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Developing uniquely talented young adults,
who are independent, strong and confident

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Aylesbury High School
#AHSWalksTall



AI Guide for Students

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In a world where artificial intelligence is all around us, we want to support you all to have the independence, strength and confidence to navigate this fast-developing technology. We will be teaching you about AI, how to use it safely and effectively and how to harness its potential benefits while ensuring you develop the essential skills and knowledge you need to thrive, succeed and #walktall.

This booklet outlines the dos and don'ts when using AI technologies both at school and at home.

Introduction



We have carefully selected tools and app so students can explore AI in a safe way that supports their learning. As you get older from 11-18, the brain and how you learn changes, so our choices reflect that:

KS3 & 4: students have access to tools such as Canva. In Computing, students learn how AI and machine learning works using the Google Teachable Machine and by building AI programs with Scratch.

KS5: Students have access to GeminiTeen - this LLM is similar to tools like ChatGPT but prompts you to always keep the human in the loop so your learning doesn't suffer

AI Tools at School



Stage 1 - Use your brain first!

We ask that you do not use generative AI tools, such as ChatGPT, for the vast majority of classwork or homework tasks.

We know it can be quicker and easier using it, but that's the point. The best learning means your brain has worked hard!

Exceptions to this include:

- where a teacher sets a task and clearly states that students may make use of an AI tool should they wish
- where a teacher sets a task explicitly instructing students to use an AI tool.

AI Tools for Classwork & Homework



When you do a search on Google, the ‘overview’ it gives you is powered by Gemini - an AI tool.

Be aware of how you are using it and follow the tips below so you use it in the correct way.

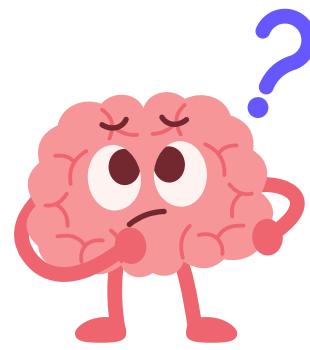
Don't copy & paste or type the wording of a question or assignment into a Google search! 1) You will skip the actual learning process, and 2) If there are trigger words in there, you will get flagged to Smoothwall!



Most tools now have AI built in



Stage 2 - “I’m stuck with my homework - can AI help me?”



If you get stuck and really need help, here are some tips on how you can use tools like Gemini or ChatGPT to help you learn:

The "Don't Give Me the Answer" technique:

Example Prompt: "I am studying [Topic, e.g., Photosynthesis]. I want you to act as a tutor. Do not give me the answers to my homework. Instead, ask me leading questions to help me arrive at the answer myself. Start by asking what I already know about the process."

The "Teach the AI" technique:

Example Prompt: "I'm going to explain [Concept, e.g., the causes of the French Revolution] to you as if you are a 10-year-old. After I'm done, tell me if my logic is sound, but more importantly, identify any major parts I missed or explained poorly so I can try again."

The "Scaffolded Problem Solving" technique:

Example Prompt: "I'm stuck on this problem: [Insert Problem]. I don't want the solution. Can you look at my current work [Insert your work] and tell me where my logic might be deviating? Just give me a hint on the next principle I should apply."

The "Analogies & Mental Models" technique

Example Prompt: "I'm struggling to visualise how [Concept, e.g., Computer RAM] works. Can you provide 3 different analogies (like a kitchen or a library) to help me understand the relationship between RAM and a Hard Drive? Then, ask me a question to see if I can apply those analogies."

Stage 3 - Transparency

When you have used an AI tool to help you with your work, it is really important to acknowledge, describe and reference its use. Referencing AI ***must include the exact phrase or prompt put into the AI system***, and it should be made clear which sections of work have been generated by AI.

Make a note on your document, book or booklet where and how you have used it.



Using AI Tools



- As a starting place for research
- As a study aid (e.g. making revision schedules)
- Simplifying a really complex text to key points
- Getting explanations
- To critically compare and contrast an AI response AFTER you've had a go at it yourself
- Generating ideas for graphics, images and visuals
- Personalising learning
- Building critical analysis and evaluation skills, perhaps by studying and critiquing what the AI produces, and making judgements about whether it is actually valid and believable.

What can AI be good for?



- Artificial and human intelligence are not the same; these AI tools do not understand anything they produce nor do they understand what the words they produce mean when applied to the real world
- Whilst their output can appear correct and well written, AI tools frequently get things wrong and can't be relied upon for factual accuracy
- They perform better in subjects which are widely written about, and less well in specialist areas
- They do not always provide references - they create well formatted but fictitious citations
- They can reinforce stereotypes, biases and Western perspectives

More fundamentally, overreliance on these tools will reduce your opportunities to improve your writing, critical thinking, and evaluation skills - *key academic and professional skills which you will need as you progress through your studies and beyond.*

What are the risks and limitations?



1) Be sure you are allowed to use AI for the task you are doing

2) Prioritise your learning - make sure you are doing the thinking!

3) Check and critique what it produces:

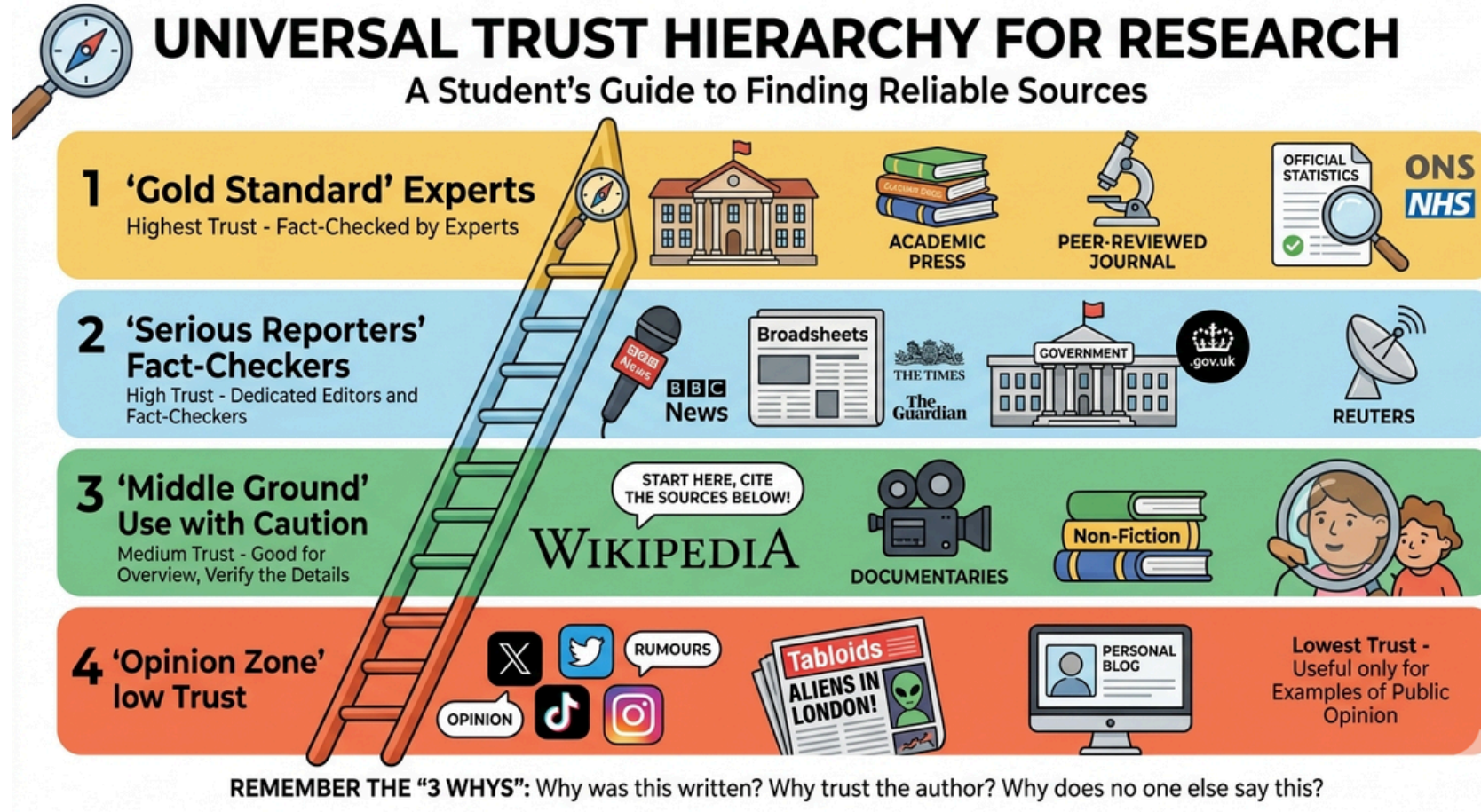
- Is this accurate?
- How do you know?
- Where is the information from?
- Is that reliable?
- Is it ethical or biased?
- **FACT CHECK AGAINST 3 RELIABLE SOURCES!**



AI - The 'Musts'



What is a reliable source to fact check against?



(Image created by Gemini)

- Enter proprietary or sensitive information/data
 - names, date of birth, contact information, etc
- Enter anything that might be copyright
- Get it to do a task you haven't already drafted or thought through first



AI - The 'Must Nots'



Plagiarism and poor practice can be defined as:

- When you hide something and are not transparent about your approach
- When you take something directly from someone (or something) else and don't reference or acknowledge it
- When you don't use something in an appropriate way.

If staff suspect that you are trying to pass off AI-generated output as your own work then it will be investigated and, if upheld, you will be sanctioned for academic misconduct. If this is a *Non-Examination Assessment*, this is malpractice and *may result in disqualification*.

Always check with your teacher if you are not sure what the NEA rules are for the subjects you take.

More information can be found here: [JCQ guidance on AI](#).

To learn how do use citations properly see [this guide](#) to bibliographies & referencing.

AI & Academic Misconduct



- Chatbots are designed to be agreeable and tell you that you are right about everything! If you're stuck in a negative thought loop, an AI might just agree with your bad mood instead of helping you snap out of it. A real human, like a parent or teacher, can gently challenge you and give you the honest perspective you actually need to feel better.
- AI doesn't have a heart, it's just guessing the next word in a sentence. This fake empathy might feel okay for a minute, but it can't replace the deep connection and comfort you get from someone who actually cares about you.
- The more you vent to a bot, the less you talk to your friends. This can make you feel even more isolated. Using an AI as an emotional crutch makes real-world conversations feel harder, when the best way to improve your mood is to actually hang out with real people.
- In a real mental health emergency, AI can get things wrong and could give you dangerous advice.

**Humans (not bots) for
Wellbeing**

