Generative AI in Education: Have Your Say

Access resources at: http://connectedbydata.org/ai-in-education/toolkit

Introduction and background

About this resource

What is **generative artificial intelligence**? And how might it be used in schools and colleges? What do the people building it need to hear from children, parents and educators?

This resource is designed to help you have informed and deliberative conversations about generative AI in education, the ways it can be used, and the issues that might raise.

It is designed to be used **in the classroom** - providing a single or double lesson plan for discussing generative AI in education with 10 to 18 year olds (variations provided).

We have also written it with an eye on how it could be adapted for use **in the staff room** (providing an agenda for exploring generative AI in education with school staff and governors) and **in other settings** (supporting flexible workshop sessions outside of school - in informal education settings, or with parents, families and guardians).

For sessions run using this toolkit between 1st November 2025 and 15th December 2025 we are inviting groups to **share feedback and views through an online platform** in order to shape a report that will be presented to global education ministers, AI experts, and tech companies at the Department for Education's AI in Education Summit in 2026.

How to use this resource?

This lesson and workshop plan provides all the information you need to run a 50 or 100 minute lesson/workshop on generative AI in education, and to collect student feedback as part of an input to the 2026 Generative AI in Education Summit.

It has been designed for use with students aged 10 - 18. In some cases, different versions of worksheets are available, and this will be indicated. In other cases, there may be notes on how to adapt the content to your group.

The resource contains a set of core content and suggested content to cover within a classroom session or workshop, along with suggested activities and feedback questions.

If you want views from your group to feed into the **AI in Education Summit** then you must include the feedback questions in your session, and capture feedback that can be sent in through the online portal by 15th December 2025.

Who created this resource?

This resource was commissioned by the Department for Education, and written by Connected by Data, the campaign for communities to have a powerful say in decisions about data and AI.

Draft resources were reviewed for accuracy, balance and approach by: Beckett LeClair (5Rights Foundation), Florence Ackland (PSHE Association), Graham Tavener (Connected by Data Fellow, FE Lecturer), James Vincent (Bath Spa University), Jen Persson (Defend Digital Me), Jeni Tennison (Connected by Data), Louise Couceiro (Department of Education, University of Oxford), Melvin Riley (National Youth Technology Council), Rebecca Eynon (Oxford Internet Institute and Department of Education, University of Oxford), Sarah Turner (University College London), Tania Duarte (We and AI).

The lead author was Tim Davies. Editorial support was provided by Emily Macaulay and Jeni Tennison. Illustrations by Imogen Shaw.

The resource does not necessarily reflect the views, opinions or policy positions of any of the individual contributors or authors.

What license is this resource under?

Where can I find out more about using Generative AI in education?

Education is a devolved issue across the United Kingdom. You can find current policy on generative AI in Education for England on Gov.UK here.

The Department for Education has also published online materials to support staff in schools and colleges in England to use AI safely and effectively, you can find these resources on Gov.UK here.

Session plans

There's a lot to explore about generative AI in education, but we realise that there may be limited time available to add in discussions during November and December 2025.

We've put together two suggested schedules, based on around a full 100 minutes (either in a single session, or across two sessions) or a single short 50 minute session.

We have also included guidance on what to do if you have more time available.

[Full] 100 minute session

Time	Activity	Resources needed
00	**Introducing generative AI in education** *A short introduction to generative AI + comprehension quiz. Introduction to UNCRC and education summit input opportunity.* *Optional class discussion on AI hopes and fears (allow extra 10 mins)*	**Presentation slides**
10	**Tools: How can generative AI be used in education** *Small group discussion of different tools with feedback to the class.*	**Tool card handouts** - ideally printed and cut out
30	**Issues for AI in education** *Worksheets on different issues with AI in education for small group discussion.* — Optional break between sessions —	**Issue worksheets**
50	***[Include recap for split sessions then]*** **Who decides how AI works in education?** *Explaining how generative AI in education works (prompts, system instructions, models).*	**Presentation slides**
60	**Our message to AI Makers** *Voting 'agree' and 'disagree' on a series of statements and suggesting our own statements.*	**Voting on class screen**
75	**Your say: Creative expression** *Choice of three creative feedback activities (writing, design, art) that provide opportunities to express a view on AI in education.*	**Worksheets on paper or in digital form**
95	**Submitting our feedback** *Collect in work or guide students on submitting through the feedback portal.*	**Link to feedback portal**
100	**Close**	

[Short] 50 minute session

The main difference in a short session is that there will be less time for full class feedback. Each table group may end up focussed on a small set of generative AI in education tools and issues.

You could choose to assign these intentionally, or randomly, based on your knowledge of the group.

Time	Activity	Resources needed
00	**Introducing generative AI in education** *A short introduction to generative AI + comprehension quiz. Introduction to UNCRC and education summit input opportunity.*	**Presentation slides**
05	**Tools: How can generative AI be used in education** *Small group discussion of different tools with feedback to the class.*	**Tool card handouts** - ideally printed and cut out
15	**Issues for AI in education** *Worksheets on different issues with AI in education for small group discussion.*	**Issue worksheets**
30	**Who decides how AI works in education?** *Explaining how generative AI in education works (prompts, system instructions, models).*	**Presentation slides**
35	**Our message to AI Makers** *Voting 'agree' and 'disagree' on a series of statements and suggesting our own statements.*	**Voting on class screen**
45	**Optional homework: Creative expression feedback activities** *Give each student a worksheet to complete as an optional homework activity.*	**Worksheets on paper or in digital form**
50	**Close**	

Before you start

Handling Complex Issues and Creating a Safe Environment

Artificial Intelligence is a wide-ranging topic, and students may have many different prior experiences of, and views about, AI.

In this resource, we have kept the focus on AI in education, and have avoided language that might be likely to invite students to share sensitive personal experiences.

The PSHE Association provides registered users with a **free guide on Handling Complex Issues and Creating a Safe Learning Environment**[1] which covers important points including:

- **Having clear ground rules** for discussion, such as: openness to all views; keeping conversations in the room; the right to pass; avoiding personal questions; and seeking further help and advice when needed.
- **Using distancing techniques** to enable students to take part regardless of personal experiences, and avoiding judgemental discussions.
- **Handling questions and concerns safely** and giving age-appropriate answers.

We suggest using a **'Parking lot'** to record issues that come up which cannot be addressed in the session. You could use this to identify issues for future discussions in your setting.

If a student does disclose any information about their experiences with AI that gives cause for safeguarding concerns you should follow your local processes.

Recognising and responding to student concerns

Your group may raise a number of concerns and issues around AI based on their prior experience. There may be cases where these issues are a source of distress to particular students. The bullet points below are issues that you could come up, so that you can be prepared to address, or park these as appropriate for your group.

Note that, from the perspective of the feedback activities, both a desire for more AI in education, and a desire to wholly reject AI in education, are legitimate positions to take.

- **Inequality of access** - not all students have access to digital devices, or can afford subscriptions to AI tools. Talking about prior experience of AI may be uncomfortable for those who are economically or digitally excluded.
- **Environmental impacts of AI** - students may be concerned about the impact of AI on climate change. The 'environmental impacts' issue worksheet provides space to discuss this.
- **AI Friend Apps -** students may have experience of AI companion apps, and have concerns about emotional reliance on these.

[1] https://pshe-association.org.uk/guidance/ks1-5/handling-complex-issues-safely-classroom

- **Artificial General Intelligence and Existential Risk** - some people are concerned that if 'Artificial General Intelligence' was ever developed, this would result in 'super-smart' computers that could threaten humans. There is no scientific consensus on whether AGI is possible, although there are strong arguments that current claims about AGI reflect hype rather than reality.
- **Copyright infringement** - some people take a strong position that, because all current generally available generative AI models were trained on copyright materials, their use constitutes copyright theft.
- **Poor quality / over-hyped** - some students may raise their experience that, in practice, AI tools do not live up to the hype: drawing on experience of using tools that turned out to provide poor quality answers, or unhelpful information. This is no settled science on whether generative AI tools can continue to improve, or whether their capabilities have plateaued.
- **Job losses** - some students may be concerned about the impact of AI on future employment markets. The impact of AI on the job market is outside the scope of this particular workshop, but concerns about how use of AI in education impacts young people's readiness for future employment could be included in feedback activities.
- **Deepfakes - including non-consensual deepfakes** - some students may raise concerns about AI-generated imagery of people (deepfakes) and how these could be used or abused, including cases of pornographic deep fakes. It may be helpful to signpost to your settings online safety resources if this topic comes up. If appropriate, redirect discussions towards whether or not we can trust information generated by AI.

Detailed session plan

Part 1: Introducing generative AI in education

By the end of this section, you should have established the focus of the discussions on generative AI in education.

Generative AI is a specific form of artificial intelligence, based on using models that have been trained by finding patterns in large amounts of data (text, images, video etc).

Prepare

- **Review the slides** on AI and the right of children and young people to have a say.
- **Set up a 'parking lot' space (**flip-chart; whiteboard space etc.) for issues that come up that can't be addressed during the workshop
- **Check if your own school/college/organisation has a policy on use of generative AI**, as you may get asked about this.
- [Optional] The Department for Education has published online materials to support staff in schools and colleges in England to use AI safely and effectively. You might find it helpful to have reviewed these resources, which could be found on Gov.UK here.

If you want to read more about definitions of AI and generative AI, the Scottish AI Alliance have produced this useful explainer as part of their Children's Rights and AI Teaching Pack (note: the Lesson FAQs in the explainer relate to the Scottish AI Alliance teaching pack, not this resource - although many are still useful to review as they provide answers to questions that might come up from your group).

Additional supporting resources (optional):

- What is AI? - AI explained for and by children! (part 1)
- Rights of the Child animation

Deliver

Short version (5 mins)	**Full version (10 mins)**	***With additional time...***
Present the 'Introducing AI' and 'Your say' slides. Skip the 'What can AI do?' activity.	Present the 'Introducing AI' and 'Your say' slides. Spend 2 - 3 minutes on a class brainstorm for 'What can AI do? What can't AI do?'	Show the Scottish AI Alliance 'What is AI? - AI Explained for and by children!' during your introductory slides. Get students to answer 'What can AI do? What can't AI do?' on paper / mini-white-boards before sharing to the class.

Example answers

If you run a class brainstorm on what AI can, and can't do, examples could include:

What can AI do?	What can't AI do?
Answers are likely to describe particular uses of AI. Archetypal examples of generative AI are indicated below with *. Many other uses of AI might now incorporate elements of generative AI, but they were mostly possible and in widespread use *before* the advent of generative AI. • **Predict songs /films you may like** (recommendation systems) • **Filter social media posts** • **Medical research** (analysing scans, predicting disease, developing new treatments) • **Recognise speech or handwriting** • **Control robots** (Automation, navigation) • **Translate languages** • **Control 'Non-Playable Characters' in computer games** • **AI line judges in sports** • **Facial recognition** • **Write essays*** • **Create videos and images** from text prompts** • **Write poems*** • **Advanced chatbots*** • **Write software code***	Answers might be more focussed on concepts - expressed in age-appropriate ways: (e.g. emotional limits of AI as 'AI can't be your friend'), or might be based on examples of AI limitations students have heard about (e.g. 'AI can't recognise black faces as well as white ones'[2]) • **Get every answer right** - generative AI systems don't have a concept of true or false: they just predict likely next words / pixels • **Understand people -** AI mimics understanding, and can misinterpret subtle cues in language • **Common sense reasoning** - AI is based on patterns in data, not a conceptual understanding of the world. • **Empathy or emotional intelligence** - again AI can mimic emotional behaviour, but does not have genuine empathy or compassion. • **True creativity** - AI can't create novel concepts or ideas outside of finding patterns in its training data. • **Be accountable** - the people who use and design AI systems should be accountable for their impacts. AI systems cannot be held accountable.

Gathering feedback

During this section of discussion, be open to comments about any form of AI. You may find it useful to write issues that are raised down on a flip-chart to 'park' them for future discussions.

You do not need to record or submit the general feedback from this first session.

[2] This was a finding from research in 2018: http://gendershades.org/ - subsequently many systems have been given more diverse training data, which has reduced this disparity.

Part 2: How can generative AI be used in education

By the end of this section you should have given the group an awareness of specific ways in which generative AI could be used in education, and started to reflect on the benefits or problems of these uses.

In a short session, this is a learning activity only. In a full session you can optionally have a class discussion on top-3 and bottom-3 tools, and submit the outcome through the feedback portal.

Prepare

- **Review the tool cards** and familiarise yourself with them.
- **Print out the Tool Cards worksheets**. You can either cut these into individual cards, or give them as single pages to small groups.
- **Review the slides** for this section and delete the activity slides you are not using
- **Look at the online feedback form** for this activity (full session)

Deliver

Short version (10 mins)	Full version (20 mins)
Ask each small group to look at four different tools (one worksheet each) and to discuss: • What do you think the **benefits** might be with using this kind of tool in education? • What do you think the **problems** might be with using this tool for education? After 6 - 7 minutes, ask a few students to give feedback to the class about the tools they were looking at and the benefits or problems they identified. It may not be possible to cover all tools in the time available.	Distribute the tool cards equally between tables. Ask individuals or small groups to place their tool card in the middle of a piece of paper / mini-white-board and write down **benefits** on one side, and **problems** on the other. After 10 minutes invite brief feedback from tables, and then use one of the feedback activities below to identify the **top 3** and **bottom 3** tools.

Feedback activity

In a full workshop session you can optionally submit feedback on the **top 3 tools** (benefit outweighs problems) and **bottom 3 tools** (problems outweigh benefits) for AI in education, as identified by your group.

You can use a range of ways to identify top and bottom tools. Choose from:

- **Class vote: show of hands:** After hearing student feedback, run through the list of tools and for each, ask for a show of hands from students who think the benefits of the tool outweigh the challenges. Count up the votes to find the top-3 and bottom-3.

- **Carousel and dot-voting:** Give each student three red and three green sticky dots, and invite them to move around the room looking at the annotated tools, and using their green dots to vote for the tools they feel have strong benefits, and red for those they feel have more problems (remind them this is about the strength of the points made, not the number of points on each page). If you don't have sticky dots, ask students to use ticks or crosses (maximum of 3 of each).

  Count up the dot votes and discuss class agreement on the resulting top-3 and bottom-3.

You may want to appoint a particular student to keep a tally of votes, and to help submit the feedback.

	**Use the link in your registration confirmation to access the feedback portal.** The '**Top Tools'** feedback form will ask you to tick against the top-3 and bottom-3 tools from your group. **Note:** There is space to provide a reason why these were chosen. You can discuss as a group your reasons why, or as the facilitator, you can add these based on the benefits or challenges written down or discussed in the session.

Part 3: Issues for generative AI in education

By the end of this section you should have given the group an opportunity to explore some of the critical issues that could be taken into account when considering the use of AI in education.

Prepare

- **Familiarise yourself with the AI issue worksheets**
- **Print out the Issues worksheets -** enough for each student to look at 2 - 3 issues.

Deliver

Short version (10 mins)	**Full version (20 mins)**	***With additional time...***
Handout a set of issues to each table. Encourage the group to work individually or in pairs reviewing an issue at a time, and thinking about who the views they agree or disagree with, and writing their own views. They can use colour or ticks or crosses to indicate agreement/disagreement.	After 10 minutes of individual work, invite a full group discussion of issues. Go around the group and invite students to briefly introduce the issue they were reading about, and what they think of it.	With more time, students will be able to look at a larger number of issues, and to spend more time in group discussion.

Alternatively, if you feel your group will not be able to independently review issue worksheets, a slide version of each issue is available at the end of the slide deck.

Feedback

You do not need to submit feedback from this part of the session. However, encourage students to make sure issues they feel strongly about are captured in the Creative Expressions section if you are including that.

Part 4: Who decides how generative AI works in education?

By the end of this section you should have explained how generative AI in education tools are generally created from three components, and how different people make decisions about each one.

This provides groundwork for the final feedback activities.

Prepare

- **Review the slides** and the additional explanation below.

- **Consider appropriate comprehension activities for your group.** The ideas in this section can be complicated to grasp - and you will know best how to make sure members of your group have understood them.

Deliver

Short version (5 mins)	Full version (10 mins)
Present the slides.	Present the slides. Use the blank 'Who decides' slide to either come up with your own worked example (older groups), or run a comprehension test (younger groups - answer on next slide) on who makes decisions at each stage.

Background information

Most **generative AI tools** are made up of a number of different pieces.

- **The prompt** tells an AI tool what you want it to do
    - Often, a teacher will provide the prompt for a particular use of AI in education.
    - E.g. "Create me a lesson plan on Roman Villas for Year 3", or "Generate a 10-question yes/no quiz based on the class book we have been reading."

- **The application (app) has extra instructions and information** set by the company or organisation that built it.
    - They are often a combination of computer code, extra prompts and structured information.
    - E.g. A lesson planning tool might pull together relevant information about the National Curriculum, content from textbooks, other similar lesson plans, and a template lesson plan and say: "
        - Make sure everything is suitable for children in year 6.

        - Include the key learning points to take away from the lesson.
        - Identify and check for pupils' prior knowledge during a starter quiz.
        - Address common misconceptions about the topic.
        - Include some engaging activities to help reinforce the learning points.
        - Don't include bad language or anything that might be upsetting."
    - The extra context the app adds to the prompt could include things that are specific about the school, class, or pupils, to make sure the output is really customised or personalised.
    - The tools might also ask questions of the teacher to help them create a good prompt, and display the results in a way that makes them easy to use.

- **The AI Model** takes the prompt, instructions, and information, and generates content (e.g. chat bot messages; lesson plans; marking or audio/video).
    - Most generative AI tools used in schools use 'foundation models' created by big companies like Google, OpenAI, Anthropic or Microsoft.
    - This means they send data off to the company providing the model, and get responses back.

Part 5: Have your say

In early 2026, the Department for Education will host an international summit on generative AI in education.

Education ministers from around the world will join with international experts and AI companies to explore how AI tools can be better aligned with the needs of education.

To support the summit, the Department for Education wants the views of pupils across the country.

Prepare

- **Make sure you can access the feedback portal** on a screen visible to the class;
- **Review some of the example statements that you might be shown** (below) and think about whether these can be read out as they are to the group, or whether you may need to explain statements. The statements are common across all age groups using the toolkit, and so may need some explanation for different groups.

Deliver

Short version (10 mins)	Full version (10 mins)	With more time
Show the pol.is vote feedback tool on screen. Explain to the group that you will have a number of statements to review. You can vote **agree**, **disagree** or **unsure.** These votes will be combined with votes from other students and schools to build up a picture of different views on generative AI in education[3].		You can spend longer discussing each statement before voting, or could hold a debate, with speakers for and against.

Feedback

	**Use the link in your registration confirmation to access the feedback portal.** You may also need the password from this e-mail. We are using a tool called pol.is that will:

[3] Pol.is is a platform created by the The Computational Democracy Project, and widely used to support large-scale public input. It uses clustering algorithms to identify statements consensus and divisive statements, and to help identify 'bridging' positions. In this way, voting using pol.is is not about the ideas with the most overall support, but about understanding different clusters of views.

	• Present you with a list of statements (in random order) with response options for: **agree**, **disagree** and **unsure.**
	  ○ Some statements have come from the Department for Education, others have been submitted by students. By the end of the process there will be a maximum of 25 statements to review. You do not need to review them all.
	  ○ For each statement, take a straw poll in the class to decide how to respond. If there is no consensus, it is ok to select 'unsure'.
	  ○ Complete as many statements as you can in the time available.
	• Offer the option to come up with a statement from your group.
	  ○ You could invite class members to write down their own individual statements, and then vote on which to add.
	  ○ You could draft a statement together as a group.
	Pol.is uses a clustering algorithm to find statements that 'belong together' and to highlight areas of strong agreement, and disagreement.
	Note: once you have responded to a statement, it will not appear again.
	If you are using this activity with more than one class you will need to use the year group and group selector on the feedback portal to get an updated link.

Alternatives (after December 25, or in case of technical problems)

If you are completing this activity after the Feedback Portal has closed, or you have technical difficulties accessing pol.is, you will find a set of statement slides at the end of the slide deck.

Use these for a class discussion, and ask for a straw poll of who agrees and disagrees with each one.

You could spend time inviting students to reflect on why they agree or disagree.

- You can send in notes from this via the backup feedback form after your session.

Part 6: Have your say: creative expressions

In this section you will be inviting the group to produce creative expressions that share their views on generative AI.

You can choose to run a single creative feedback activity, or print out the different worksheets and give group members a choice.

You can adapt the activities to run on paper or digitally as appropriate to your group.

Prepare

- **Choose which activities you will use and print or prepare the appropriate worksheets**
    - **Writing:** Feedback to an AI Maker
    - **Design:** Design your App
    - **Drawing:** Visions with and without AI

- **Update the slide deck to remove activities you don't need**
    - Choose whether you want to show the worked example to your group or not (depending on age, stage and time available, this may help them get started, or could be a constraint on their creativity)

- **Make sure you will be able to collate and submit the finished creative expression by printing to PDF; scanning; or sending in photos of work;**

- **Make sure you have appropriate pens or other materials.**

Deliver

Short version (5 mins)	Full version (20 mins)	Extended (25 mins or more)
Introduce the worksheets as an optional homework activity. Agree how you will collect in finished work and when.	Introduce the worksheets and support each group member to choose which creative response they want to focus on.	Provide space for the group to feedback their creations to each other.

Gathering feedback

	**Please upload copies of the creative work at the end of, or after, your session. Use the link in your registration confirmation to access the feedback portal.** We can accept PDF or JPEG/PNG copies of creative works uploaded through the feedback portal. **Each item / scan will need to be an individual file, but you can upload up to 30 files at a time.** Make sure students are aware that their work will be reviewed to help identify themes and issues that should be reported to education leaders at the Generative AI in Education Summit. If a student is not happy with this happening, please do not upload their work.

Part 7: Next steps

This section recaps the session, and provides some optional information about how feedback will be used, as well as suggestions for how you could continue discussions in your local setting.

Coda: Facilitators feedback

	**Use the link in your registration confirmation to access the feedback portal.** After you have run your session, please use the facilitators feedback form. This gives you space to: • Share any issues from your parking lot • Submit any other messages from your group • Share your own feedback on the lesson plan / workshop itself.