

IS IT CHEATING? YOU MAKE THE CALL.

Facilitator Guide for Staff Sessions

Lead your staff through an interactive discussion about academic integrity in the age of AI.

Developed by The AI Education Project (aiEDU) • aiedu.org

TIME	60–90 min
AUDIENCE	Teachers, coaches, administrators
MATERIALS	This guide, scenario cards, Continuum visual
PREP	Read scenarios. No AI expertise needed.

Facilitation Flow

OPENING

5 min

Welcome the group: *"Today we're going to talk about where the line is between AI helping students learn and AI replacing their thinking. There are no trick answers."*

CONTEXT

5 min

- AI detectors produce probability scores, not proof
- False positives disproportionately affect multilingual and neurodivergent students
- Even at 1% error, a school of 2,000 sees ~50 false accusations/year

The point: Detection alone is not the answer.

CONTINUUM

3 min

Display the AI Usage Continuum (page 5). *"For each scenario, decide where it falls – and what your current policies would say."*

SCENARIOS

25–35 min

Distribute cards. For each, tables get 4–5 min to discuss:

- Where does this land on the Continuum?
- How would your current policy handle this?
- What additional info would you want?

After each round, invite 1–2 tables to share. **Highlight disagreements.**

DEBRIEF

10–15 min

- Where did you agree easily? Disagree?
- Did any scenario change your thinking?
- Would students know where our line is?
- One thing we could do to make expectations clearer?

CLOSING

5 min

Commitment prompt: *"What is one conversation you'll have this week?"*
Share aiEDU resources at aiedu.org.

Printable Scenario Cards

Print and cut. One card per table per round.

SCENARIO 1: THE "HUMANIZED" DRAFT

A 10th-grader writes a brief outline, pastes it into ChatGPT to write a full persuasive essay, then spends 20 min editing the output to sound human — adding fragments, swapping vocab, introducing errors. The teacher is impressed.

DISCUSSION PROMPTS

- Where on the Continuum?
- Is editing AI output "doing the work"?
- Does evasion intent matter?
- How would your policy handle this?

SCENARIO 2: THE FEEDBACK LOOP

An 8th-grader writes a complete rough draft of a book report, then pastes it into AI with the prompt: "Act as a writing coach. Don't rewrite — just give feedback." The student revises independently based on the feedback. The final draft is much stronger.

DISCUSSION PROMPTS

- Where on the Continuum?
- Different from asking a tutor?
- Does the "no rewrite" prompt matter?
- When does feedback become ghostwriting?

SCENARIO 3: THE "UNSTUCK" MOMENT

A 7th-grader writing a narrative has two strong paragraphs but can't figure out a transition. After 10 min stuck, they ask AI for a bridging sentence idea. The AI suggests one; the student doesn't use it but it sparks their own idea. They finish independently.

DISCUSSION PROMPTS

- Where on the Continuum?
- Different from Googling "how to transition"?
- Student didn't use AI's words — matters?
- Did AI preserve or kill productive struggle?

SCENARIO 4: THE RESEARCH ASSISTANT

A junior prompts AI: "Find 5 credible sources on fast fashion's environmental impact and summarize each." The student synthesizes these AI summaries into an original argument and writes the entire paper themselves. They never read the original sources.

DISCUSSION PROMPTS

- Where on the Continuum?
- Different from Google Scholar?
- Student wrote everything — does skipping sources matter?
- What skills were built vs. skipped?

AI Usage Continuum

Display during the exercise or print for each table.



Debrief Protocol

1. Where did your table agree easily? Where did you disagree?
2. Did any scenario make you rethink your current approach?
3. If students went through these scenarios, would they know where our line is?
4. What is one thing we could do to make expectations clearer?
5. What conversation will you have this week based on today?

Resources

aiEDU: aiedu.org – Curriculum, PD, AI Readiness Framework

AI Readiness Framework: aiedu.org/ai-readiness-framework-new

Learning Walk & Talk Architect: AI-powered question generator

Task Redesign Tool: Rethink assignments through the lens of AI

"Which Skills Matter Now": aiEDU & Burning Glass Institute report