AI Literacy Implementation Snapshot

A 3-Week Classroom Pilot Model

By R. K. Antonio | *The AI Book For All*

Purpose

Artificial Intelligence (AI) is already shaping how students:

• interpret information
• complete assignments
• form conclusions

This pilot introduces a simple, structured approach to help students:

• question AI outputs
• recognize underlying assumptions
• develop judgment—not just speed

What This Is (and Is Not)

This is:

• A 3-week classroom pilot
• A thinking framework—not a technology rollout
• Aligned with emerging AI literacy guidance

This is not:

• A new curriculum
• A software requirement
• A disruption to existing lesson plans

3-Week Pilot Structure

Week 1 — Awareness

Goal: Students recognize that AI is not neutral

Activity:
Ask AI the same question twice with different framing

Example:

- "What are the benefits of AI in education?"
- "What are the risks of AI in education?"

Student Task:

- Compare responses
- Identify differences in tone, assumptions, and emphasis

Outcome:
Students begin to see that outputs are shaped—not absolute

Week 2 — Evaluation

Goal: Students learn to interrogate AI responses

Introduce the 5WH Lens:

- Who is missing?
- What assumption is present?
- When has this pattern appeared before?
- Where might the data be incomplete?
- Why does this matter?
- How could this be reframed?

Activity:
Apply the lens to an AI-generated response

Outcome:
Students move from passive reading → active evaluation

Week 3 — Guided Use

Goal: Students learn to direct AI intentionally

Prompt Structure:

- "Answer this as if the common assumption is wrong."
- "Explain this for someone overwhelmed, not unintelligent."

Activity:
Students refine prompts to improve clarity and usefulness

Outcome:
Students begin shaping outputs instead of accepting them

Sample Prompts (Ready to Use)

Closed Prompt (baseline):
How can I use AI in my work?

Open Prompt (expanded thinking):
Give me three ways AI could replace parts of my role, and three ways I could adapt.

Boundary Prompt (human-centered):
Explain this simply. Give one practical step I can take today.

Critical Prompt (evaluation):
What are the assumptions this answer based on?

Measurement Rubric (Simple & Observable)

Skill	Beginning	Developing	Proficient
Questioning AI Output	Accepts answer as correct	Occasionally questions	Consistently evaluates
Prompt Quality	Basic / vague	Some structure	Clear, intentional framing
Bias Awareness	Does not recognize	Identifies when prompted	Independently identifies
Reflection	Minimal	Some insight	Demonstrates reasoning

What to look for:

- Are students asking better questions?
- Are they recognizing missing perspectives?
- Are they pausing before accepting answers?

Why This Approach Is Grounded

This pilot aligns with established research and international guidance:

• **United Nations Educational, Scientific and Cultural Organization (UNESCO)**
Emphasizes human oversight, ethical reasoning, and critical evaluation of AI outputs

• **Organisation for Economic Co-operation and Development (OECD)**
Highlights the need for human-centered AI competency—not just usage

• **Stanford History Education Group (SHEG)**
Demonstrates that students struggle to evaluate information credibility—AI increases this challenge

• **John Hattie (Visible Learning research)**
Identifies metacognition and self-reflection as high-impact learning strategies

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What Success Looks Like

After 3 weeks, students should:

- Pause before accepting AI-generated answers
- Ask follow-up questions
- Recognize that outputs are shaped by inputs
- Demonstrate improved clarity in their own thinking

Implementation Notes

- Can be integrated into existing assignments
- Works across subjects (ELA, Social Studies, Science)
- Requires no additional technology beyond current access

Next Step

This snapshot is designed to be practical—not theoretical.

If useful, the next step is a small, measurable classroom pilot,
with support, refinement, and feedback based on real student interaction.

Closing Thought

AI will continue to generate answers.

Education must ensure students understand:
how those answers are formed—and when to question them.

Socratic Reflection

If a student can generate an answer instantly—

what becomes more valuable:
the answer itself…

or the ability to understand whether that answer should be trusted?
