

Practical Classroom Tips for the Use of AI in Lessons



1. Start with Clear Boundaries & Transparency

- Create (or follow) a simple classroom AI policy: when AI is allowed, when it is not, and how students must disclose its use.
- Require students to note how they used AI (e.g. “I used ChatGPT to brainstorm three possible essay statements, then chose and developed one myself”).
- Model transparency yourself — tell students when and how you used AI in preparing the lesson.

2. Use AI as an Assistant, Not a Replacement

Good uses for teachers:

- Generate first drafts of lesson plans, discussion questions or differentiated worksheets (then edit heavily).
- Create rubrics, quiz questions or model answers.
- Summarise long articles or parent emails.
- Produce alternative explanations of difficult concepts at different reading levels.

Good uses for students (with guidance):

- Brainstorming ideas or counter-arguments.
- Getting feedback on their own writing (“Ask the AI to question my argument”).
- Practising dialogue (e.g. role-play a historical figure or a sceptical viewpoint).
- Explaining a concept in simpler language.

3. Keep the Focus on Human & Spiritual Formation

- Design tasks that AI cannot easily do well: personal reflection, testimony, ethical decision-making or collaborative discussion.
- After students use AI, always follow up with human interaction — “What did the AI miss?”
- Use AI-generated material as a starting point for critical evaluation, not the final product.

4. Teach Discernment Explicitly

- Show students how AI can “hallucinate” or present biased information.
- Practise the habit of verifying sources and comparing AI output with trustworthy resources.
- Ask reflective questions such as:
 - “Does this response honour truth and the dignity of humanity?”
 - “How might this tool help or hinder wisdom and character growth?”

5. Protect Relationships and Integrity

- Avoid using AI for grading personal or reflective work where the teacher’s relational insight matters.
- Prefer in-class writing, oral responses or process portfolios when assessing learning that should demonstrate genuine student thinking.
- Use AI detection tools sparingly and primarily as a conversation starter rather than a punishment mechanism. They can make mistakes!

6. Simple Classroom Routines That Work Well

- “AI + Me” rule: students may use AI for the first draft or ideas, but the final version and all thinking must be their own.
- Socratic-style AI bots: constrain the AI to discuss only the material you have provided and to ask guiding questions rather than give answers.
- Exit ticket: “One helpful thing the AI did + one thing I still needed to do myself.”

7. Start Small and Reflect

- Experiment with one low-stakes use (e.g. generating discussion questions).
- Reflect afterwards: Did it free up time for better student interaction? Did it support or hinder character and learning goals?
- Share what you learn with colleagues – discussion on the use of AI in Scottish education within staff rooms can also be an opportunity to share the source of true knowledge and wisdom with those we work with.