

Start with human judgement

Lesson planning sheet | Suggested cycle: 100-140 minutes

Subject / class / date

Authentic curriculum-linked problem

Evidence students can inspect before AI

Student output / success criteria

AI access arrangement and privacy boundary

Sequence and checkpoints

PLAN / 30-40 min

What do students think before AI?

PLAN TO ACT / 20-30 min

Which direction can they defend?

ACT / 30-40 min

What evidence supports revisions?

REFLECT / 20-30 min

What did they decide themselves?

Responsible AI use

One-page classroom agreement

Purpose

Start with a human observation, question or draft. Use AI to explore possibilities, not to choose for the group.

Privacy

Do not enter personal, sensitive or identifying student information into prompts. Follow local school rules and approved tools.

Verification

Check claims against the task evidence, subject knowledge and reliable sources. AI can be inaccurate or biased.

Transparency

Record significant suggestions and whether you accepted, modified or rejected them. Explain why.

Ownership

The group makes and defends the final decision. Each student reflects in their own words.

Before using AI, ask:

- What do we already know?
- What evidence will help us test a suggestion?
- What decision belongs to us?

AI Judgement Table

Complete a row for each consequential suggestion

AI suggestion	A / M / R	Evidence checked	Reason for decision	

A = Accept (use); M = Modify (adapt); R = Reject (leave out). Give a specific reason.

Teacher observation

Note the level of support as well as the action

Group / task: _____ Date: _____

- ☐ Students formed an initial response before consulting AI.
- ☐ Students compared an AI suggestion with actual task evidence.
- ☐ Students justified an Accept / Modify / Reject decision.
- ☐ Students challenged an unsupported or unsuitable claim.
- ☐ Students explained their final decision in their own words.
- ☐ Students followed privacy and responsible-use expectations.

For each observation, mark I = independent; P = prompted; G = guided.

Evidence of student talk or action

Next scaffold or question

Student reflection

Complete individually after the group presentation

What did you think or notice before your group used AI?

Describe one AI suggestion your group accepted, modified or rejected. Why?

Which evidence mattered most for your final decision?

What limitation or risk did you notice in the AI output?

What did you decide yourself, and what would you do differently next time?

Final output rubric

Adapt subject criteria while preserving evidence and judgement

Subject evidence

Claims use relevant, checked task evidence.

- ☐ Developing
- ☐ Secure
- ☐ Strong

Reasoning

The group explains how the evidence supports its response.

- ☐ Developing
- ☐ Secure
- ☐ Strong

Human judgement

Important AI suggestions have an A/M/R decision and reason.

- ☐ Developing
- ☐ Secure
- ☐ Strong

Responsible use

Privacy, verification and transparency expectations are met.

- ☐ Developing
- ☐ Secure
- ☐ Strong

Reflection

Students identify limits, choices and a next improvement.

- ☐ Developing
- ☐ Secure
- ☐ Strong

Teacher note: assess disciplinary accuracy using your local curriculum criteria.