One activity. Two contexts.

Home partnership supports both, rather than adding a mandatory intervention.

Discover new knowledge

Ask a question; give pupils time to reason. Choose observation, discussion, a book or a relevant claim only when useful. Invite questions and evidence. Explore the lesson and return to the opening question for pupils' own conclusions.

Review prior learning

In the 30-minute review, ask retrieval questions on taught material. Invite independent responses. If helpful, restate a volunteered peer answer without naming the pupil. The class assesses the claim, not the person. Provide feedback, a real example and a fresh transfer question.

30-minute review example

0–5 min: recall; 5–12 min: selected peer claim and reasons; 12–22 min: evidence and feedback; 22–30 min: independent application. Adapt or omit a phase according to learning needs.

No automatic AI step

A correct, wrong or missing answer is not a signal to open AI. Use other sources first when they serve the goal. In selected AI-literacy tasks, compare reviewed AI claims with independent evidence.

Flexible prompts

STOP: pause. ASK: clarify. CHECK: seek appropriate evidence. DECIDE: explain or defer. Move between them as needed.

The four flexible prompts guide pupils during learning. The seven observable competencies help teachers notice and nurture independent, evidence-informed thinking; they are not additional steps.