicants | Marking or predicting results | Deciding on loans or credit | Supporting diagnosis |

Discuss: Would you let an AI system make an important decision about you without a human checking it?

# AI images, audio and deepfakes

AI can generate or change images, voices, video and documents. Something that looks or sounds real may not be real.

## PAUSE

- check the source
- contact the person another way

## VERIFY

- look for independent confirmation
- be cautious where money, passwords or urgent requests are involved

## ACT

You receive a voice message that sounds like someone you know, urgently asking for money. What would you do before acting?

# AI and your assessments

Different assessments and providers allow different levels of AI use. AI might be:

- permitted
- permitted for specific tasks
- permitted if acknowledged
- restricted
- prohibited in some assessments

Always follow the assessment instructions, awarding organisation requirements, your provider's AI policy and your tutor or assessor's guidance. Submitting AI-generated work as your own where this is not permitted can raise assessment integrity concerns.

**NOT SURE IF AI IS ALLOWED? ASK FIRST.**

Never use AI to fabricate references, evidence, workplace experience, observations, witness testimony or practical activity.

# OWN: keep yourself in the work

If the AI disappeared tomorrow, could you still explain what you submitted?

- understand your final work
- edit rather than blindly copy
- check facts
- use your own examples
- keep your own voice
- challenge suggestions
- make final decisions yourself

AI can support your work. You are still responsible for it.

**ASK**



**CHECK**



**PROTECT**



**OWN**

# What would you do?

For each: Good use? Check first? Not appropriate?

|   |                                                                                                     |
|---|-----------------------------------------------------------------------------------------------------|
| 1 | A learner asks AI to explain something they did not understand in class.                            |
| 2 | A learner uploads a spreadsheet of customer names and contact details to get help analysing it.     |
| 3 | AI gives a learner three references for an assignment, but they haven't checked whether they exist. |
| 4 | A learner uses AI to generate practice interview questions and asks it to critique their answers.   |
| 5 | A learner submits an AI-generated assignment without reading or understanding it.                   |

Discuss: What would make each use safer or more useful?

# My AI habits

Before using AI, I will remember:

| Ask                                         | Check                                           | Protect                                 | Own                                                       |
|---------------------------------------------|-------------------------------------------------|-----------------------------------------|-----------------------------------------------------------|
| What am I actually asking it to help me do? | How will I know whether the answer is reliable? | Am I allowed to share this information? | Can I explain and take responsibility for the final work? |

## About this resource

Designed for tutors and trainers to use with learners aged 16+ as an introduction to responsible AI use. It provides general awareness and does not replace provider AI policies, awarding organisation requirements, assessment instructions, data protection policies, safeguarding procedures, or specialist legal or professional advice.

Content reviewed: 25 September 2026 Suggested next review: 25 September 2027. Review earlier if relevant legislation changes, DfE AI guidance materially changes, Ofqual or awarding organisation expectations materially change, the ICO publishes materially revised AI and data protection guidance, or significant new AI risks or capabilities require this guidance to change.

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