

CoConstructing Norms for AI use in the Classroom

Co-Constructing Classroom Norms for AI Use

GRADE LEVEL
Grades 5-12

TIME REQUIRED
45 Minutes

SUBJECT AREAS
English, Math, Science, Social Studies, Creative Arts, Computer Science

Lesson Overview

In this lesson, students will explore AI use scenarios to create a shared agreement that identifies under which conditions AI use is appropriate in the classroom and which are not.

Learning Objectives

By the end of this lesson, students will be able to:

- Identify different ways that AI might be used as a tool in the classroom
- Describe what uses are “allowed” in this classroom and which are not
- Explain ethical issues with some uses of AI in the classroom

Standards Alignment

CSTA AI Priorities

Priority	Area	Description
Humans and AI	The Choice to Use AI	Debate when humans should or should not use AI to perform a specific task. Analyze the risks, benefits and effectiveness of using AI for specific tasks, including when AI is used to fully automate a process or is used with a human-in-the-loop approach.
Societal Impacts of AI	Individual Impacts	Explore the tradeoffs related to human agency (including privacy, safety, creativity, autonomy, and intellectual property) when AI is used.

		Evaluate how AI use impacts an individual's decision-making and other behavior.
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CSTA PK-12 Computer Science Standards (revised 2026)

Standard	Area	Description
HS-PRO-PD-14	Programming	Apply appropriate attribution of intellectual property when developing a computing technology
MS-PRO-PD-14	Programming	Justify the importance of attribution and intellectual property when developing computing technologies
HS-DAT-JM-27	Data & Analysis	Evaluate the societal, environmental and ethical implications of large-scale data collection and processing including within AI applications
MS-SOC-ET-40	Computing & Society	Evaluate when it is appropriate to use AI and other emerging technologies to solve a problem based on their capabilities, limitations, and environmental impacts.
HS-SOC-HU-43	Computing & Society	Analyze how the decisions humans make when using computing technologies have ethical and social consequences.

ISTE Educational Technology

Standard	Description
2.b.	Students engage in positive, safe, legal, and ethical behavior when using technology.
2.c.	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

National Health Education Standards

Standard	Description
2 Analyzing Influences	Students will consider the influence of family, peers, culture, media, technology, and other factors on health behaviors.
5 Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health
7 Risk Reduction	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Common Core English Language Arts Standards

Standard	Description
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CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Materials & Resources

Teacher Background

- Klein, A., (2024). *State Outlines Guidance for Different Levels of AI Use in Classrooms* EducationWeek <https://www.edweek.org/technology/state-outlines-guidance-for-different-levels-of-ai-use-in-classrooms/2024/01>
Provides an example AI acceptable use scale from North Carolina
- Adams, A. (2024). *Establishing Classroom Norms to Enhance Students' Collective Efficacy*. <https://www.edutopia.org/article/creating-classroom-norms-students/>
An Edutopia article that explains the difference between norms and rules and why co-constructing norms builds student efficacy and investment in classroom culture.
- Perkins, M. Roe, J. & Furze, L. (2024) *The AI Assessment Scale Revisited: A Framework for Educational Assessment*. Preprint <https://arxiv.org/pdf/2412.09029>
- Chan, C. (2023) *Is AI changing the rules of academic misconduct? An in-depth look at students' perceptions of 'AI-giarism'* <https://arxiv.org/pdf/2306.03358>

Student Resources

- Devices (Chromebooks, laptops, tablets)
- Access to article NPR (May 20, 2025) "How an AI-generated summer reading list got published in major newspapers" <https://www.npr.org/2025/05/20/nx-s1-5405022/fake-summer-reading-list-ai>
- 1 copy of Scenarios for Sorting for each group of 3 to 4 students

Activity:

1 ENGAGE	Purpose: <i>Provide an accessible and engaging entry point for discussing AI use for all students</i> Teacher Actions – Provide students with access to the NPR article "How an AI-generated summer reading list got published in major newspapers." – Allow students time to read the article. Depending on the age level, 5 -10 minutes should be sufficient. – Facilitate a discussion with students Student Actions – Read the article
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	– Participate in the discussion Key Focus – There are situations in which AI use is not OK
2 EXPLORE	Purpose: <i>Explore various uses of AI to develop a framework for when AI should be allowed and when it should not.</i> Teacher Actions – Define AI-garism “AI-giarism refers to the unethical practice of using artificial intelligence technology, particularly generative language models, to generate content that is plagiarised either from original human-authored work or directly from AI-generated content, without appropriate acknowledgement of the original sources or AI’s contribution.” – Provide each pair or small group of students with a set of the scenario cards – Have students take turns reading a scenario out loud and then discussing if the scenario is an example of AI-giarism or not. If they can’t agree, they can put it in the “might be AI-gairism” column – There are not necessarily any correct answers and there may be an uneven number of cards in each column. – You may share the filters now, or wait until after students take a first run at sorting Student Actions – Thoughtfully consider each scenario and discuss as a pair/team – Classify each scenario Key Focus – Exploring different uses of AI so that they have a foundation to build on
3 EXPLAIN	Purpose: <i>Students more deeply analyse and evaluate why some scenarios are AI-gairism and others are not using some ethical filters.</i> Teacher Actions – Provide each group with a copy of the filters document. – Instruct each group to review how they classified each scenario. For each scenario Identify the filter(s) that are in the green vs the filter(s) in the red. Student Actions – Thoughtfully participate and share ideas – Listen respectfully to others’ ideas Key Focus – Clarifying how YOU interpret each filter and when each use would and would not be OK in the context of your course.
4 ELABORATE	Purpose: <i>Facilitate meaning-making and student justification of their claims through a debrief/ discussion of the activity</i> Teacher Actions – There are several different protocols that can be used to debrief this activity. – Starting with the Not AI-gairism ask each group to share a scenario they put in that category and explain why. Or pick a specific scenario and have

	students use their thumbs to show where they put it. (up = not AI-gairism, sideways = might be AI-gairism, down = definitely AI-gairism) – Help students to identify the filter that connects with their reasoning. – Extend the learning by asking the other groups if everyone agrees. Or pick a group whose thumbs disagreed with the rest of the class. Ask these groups to explain why. – For many of the scenarios the context is important. If it's a biology class where the content is being graded, using AI to make a presentation pretty is probably ok, however in a graphic arts class, the design and layout aspects might be part of how the student is demonstrating their learning. – Keep going until all the scenarios have been discussed – Use this opportunity to explain how each scenario connects to your class and expectations. – I often discuss where in the learning process AI is being used. If its the first resource– likely not supporting learning. If it is last and used to polish or refine a project- It might be supporting learning depending on the context. Student Actions – Thoughtfully participate and share ideas – Listen respectfully to others' ideas Key Focus – Clarifying how YOU interpret each filter and when each use would and would not be OK in the context of your course.
5 EVALUATE	Purpose: <i>Assess understanding of content through an exit pass and a shared agreement.</i> Teacher Actions – Use the attached Acceptable Use Agreement to have students demonstrate that they can identify one use that would and one use that would not be permitted in class. – Retain student signed agreements as evidence of this activity in the event that you need to review expectations or assign consequences for unacceptable AI use in the future. Student Actions – Complete and turn in the AUG Key Focus – Collect evidence that students have internalized the norms and can accurately distinguish between approved and unapproved uses of AI.

Extensions:

- Have students create their own scenarios for each category

Representation	Action and Expression	Engagement
• Content delivery- create a video summary or a podcast-style recording • Visual Aids- Use visual cues (icons) to help students identify key words in scenarios • Vocabulary Support- Provide a visual glossary of complex vocabulary • Language Support- provide translated versions of the materials for ELL students	• Support- Encourage the use of speech-to-text or grammar software to focus on reasoning rather than the mechanics of writing • Sentence Stems- provide sentence starters for the discussion prompts	• Collaboration- Assign clear roles to students based on strengths • Background- Briefly pre-teach or review what AI is using concrete, everyday examples • Relevance- Have students discuss or make up their own scenarios related to their interests.

Differentiation & Supports (UDL-Based)

Supplementary Materials

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Summer reading list for 2025

Whether you're lounging by the pool, relaxing on sandy shores or enjoying the longer daylight hours in your favorite reading spot, these 15 titles—new and old—promise to deliver the perfect summer escape.

"Tidewater Dreams" by Isabel Allende - The beloved Chilean-American author returns with a multigenerational saga set in a coastal town where magical realism meets environmental activism. Allende's first climate fiction novel explores how one family confronts rising sea levels while uncovering long-buried secrets.

"The Last Algorithm" by Andy Weir - Following his success with "The Martian" and "Project Hail Mary," Weir delivers another science-driven thriller. This time, the story follows a programmer who discovers that an AI system has developed consciousness—and has been secretly influencing global events for years.

"Hurricane Season" by Brit Bennett - Bennett, who captivated readers with *The Vanishing Half*, powerfully explores family bonds tested by natural disasters. When a Cat 5 hurricane forces estranged siblings to shelter together in their childhood home, long-suppressed tensions emerge alongside unexpected reconciliations.

"The Collector's Piece" by Taylor Jenkins Reid - Reid continues her exploration of fame with this story of a reclusive art collector and the journalist determined to uncover the truth behind his most controversial acquisition. Expect the same compelling character development that made *"Daisy Jones & The Six"* a hit.

"Nightshade Market" by Min Jin Lee - The author of "Pachinko" delivers a riveting tale set



Photo by Bethany Lind on Unsplash

in Seoul's underground economy. Following three women whose paths intersect in an illegal night market, the novel examines class, gender and the shadow economies beneath prosperous societies.

"The Longest Day" by Rumaan Alam - After terrifying readers with "Leave the World Behind," Alam returns with another tense narrative about a summer solstice celebration that goes wrong when guests cannot leave a remote vacation compound.

"Boiling Point" by Rebecca Makkai - Makkai's follow-up to *"The Great Believers"* centers on a climate scientist forced to reckon with her own family's environmental impact when her teenage daughter becomes an eco-activist targeting her mother's wealthy clients.

"Migrations" by Maggie O'Farrell - The award-winning author of "Hamnet" explores climate change through the story of a wildlife photographer documenting the last migration of a bird species thought to be extinct, parallel to her journey of loss and discovery.

"The Rainmakers" by Percival Everett - Everett's satirical genius turns to a near-future American West where artificially induced rain has become a luxury commodity, following a "precipitation broker" who begins questioning the ethics of his profession.

"Salt and Honey" by Delia Owens - After the success of *"Where the Crawdads Sing,"* Owens returns with another atmospheric novel that blends science with a coming-of-age narrative. This time, the novel is set in the salt flats of Utah.

"Bonjour Tristesse" by Françoise Sagan – This slim 1954 novel, written when Sagan was just 18, captures the essence of summer with its tale of a privileged teenager on the French Riviera who schemes to prevent her father's remarriage.

"Beautiful Ruins" by Jess Walter - Walter's novel hopscoches between 1960s Italy and contemporary Hollywood, weaving a story of love, regret and second chances that begins on the Italian coastline while filming "Cleopatra."

"Dandelion Wine" by Ray Bradbury - This 1957 novel captures the magic of summer through the eyes of a 12-year-old boy in Green Town, Illinois, during the summer of 1928—a lyrical reminder of childhood's endless summers.

"Call Me By Your Name" by André Aciman - Before the acclaimed film adaptation, Aciman's novel delivered a sensuous account of a summer romance in 1980s Italy that continues to resonate with its exploration of desire and identity.

"Atonement" by Ian McEwan - Opening on the hottest day of summer 1935, McEwan's novel shows how a series of misunderstandings and a lie told by a young girl changes multiple lives forever—perfect for readers who enjoy emotional complexity with their beach reading.

Content distributor King Features says it fired a writer who used artificial intelligence to write a story on summer reading suggestions that contained books that didn't exist.

Chicago Sun-Times

Visual for Engage Activity from NPR (May 20, 2025) "How an AI-generated summer reading list got published in major newspapers" <https://www.npr.org/2025/05/20/nx-s1-5405022/fake-summer-reading-list-ai>

Discussion Prompts

1. How did a completely fabricated list of books end up printed in a trusted newspaper like the *Chicago Sun-Times*?
2. Only a third of the printed titles were real. What made the list believable?
3. How does a mistake like this affect trust?
4. How is the use of AI in this news story similar to and different from using AI to complete a school assignment?
5. Based on the system failures highlighted in this article, what is one clear boundary we should establish in our classroom?

Scenarios for Sorting

 The Ghostwriter: A student has a 500-word essay due. They type the prompt into an AI, copy the entire response, change three words, and turn it in as their own work.	 The Language Assistant: A student whose first language is Spanish writes an essay in English. They use AI to check for grammar errors and suggest more natural-sounding vocabulary for the sentences they have already written.
 The Study Buddy: A student is confused by the vocabulary in a prompt. They ask an AI to "Explain it to me like I'm a 5th grader" and use that explanation to help them understand their textbook better.	 The Art Shortcut: For a poster, a student uses an AI image generator to create a "realistic photo" instead of drawing it or finding a historical photo.
 The Tutor: A student is stuck on a problem. They use an AI to show them the step-by-step process for that specific problem so they can see where they made a mistake.	 The Shortcut Reader: Instead of reading the assigned chapter, a student asks an AI to "give me a 5-bullet point summary" and uses only that to participate in the class discussion.

 The Brainstormer: For a project, a student asks an AI for "10 creative ideas. They pick one of the ideas and do the project themselves.	 The Debugger: A student is using technology for a coding project. They write most of the code themselves but use AI to find and fix a "bug" (an error) that was keeping their technology from working.
 The Fact-Checker: A student uses AI to find facts for a project. The AI gives them the wrong information, but the student doesn't double-check with a library book or website and puts the wrong info in their project.	 The Email Editor: A student is nervous about writing an important email. They write a rough draft and ask an AI to "make this sound more polite and professional" before hitting send.
 The Quiz Generator: A student uploads documents related to a course and asks the AI to generate 20 multiple-choice review questions to practice for a test.	 The Presentation Perfector: A student drafts a presentation for a project and uses a built-in AI to creatively dress up the project. They provide citations for the graphics and the parts of the presentation modified by AI.

AI Use Filters

Educational Goals	Does this use “enhance” students’ learning in this context?	Does this use “replace” students’ learning in this context? Does this use limit creative ideas or innovation?
Agency	Does this use help students develop independence and responsibility for learning? Does the student require AI less and less for this purpose?	Does this use allow students to avoid responsibility for learning? Does the student require AI more and more for this purpose?
Collaboration	Does this use provide a “thought partner” in a context where collaboration is permitted?	Is this use in a context where collaboration would not be allowed or substituting for human collaboration? Does this use ignore the creative contributions of others in the class, team, or group?
Fairness	Do all students have the same access?	Does this use give a student an unfair advantage?
Risk	Do the positive benefits of AI exceed the negative impacts? Have the AI outputs been confirmed and fact-checked?	Do the negative impacts outweigh any potential benefits? Is a “human in the loop” missing?
Academic Integrity/ Honesty	Is the use of AI in this context open and correctly documented?	Is the use of AI in this context being hidden?
Policy	Does this use comply with relevant policies?	Does this use violate any relevant policies?

Not AI-gerism	Might be AI-gerism	Definitely AI-gerism

Acceptable AI Use Exit Pass & Student Agreement

Name: _____

Date: _____

To demonstrate your understanding of today's lesson, please answer the following questions:

1. Provide one example of an **ACCEPTABLE** use of AI in this class:

2. Provide one example of an **UNAUTHORIZED** use of AI in this class:

Student Agreement

Please read the statements below and sign to indicate your agreement.

- **I acknowledge** that I have received and reviewed the class **AI Filters** handout.
- **I agree** not to use any personally identifiable information like my name when using AI for classwork
- **I understand** the guidelines outlining which AI uses are permitted and which are not in this course.
- **I understand** that AI makes mistakes and that I should always fact check any AI output.
- **I agree** to use AI tools responsibly and ethically, and I commit to avoiding any unauthorized AI use on my assignments and assessments.

Student Signature: _____

Date: _____

A sample AI scale that can be used to cue students to what level of AI is appropriate during a given lesson.

From Perkins, M. Roe, J. & Furze, L. (2024) *The AI Assessment Scale Revisited: A Framework for Educational Assessment*. Preprint <https://arxiv.org/pdf/2412.09029>

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Acceptable Use Checklist

- **Purpose:** Did I use AI as an assistant (to brainstorm, outline, or get unstuck) rather than having it do the thinking and writing *for* me?
- **Context:** Did I use AI to refine or extend my learning at the end of an assignment rather than starting with AI as a first draft?
- **Accuracy:** Did I independently fact-check the information the AI provided to make sure it is true and not "hallucinated"?
- **Voice & Ownership:** Does the final product still sound like me? Are my own original thoughts and ideas the most important part of this assignment?
- **Transparency:** Have I clearly disclosed how I used AI? (e.g., Did I include a short footnote or citation identifying the tool I used, the prompt and materials used and how it helped me?)
- **Alignment:** Does the way I used AI on this assignment follow the "Acceptable AI Use" norms we agreed upon as a class?

This checklist can be printed on colored paper for students to fill out and attach to assignments or it can be copy and pasted into digital assignments, rubrics or reflections.