Teach thinking, not a search habit

Ages 6–11 • Private preparation and shared classroom display

Core activity: Evaluate the Claim

Invite independent thinking, then evaluate a relevant claim. Choose observation, books, peers, teachers or reviewed AI only when it serves the learning goal. A difficult question is never a cue to open AI.

Prepare privately: Teacher setup

Choose a learning context (discovery or review), age band and activity type. For a custom claim, enter a suitable question, source, independent evidence, feedback and transfer task. Check suitability and remove personal details. Prepare a non-AI route.

Classroom display

Show the question before the claim. Give all pupils time to think. Only then show the selected claim and disclose its actual source. Do not show source-selection controls to pupils. Use physical cards, oral, written or drawn responses.

Flexible thinking prompts

STOP, ASK, CHECK and DECIDE are optional prompts, not a required sequence. Return to questions as needed. Accept uncertainty; reward evidence, explanation and justified revision.

Safety and respect

Use an authorised adult account only for a clear AI-literacy purpose. Preview AI content and check against independent evidence. No pupil accounts or identifying data. Obtain permission for peer contributions; challenge the claim, not the person.

After the activity

Invite an independent explanation or transfer without AI. Use the formative observation rubric. Record actual opportunities and support; do not infer effectiveness from a single lesson.

Give pupils time to think before choosing a prepared claim or another source. In the bird activity, reveal each illustration separately, invite predictions and check facts using a reliable source. Let pupils invent and evaluate their own claims without AI.