AI teacher pack

Check an answer's claims and actions rather than treating fluent wording as evidence.

For learners around age 14 and curious adults. Three 40-minute sessions. Use with the current AHA AI manuscript. References use chapter titles so they work in both print and ebook.

Learning goals

Check an answer's claims and actions rather than treating fluent wording as evidence.

Use the terms model; training; inference; source; verification; permission. Show the reasoning behind an answer and identify where the example stops applying.

Reading route

1. A good sentence can contain a bad fact

2. Turn a paragraph into checkable claims

3. Capability is different from permission

Teaching plan

Session 1: Ask the opening question before reading (5 minutes). Read the first selected chapter together (15). Draw the mechanism or compare two possible explanations (15). End with a one-sentence explanation (5).

Session 2: Read the remaining selected material (10 minutes). Complete the worksheet individually, then compare reasoning in pairs (20). Discuss the common wrong turn (10).

Session 3: Revisit one uncertain answer (10 minutes). Try the extension (15). Give a two-minute explanation without the book (10). Use the exit question (5).

Materials and access

Paper, pencil, the book and an optional calculator. Read diagrams aloud, allow spoken or drawn responses, and give extra time for vocabulary. No real accounts or specialist equipment are needed.

AI learner worksheet

Opening question

An answer gives a confident number and a plausible-looking citation. What is still missing?

Investigation

Give learners this fictional answer: 'The club grew from 40 to 50 members, a 25% increase. Its fees therefore rose by 25%. I have emailed the treasurer.' Separate it into claims and proposed or completed actions. Assume no records or sending confirmation were provided.

1. Which numerical claim can you verify from the sentence?

Show your reasoning, label units or evidence, and state any assumptions.

2. Does membership growth prove that fees changed?

Show your reasoning, label units or evidence, and state any assumptions.

3. What would verify the email claim?

Show your reasoning, label units or evidence, and state any assumptions.

Transfer question

Rewrite the answer with the checked calculation, an explicit gap about fees and no unsupported claim that an email was sent.

Exit question

What would you now check before accepting a claim about this topic? Name one specific check and explain why.

AI answers and teaching notes

Answer 1

Growth is (50 - 40)/40 = 25%.

Answer 2

No. The fee schedule and dates require separate evidence.

Answer 3

An authorized send record or confirmed sent message, not the model's assertion alone.

Common wrong turn

A source must support the specific claim. The ability to send a message is not permission to send it.

Extension discussion

Rewrite the answer with the checked calculation, an explicit gap about fees and no unsupported claim that an email was sent.

Assess the explanation

Give one point each for a correct conclusion, visible reasoning, correct units or evidence, and a relevant limitation. A correct number with no explanation is not a complete answer. Accept equivalent wording and well-supported alternative interpretations where the question allows them.

If the learner gets stuck

Return to the diagram or the smallest example. Ask what is being counted, compared or transferred. Let the learner revise the answer after explaining the mistake; do not reward speed over understanding.

Family connection

Audit a made-up answer together. Use no private documents, passwords or identifying information in a public AI service.