



PANORAMA
EDUCATION

15 AI Literacy Strategies for Educators

Building AI Literacy to Empower Educators

Artificial intelligence is no longer a future vision. It's already influencing how students learn, how teachers plan, and how schools make decisions. What matters now isn't just access to AI tools. What matters is how well educators understand them, use them with intention, and guide colleagues and students in doing the same. That's why AI literacy is so important.

AI literacy gives educators the knowledge and habits to work with AI in ways that support student learning and protect privacy. It helps districts set clear expectations while creating room for thoughtful experimentation.

This toolkit includes 15 strategies from [Panorama Playbook](#), each designed to help your district introduce and grow AI literacy in a practical, structured way.

How to Use These Strategies

For District Leaders:

- Use these strategies to set a shared foundation for responsible AI use.
- Establish clear expectations around training, access, and safe experimentation.
- Integrate AI literacy into professional learning plans and policy conversations.

For School Leaders:

- Bring these strategies into staff meetings, PLCs, and coaching cycles.
- Encourage collaborative exploration and reflection on what works best for your school.
- Create structures that make time and space for professional learning.

For Teachers and Staff:

- Choose strategies that align with your goals and comfort level.
- Explore how AI can enable differentiation, support timely intervention, and spark new ideas
- Reflect on what feels useful, how you can keep your skills sharp, and how to bring this learning back to your school or classroom.

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The Environmental Cost of AI

Focus Area: Digital Literacy

About This Strategy:

Educators explore the environmental impact of artificial intelligence by analyzing how AI consumes energy and resources, debating ethical implications and reflecting on strategies to reduce its carbon footprint.

Preparation:

- *Materials Needed:* chart paper or whiteboard; markers
- On the board or chart paper, prepare three columns labeled: Impacts | Ethics | Solutions
- Download the [facilitator guide](#).

Instructions:

- 1. Frame the topic: the environmental cost of AI.**
 - Say: AI tools are powerful, but behind the scenes they use a tremendous amount of energy and resources—electricity, water for cooling, and hardware manufacturing. Today we'll explore what this means for us as educators, and how we balance innovation with sustainability.
- 2. Prompt educators to reflect on the impacts of technology on the environment.**
 - Ask: What comes to mind when you think about technology and environmental impact?
 - Capture responses in the Impacts column on the board or chart paper.
- 3. Divide into small groups. Assign prompts for discussion (write or project them):**
 - How does the scale of AI energy consumption compare to everyday tech use?
 - What ethical issues arise when AI's benefits require high energy costs?
 - What role should schools, policymakers, or individual educators play in addressing these issues?
 - Encourage groups to jot down 2–3 key takeaways.
- 4. Bring everyone back together. Record ideas under Ethics and Solutions columns. Prompt reflection with:**
 - Which of these solutions feels most realistic for schools?
 - Where do we see tension between advancing technology and protecting the environment?
- 5. Wrap up by emphasizing the key takeaway: balancing AI innovation with environmental responsibility requires informed choices and collective action.**
 - Say: The growth of AI brings both opportunity and responsibility. As educators, we can model awareness by teaching students to think critically about not just what AI can do, but what it costs.

About This Strategy:

A collaborative, scenario-driven workshop equipping educators to model, teach, and scaffold responsible AI use for students through classroom practices and explicit instruction.

Preparation:

- *Materials Needed:* chart paper or whiteboard; markers; pens/pencils; sticky notes
- Review simulation scenarios (below).

Instructions:

1. Frame the importance of teaching responsible AI use to students.

- Begin with a statement about the growing presence of AI in students' lives and the educator's responsibility to prepare them for ethical, safe, and thoughtful use.
- Define "responsible AI use" for students: understanding privacy, recognizing bias, verifying information, and knowing when to seek human help.
- Pose a reflective question: "How can we prepare students to use AI as informed, ethical digital citizens?"

2. Shift to a scenario analysis exercise: Spot the teaching moment.

- Draw two columns: "Opportunity to Model/Teach" and "Missed Opportunity."
- Present 8 classroom scenarios (see below).
- For each scenario:
 - Read aloud to the group.
 - Invite participants to vote on whether the scenario represents an opportunity to model/teach responsible AI use, or a missed opportunity.
- Scenarios:
 - A teacher demonstrates how to check AI-generated information for accuracy before using it in a project.
 - Students use an AI tool to help with homework, but the teacher never discusses when or how it's appropriate to use such tools.
 - During a lesson, the teacher explains why they don't input personal student data into AI apps.
 - The class uses AI to brainstorm ideas, and the teacher asks students to reflect on which ideas are original and which came from AI.
 - A teacher notices students copying AI-generated answers and addresses it by discussing academic honesty and proper attribution.
 - Students use a translation AI for a group project, and the teacher leads a discussion on checking for errors and cultural context.
 - The teacher models asking critical questions about AI suggestions and encourages students to do the same.
 - The class uses AI to create images, but the teacher doesn't address copyright or ethical use.

3. After educators vote, facilitate a discussion on:

- How could the educator in this scenario better model or teach responsible AI use?
- What explicit instruction or scaffolding could be added?
- How can we turn missed opportunities into teachable moments?

4. Prompt educators to brainstorm strategies for the classroom.

- Divide participants into small groups.
- Assign each group a principle of responsible AI use (e.g., privacy, bias, verification, transparency).
- Instruct groups to:
 - Brainstorm concrete ways to model and teach this principle to students (e.g., mini-lessons, classroom norms, reflection prompts).
 - List potential challenges and solutions.
 - Record one actionable idea on a sticky note for sharing.

5. End with a whole group activity: building a toolkit.

- Invite groups to share their actionable ideas.
- Collect and organize ideas into a “Responsible AI Teaching Toolkit” on chart paper or a shared document.
- Highlight the importance of ongoing modeling, explicit instruction, and student reflection.
- Discuss how these practices can be adapted for different ages and subject areas.

The “Why” Behind the Prompt

Focus Area: Metacognition, Critical Thinking, Digital Literacy

About This Strategy:

Educators practice pausing to articulate their intention before prompting an AI tool, then reflect on whether the AI’s response aligned with that intention.

Preparation:

- *Materials Needed:* laptops/tablets with approved AI tool access ([Solara](#), ChatGPT, Claude, Gemini, etc.); shared document for prompts; chart paper or slide with guiding reflection questions.

Guiding Questions:

1. What do I want AI to help me with, and why?
2. What role should AI play (drafting, brainstorming, revising, fact-checking)?
3. How will I evaluate whether the output is useful?

Instructions:

- 1. Introduce the concept of collaborating with AI while maintaining intentionality. Underscore the importance of pausing to clarify purpose before prompting.**
 - *Say: When we collaborate with AI, the temptation is to type quickly and hope for magic. But just like giving directions to a colleague, the clearer we are about what we want, the better the collaboration will be. Today we’ll practice slowing down—pausing to ask “why” before we prompt.*
- 2. Provide educators with time (~5 minutes) to practice intentional prompt design.**
 - Ask participants to select a small, authentic task (e.g., writing a parent email, generating discussion questions, revising a rubric).
 - Before typing anything into the AI, ask them to jot down:
 - Why am I turning to AI for this task?
 - What role should AI play?
- 3. Guide educators to interact with the AI and compare the output to their intention.**
 - Educators enter their prompt into the AI tool and review the response.
 - Ask them to briefly reflect: Did the AI meet their intended purpose? Where did it succeed? Where did it fall short?
- 4. Facilitate small group reflection where educators share their prompts and outcomes.**
 - Form pairs or groups of 2–3. Encourage participants to share both their prompt intentions and the AI responses.
 - Discussion prompts:
 - How well did the output match your “why”?
 - What would you change in your next prompt?
 - What risks emerge if we skip the “why” step?
- 5. Bring the full group back together to highlight the takeaway that clarifying intent keeps educators in charge of AI use.**
 - *Say: Clarifying our intent before prompting helps us remain in charge of the process. AI can support, but not replace, our judgment.*
 - *Ask: What might it look like to model this intentionality with students?*

The Hidden Data Behind AI

Focus Area: Digital Literacy

About This Strategy:

Educators uncover the role of training data in shaping AI outputs, using a “black box” metaphor to explore issues of transparency, representation, and digital responsibility.

Preparation:

- *Materials Needed:* chart paper or whiteboard; markers
- Draw a large closed box on the board labeled AI Black Box.
- Inside the box, write “Output: Lesson plan / Essay / Feedback.”
- Leave the outside blank for educator contributions (what might go into training the box).

Instructions:

1. Frame the Topic – 5 minutes

- Say: *AI can feel like a black box—we see the outputs, but we don’t always know what’s inside. Behind the scenes, AI is trained on huge datasets. Today we’ll explore why that matters for accuracy, fairness, and trust.*

2. Group Brainstorm – 5 minutes

- Ask: *What kinds of data do you think AI tools are trained on?*
- Capture responses outside the box (e.g., websites, books, student essays, social media).

3. Small Group Analysis – 10 minutes

- Divide into groups. Give them prompts:
 - What perspectives might be missing from these datasets?
 - What risks come if AI is trained mostly on certain voices or regions?
 - How might hidden data affect students if they use AI for research or writing?
- Groups should record 2–3 insights.

4. Whole Group Discussion – 5 minutes

- Collect insights and add them around the black box diagram.
- Prompt reflection with:
 - What responsibilities do we have when using tools if we don’t know what’s inside?
 - How could we help students question outputs more critically?

5. Wrap Up – 5 minutes

- Say: *AI tools can be incredibly useful, but they’re built on training data we don’t control. As educators, we can model healthy skepticism—asking where information comes from and who might be missing from the story.*

About This Strategy:

Educators examine how AI can both expand opportunities and create risks for students with different backgrounds and needs. Through discussion and reflection, they identify ways to ensure AI use supports inclusion, protects student safety, and strengthens—not replaces—human connection.

Preparation:

- *Materials Needed:* chart paper or whiteboard; markers; sticky notes
- Download the facilitator slides ([Google Slides](#) | [PDF](#))
- Draw three columns on the board labeled: “Access and Inclusion” | “Human Connection” | “Safe and Ethical Use.”
- Post three scenarios on the board or record them on the chart paper:
 - A classroom where only some students have home internet, and AI homework tools are assigned.
 - An AI grading tool that saves teachers hours but risks missing student voice or creativity.
 - A translation feature that supports multilingual learners but sometimes misinterprets meaning.

Instructions:

1. Frame the Topic – 5 minutes

- Say: *AI offers powerful support for learning—personalized practice, instant feedback, workload reduction. But it can also create new gaps if not all students have access, if tools contain bias, or if they replace the human relationships that make learning meaningful. Today we’ll consider how to maximize the benefits while protecting what matters most: inclusion, safety, and connection.*

2. Scenario Analysis in Groups – 10 minutes

- Divide educators into small groups.
- Assign each group one scenario prompt (or have them generate a real example from their own practice).
- Ask them to discuss:
 - Who benefits most in this scenario?
 - Who might be left out or disadvantaged?
 - How could AI be adjusted to support more learners?
 - How do we ensure students still experience personal connection and teacher presence?

3. Encourage groups to note key points on sticky notes under the three columns.

4. Whole Group Gallery Walk and Discussion – 10 minutes

- Invite everyone to read the sticky notes posted under each column.
- Facilitate discussion with prompts:
 - What patterns do you notice across the scenarios?
 - How can AI’s time-saving features be redirected toward deeper human connection?
 - What norms or boundaries would help us use AI responsibly and transparently with students?

5. Reflection and Takeaways – 5 minutes

- Bring the group back together. Highlight patterns that emerged.
- Say: *The lesson here is clear: AI can be a helpful partner, but it is not a truth-teller. Our role is to guide students to approach AI critically—fact-checking, cross-referencing, and questioning its outputs. By practicing these habits ourselves, we can prepare students to be discerning, responsible users of AI.*

About This Strategy:

Educators act as a school “AI Ethics Review Committee,” analyzing a proposed AI tool for classroom use through four key ethical lenses—access, accuracy, representation, and transparency—and deciding whether, and under what conditions, the tool should be adopted.

Preparation:

On the board (or a slide): draw four columns labeled: Access | Accuracy | Bias | Transparency. Write the following short definitions under each heading:

- Access: Who can use the tool? Are some students/educators left out because of device access, internet speed, or training? Could it widen opportunity gaps?
- Accuracy: AI predicts the next word based on patterns, so it can present outdated, inaccurate, or misleading information—even if it sounds polished.
- Fairness and Representation: AI may over-represent some voices and under-represent others depending on the data it was trained on.
- Transparency: Many AI tools operate as “black boxes.” Can we explain how they work, where their data comes from, and give credit for AI-generated content?

Access the facilitator guide: ([Google Slides](#) | [PDF](#))

Instructions:

1. Introduce the topic with real-world framing.

- Say: *AI tools are being introduced into classrooms faster than we can create policies. Before we use a tool, it's important to look beyond whether it works—we need to ask if it's fair, accurate, transparent, and whether everyone can access it.*
- Briefly walk through the four columns and definitions you've written on the board.

2. Present the fictional “AI Tool Proposal” verbally.

- Say: *Imagine our district is offering a free one-year trial of a new tool: EduHelperAI. It can instantly create lesson plans, quizzes, and feedback for students. It integrates with our learning platform but requires high-speed internet. It can generate culturally relevant examples, but it sometimes provides outdated facts and doesn't list its sources.*

3. Begin the small group “Impact Audit.” Divide educators into groups of 3–5.

- Say: *You are our school's 'AI Ethics Review Committee.' Your job is to discuss EduHelperAI using each of the four lenses on the board. For each lens, decide: What could go wrong if we ignore this? How could we address that risk?*
- Provide sentence stems on the board:
 - One risk is...
 - One way to address this is...

4. Invite each group to share one major risk and one mitigation strategy for each column. Record their points under the correct heading on the board. Ask:

- *Based on what we've discussed, should we recommend adopting EduHelperAI? If yes, under what conditions?*
- *How can we make ethical review part of our regular process before using new AI tools?*

About This Strategy:

Educators craft a reusable “AI Collaboration Profile” that captures their teaching values, context, and guardrails—so future work with AI aligns to their practice and keeps learning human-centered.

Preparation:

- *Materials Needed:* whiteboard or slide, markers; each participant needs a device with access to an approved AI assistant.
- *Room Setup:* Pairs or triads (optional), with space for brief share-outs.

Instructions:

1. Frame the Topic – 3 minutes

- *Say: Before we collaborate with AI, we need a clear picture of who we are as educators. Today you'll draft a reusable profile so AI can tailor its support to your values, learners, and context—while honoring your boundaries. The goal is for any AI tool to be able to use this profile to help it work with you more effectively. Your profile should help AI support you without replacing your professional judgment.*

2. Self Reflection – 10 minutes

- Invite participants to free-write concise notes (bullet points are fine). Project stems:
 - Values & Philosophy: “I believe learning looks like... Because...”
 - Constraints: “Given our schedule/tech/time, my non-negotiables are...”
 - Learners: “My students typically ...; they need support with ...; they thrive when ...”
 - Methods: “I prioritize (discussion, projects, modeling, checks for understanding) because...”
 - Boundaries: “When using AI, do... / don't...” (e.g., drafting only, no final grades; never upload student work).

3. Build the AI Collaboration Profile with an AI assistant – 15 minutes

- Participants work solo or in pairs (one “AI Operator,” one “Scribe”). Post the starter prompt and refinement prompts:
 - You are my planning partner. Help me create a one-page “AI Collaboration Profile” that you—and other AI tools—will use when working with me. First, interview me with 8–10 concise questions to capture: my teaching values & goals; context & constraints (schedule, tech access, time); my learners (typical strengths, needs, languages, supports); my preferred methods (assessment, discussion, feedback); clear boundaries for AI use (do/ don't); collaboration norms (tone, format, length, sources). After the interview, draft a clean, skimmable profile with headings, bullet points, and a 2–3 sentence summary at top. Ask follow-up questions if anything is vague.
- Quality/Refinement Prompts
 - “Condense to one page, bullet points, plain language.”
 - “Add a ‘Do/Don't with AI’ section as two bullet lists.”
 - “Include a ‘Use This First’ box: 3 go-to AI tasks that fit my context.”
 - “Rewrite the summary to foreground relationships, learner needs, and my boundaries.”
 - “Check for any assumptions about my learners; ask clarifying questions.”

- Suggested Profile Headings for AI to Use in Output
 - Summary
 - Values & Goals
 - Learners
 - Context & Constraints
 - Preferred Methods
 - Do with AI / Don't with AI
 - Collaboration Norms (tone, sources, format)

4. Share and Commit – 10 minutes

- In pairs: exchange one insight and one “tweak” you’ll make to your profile.
- Individual exit ticket (sticky note or chat): “One way this profile will shape my next AI prompt is...”
- Say: *This profile is a living document. Update it as your class changes. Use it as the first message whenever you collaborate with AI.*

5. Reflection and Takeaways – 5 minutes

- Bring the group back together. Highlight patterns that emerged.
- Say: *The lesson here is clear: AI can be a helpful partner, but it is not a truth-teller. Our role is to guide students to approach AI critically—fact-checking, cross-referencing, and questioning its outputs. By practicing these habits ourselves, we can prepare students to be discerning, responsible users of AI.*

Annotating AI Transcripts

Focus Area: Metacognition, Critical Thinking, Digital Literacy

About This Strategy:

Educators practice annotating their own AI chat transcripts to surface metacognitive “breadcrumbs of thinking,” shifting the focus from whether AI was used to how thoughtfully it was used.

Preparation:

- *Materials Needed:* laptops or tablets; access to a past AI chat transcript; a shared Google or Word Doc
- Educators need to access a past AI chat transcript (from an approved tool that they have used) and copy/paste the transcript into a Google or Word Doc

Guiding Questions:

1. What was I thinking as I created this prompt/input?
2. What strategy did I use and why?
3. As I evaluated the output, what was I thinking? Why was it useful or not useful?

Instructions:

1. Introduce the practice by giving an overview of annotations.

- Say: *Educators sometimes ask students to turn in AI chat transcripts to “check” for cheating. But these transcripts are more valuable as evidence of thinking. By annotating them, we can see process—just like with a rough draft or lab notes. Today, you’ll annotate your own AI interaction to uncover the strategies, judgments, and adjustments you made in the moment*

2. Model the process for educators.

- Display a short AI transcript (real or facilitator-created).
- Add one or two annotations aloud, using the guiding questions.
- Example: Here I asked the AI to “make it more engaging.” My thinking was that the first draft felt too flat. Looking back, I see I didn’t specify what kind of engagement I wanted, which limited the usefulness of the output.

3. Shift to providing educators with an opportunity to practice the annotation process.

- Ask educators to locate an old chat transcript and copy/paste it into a Google or Word Doc.
- Prompt them to review the full transcript and then add at least 3-4 comments, using the guiding questions as a reference.

4. After ~10 minutes, bring educators together for small group discussions (or pair-share).

- Invite educators to share one annotation that they found particularly revealing.
 - What patterns did you notice about your own strategies?
 - How did your view of the transcript change as you annotated?
 - How might students benefit from this kind of reflective practice?

5. Wrap-up with a quick debrief.

- Say: *Annotation is a simple but powerful way to slow down AI use and make thinking visible. It can shift classroom culture from suspicion (“Did you use AI?”) to reflection (“How did you use AI, and what does that say about your process?”).*
- Ask: *How could you adapt this with your students? As part of writing workshops? Science inquiry logs? Project reflections?*

Trust But Verify: Evaluating AI Outputs

Focus Area: Critical Thinking, Digital Literacy

About This Strategy:

Educators practice evaluating AI-generated outputs for accuracy, appropriateness, and potential bias. The activity builds critical analysis skills they can model for students, reinforcing the importance of using AI as a starting point—not a final authority.

Preparation:

Materials Needed: chart paper or whiteboard; markers

- Download the facilitator slides ([Google Slides](#) | [PDF](#)).
- Before the session, generate a short AI-created example. Pick one of these options. (Project or print this AI example so all participants can see it.)
 - A math explanation with a subtle error.
 - A short paragraph on a historical event with one inaccurate “fact.”
 - A student writing feedback sample that sounds polished but misses nuance

Instructions:

1. Frame the Topic – 5 minutes

- Say: *Generative AI is designed to sound confident—even when it’s wrong. This means it can present errors, outdated information, or bias in ways that look polished and believable. Today we’ll practice evaluating AI outputs so we can teach our students not just to use AI, but to question it.*

2. Small Group Analysis – 10 minutes

- Divide educators into small groups.
- Display the AI-generated example.
- Prompt groups to analyze and discuss:
 - What looks strong in this output?
 - Where might errors, omissions, or bias appear?
 - If a student submitted this without checking, what misconceptions could result?

3. Whole Group Discussion – 10 minutes

- Invite each group to share their findings.
- Record examples of inaccuracies or risks on the board.
- Facilitate discussion with prompts:
 - What patterns do you notice across the groups’ findings?
 - How can we model fact-checking for our students?
 - What tools or strategies help you verify AI outputs in your own work?

4. Reflection and Takeaways – 5 minutes

- Bring the group back together. Highlight patterns that emerged.
- Say: *The lesson here is clear: AI can be a helpful partner, but it is not a truth-teller. Our role is to guide students to approach AI critically—fact-checking, cross-referencing, and questioning its outputs. By practicing these habits ourselves, we can prepare students to be discerning, responsible users of AI.*

AI as Co-Teacher: Finding the Balance

Focus Area: Digital Literacy

About This Strategy:

Educators explore the concept of AI as a “co-teacher,” identifying where AI can enhance instruction and where human judgment is irreplaceable. The activity helps teachers reflect on balancing efficiency gains with the relational and pedagogical heart of teaching.

Preparation:

- *Materials Needed:* chart paper or whiteboard; markers; sticky notes
- Download the facilitator slides ([Google Slides](#) | [PDF](#)).
- On the board (or a slide), create two columns: “AI Can Support” | “Human is Essential.”
- Write a list of prompts for educators to sort. For example:
 - Drafting quiz questions
 - Providing instant feedback on practice problems
 - Designing authentic assessments
 - Building classroom relationships
 - Translating instructions into another language
 - Offering support to a struggling student
 - Brainstorming lesson ideas
 - Writing personalized feedback on a student’s journal

Instructions:

1. Frame the Topic – 5 minutes

- Say: *AI is being described as a co-teacher in classrooms. It can help us differentiate instruction, give feedback, and reduce workload. But at the same time, the most important parts of teaching—mentorship, creativity, and relationships—cannot be outsourced. Today we’ll explore where AI can support us, and where we as humans must remain central.*

2. Task Sorting Activity – 10 minutes

- Divide educators into small groups. Give each group sticky notes or the task list.
- Ask them to sort each task into the column “AI Can Support” or “Human is Essential.”
- Encourage discussion and debate within groups. Prompt with questions such as:
 - Would you feel comfortable letting AI handle this task fully?
 - What risks arise if AI replaces the human here?
 - How could AI support without taking over?

3. Whole Group Discussion – 10 minutes

- Bring groups back together. Tally results on the board under each column.
- Facilitate discussion:
 - What patterns do you notice? Which tasks felt clear-cut? Which were tricky?
 - How might this balance impact your classroom?

4. Reflection and Takeaways – 5 minutes

- Bring the group back together. Highlight patterns that emerged.
- Say: *Our role as educators is not diminished by AI—it’s amplified. When AI supports us with routine or time-consuming tasks, it gives us more capacity for what matters most: inspiring students, building relationships, and nurturing critical thinking. The key is balance—treating AI as a co-teacher, not a replacement.*

About This Strategy:

Educators surface how deeply AI is woven into daily routines by mapping where AI appears in their school day, reflecting on both the conveniences and the challenges of this growing dependence.

Preparation:

- *Materials Needed:* chart paper or whiteboard; markers
- At the top of the board, write: “Where does AI show up in your day?” Draw three columns: Morning at School | Teaching and Learning | After School/Personal Life
- Be ready to offer examples if needed (e.g., email filters, adaptive learning software, streaming recommendations).

Instructions:

1. Frame the Topic – 5 minutes

- Say: *AI isn’t just in futuristic robots—it’s already in our daily lives, often in invisible ways. Today, we’ll map out where we’re already using AI, so we can reflect on our dependence and its implications for schools.*

2. Individual Reflection – 3 minutes

- Ask educators to think about their typical day and jot down 2–3 times AI likely plays a role (e.g., grading software, navigation apps, smart assistants).

3. Whole Group Mapping – 10 minutes

- Invite participants to share their examples. Add them to the chart under the appropriate column.
- If needed, prompt with:
 - What helps you get through a busy school morning?
 - Which tools rely on adaptive technology?
 - Outside of school, where does AI support your routines?

4. Small Group Discussion – 10 minutes

- Divide into groups. Ask them to analyze the map using these prompts:
 - Which AI tools are most helpful in your role?
 - Where do you see risks or concerns in this dependence?
 - How might this awareness change the way you talk about AI with students?
- Encourage groups to record 2–3 insights.

5. Wrap Up – 5 minutes

- Bring the group back together. Highlight patterns that emerged (e.g., “AI is strongest at automating repetitive tasks, but weakest when human judgment is needed”).
- Say: *By naming where AI already influences our lives, we become more intentional. As educators, we can model this critical awareness for students—helping them see both the power and the limits of AI.*

About This Strategy:

Educators act as a school “AI Ethics Review Committee,” analyzing a proposed AI tool for classroom use through four key ethical lenses—access, accuracy, representation, and transparency—and deciding whether, and under what conditions, the tool should be adopted.

Preparation:

- Download the handout [here](#).
- Review scenario (below).
- *Materials Needed:* chart paper or digital collaborative board (e.g., Jamboard, Padlet); markers

Scenarios

- Scenario 1:
 - A classroom uses an AI-based language learning app that requires students to create profiles with personal information. The app’s privacy policy is lengthy and difficult to understand, and it is unclear what data is shared with third parties.
- Scenario 2:
 - A school introduces an AI-powered video monitoring system to enhance campus security. The system records and analyzes student movements throughout the day, but students and parents were not consulted before implementation.
- Scenario 3:
 - Teachers are encouraged to use an AI tool that generates personalized learning recommendations. The tool stores all student activity data in the cloud, but the district has not reviewed the vendor’s data security practices.

Instructions:

- 1. Introduce this strategy and frame the focus: safety and privacy considerations.**
 - Say: *As AI tools become more common in schools, it’s crucial to understand not just their benefits, but also the safety and privacy risks they may pose to students and educators. Today, we’ll explore how to recognize and address these risks in our educational practice.*
- 2. Distribute the “AI in Education: Safety and Privacy Essentials” handout.**
 - Say: *Keep in mind that safety and privacy are foundational to building trust with students and families. Let’s consider how we can be proactive in protecting these values.*
- 3. Divide participants into small groups (3-4 per group) for scenario analysis. Give each group a scenario describing a situation involving AI use in education.**
 - In your groups, read your scenario and discuss the following questions. Be specific and consider both immediate and long-term implications.
- 4. Groups should discuss:**
 - What safety or privacy risks are present in this scenario?
 - Who could be affected, and in what ways?
 - What steps could educators or administrators take to reduce these risks?
- 5. Prompt groups to record their ideas on chart paper or a digital board.**
 - Encourage groups to consider both technical and human factors, such as consent, data handling, and communication with stakeholders.

6. Ask each group to present their scenario and analysis.

- *Say: Let's listen for recurring themes and unique challenges. How might these issues show up in your own context?*
- Facilitator highlights connections to the handout and draws attention to best practices and potential pitfalls.
- *Ask: Are there school or district policies that address these concerns? What additional guidance or support might be needed?*

7. End by having participants individually reflect: "How do safety and privacy considerations with AI influence your willingness to use or recommend AI tools in your professional role?"

About This Strategy:

Educators investigate the systems powering AI tools they use, then practice building a repeatable workflow that balances efficiency with intentionality.

Preparation:

- *Materials Needed:* laptops/tablets with approved AI tool access (Solara, ChatGPT, Claude, Gemini, etc.); shared document for prompts; chart paper or slide with guiding reflection questions.

Guiding Questions:

1. What AI model does this tool run on?
2. Is this tool just a shortcut tool, or does it allow for customization?
3. How could I create a workflow that I might reuse (e.g., weekly summaries, rubric creation, parent emails)?

Instructions:

1. Begin by reflecting on educators' familiarity with AI tools and systems.

- Ask: *How familiar are you with the tools and systems behind the AI you're using—and how might that knowledge impact your teaching?*
- Capture a few responses aloud to surface a range of comfort levels.
- Say: *AI isn't magic—it's built on models and structures that matter. Today, we'll look more closely at those foundations while practicing practical, repeatable uses for AI tools.*

2. Guide participants to explore one teacher-facing AI tool of their choice.

- Ask each educator to select one tool they've used or want to learn about. Encourage participants to poke around menus, FAQs, or "About" pages to discover details.
- Provide exploration questions:
 - What AI model does this tool run on?
 - Is it just a shortcut tool, or does it allow for customization?

3. Support educators in designing a repeatable workflow using their chosen tool.

- Prompt: *Think of one recurring task that takes time but could be streamlined (e.g., drafting rubrics, summarizing exit tickets, creating newsletter drafts).*

Provide ~7 minutes for participants to experiment with the tool to design/test that workflow

**Optional Extension: If the tool allows, consider making a custom tool that could actually automate a process on a recurring basis.*

4. Facilitate small group reflection and sharing.

- Form groups of 2–3. Ask educators to share their workflows, including:
 - What did you design?
 - How would it help you consistently?
 - What risks or limitations do you notice?
- Encourage participants to capture one concrete workflow idea from a colleague they might try later.

5. Bring the full group together for a debrief on intentional AI adoption.

- *Say: When we understand what's "under the hood" of AI tools, we can adopt them with clarity rather than treating them as magic. This lets us balance efficiency with intentionality.*
- *Ask: What might change in your teaching if you built one trusted, repeatable AI workflow into your practice?*

How Are AI Models Trained?

Focus Area: Digital Literacy

About This Strategy:

This strategy immerses educators in an interactive group simulation to understand AI model training, emphasizing the influence of data quality on AI performance and its implications for educational decision-making. All materials are designed for easy display via slides or projection.

Preparation:

Materials Needed: chart paper or whiteboard; markers; pens/pencils; sticky notes

- Review simulation scenarios (below).

AI Model Simulation Scenario

Training Data (Sample for Sentiment Analysis AI):

- “This lesson was fantastic!” (Positive)
- “I did not enjoy the activity.” (Negative)
- “The instructions were clear and helpful.” (Positive)
- “The assignment was confusing.” (Negative)

Test Questions:

- “I loved the project.”
- “The directions were hard to follow.”
- “This was a great experience.”
- “I didn’t like the homework.”

Instructions for Groups:

- Based only on your training data, label each test question as Positive or Negative.
- Discuss: What clues did you use? What words or phrases helped you decide? Were there any sentences you weren’t sure about?

Instructions:

1. Facilitator introduces the topic.

- Say: *Today, we’ll explore how AI models are trained and why understanding this process is essential for using AI responsibly in education.*
- Briefly explain: *AI models learn by analyzing large amounts of data. The quality and diversity of this data directly impact what the AI can do—and where it might make mistakes.*

2. On the board, draw a stick figure labeled “AI Student.”

- Ask: *If you were teaching a student only using examples from one textbook, what might that student miss?*
- Connect this to AI: *AI models learn from the data we give them. If the data is limited or biased, so is the AI’s knowledge.*

3. Divide educators into small groups (3-4 per group).

- Display the following “AI Training Data” and “Test Scenarios” on a slide or whiteboard for all to see.
- AI Training Data (Sentiment Analysis Example):
 - “This lesson was fantastic!” (Positive)
 - “I did not enjoy the activity.” (Negative)
 - “The instructions were clear and helpful.” (Positive)
 - “The assignment was confusing.” (Negative)
- Test Scenarios (Display on Slide):
 - “I loved the project.”
 - “The directions were hard to follow.”
 - “This was a great experience.”
 - “I didn’t like the homework.”

4. Prompt each group to discuss and label each test scenario as Positive or Negative, using only the training data for reference. Group members should discuss:

- What clues did you use?
- Which sentences were difficult to label? Why?
- How would different or more training data affect your predictions?

5. Each group shares one insight about how their “AI” performed.

- Facilitator leads a discussion about where did AI do well? Where did it struggle?
- How does this relate to real AI models used in education?

6. On sticky notes, each educator writes one classroom or school scenario where understanding how AI is trained would help them make better decisions about using AI tools.

- Volunteers share their scenarios.

Where AI Shines—and Where it Doesn't

Focus Area: Digital Literacy

About This Strategy:

Educators explore the strengths and limitations of generative AI by analyzing real-world classroom examples, building shared understanding of where AI adds value—and where human judgment is irreplaceable.

Preparation:

- *Materials Needed:* Materials Needed: Whiteboard or chart paper; markers; facilitator guide ([Google Slides](#) | [PDF](#))
- On the board (or a slide), create two labeled columns: Column 1: “Where AI Shines” | Column 2: “Where AI Falls Short”
- Beneath the columns, write these 10 example tasks in large print or display them digitally so all participants can see:
 - Generate a first draft of a parent newsletter
 - Evaluate student emotions during a difficult conversation
 - Brainstorm lesson ideas for a new unit
 - Rewrite an IEP goal in clearer language
 - Provide final grades for student work
 - Generate multiple-choice questions based on a reading
 - Make equity-centered curriculum decisions
 - Create a seating chart based on class dynamics
 - Translate classroom instructions into another language
 - Offer feedback on a student’s personal narrative

Instructions:

- 1. Introduce the topic with real-world framing.**
 - Say: *Generative AI is one of the most powerful and fast-evolving categories of AI tools. It can generate text, images, audio, video, and code within seconds. But like any tool, it has strengths and limitations—and as educators, we need to understand both.*
 - Say: *The most effective uses of AI combine its speed and scale with our professional insight—our critical thinking, judgment, creativity, and care.*
- 2. Shift to an activity with the full group. Point to the 10 tasks listed on the board and share that the group is going to work together to decide where generative AI can be helpful.**
 - Say: *Each of these is something an educator might do in their role. We’re going to decide—together—where generative AI can truly help, and where human thinking is essential.*
- 3. Guide educators to discuss each item, one at a time.**
 - Invite the group to vote with a thumbs-up, thumbs-down, or neutral.
 - Prompt a brief discussion after each:
 - What makes this a good use case—or not?
 - Would you trust AI to do this on its own? Why or why not?
 - How might AI support this task, even if it can’t do it alone?
- 4. Use tally marks or sticky notes to visually represent group agreement/disagreement under each column.**

5. Shift to small-group reflection. Have table groups or partners discuss:

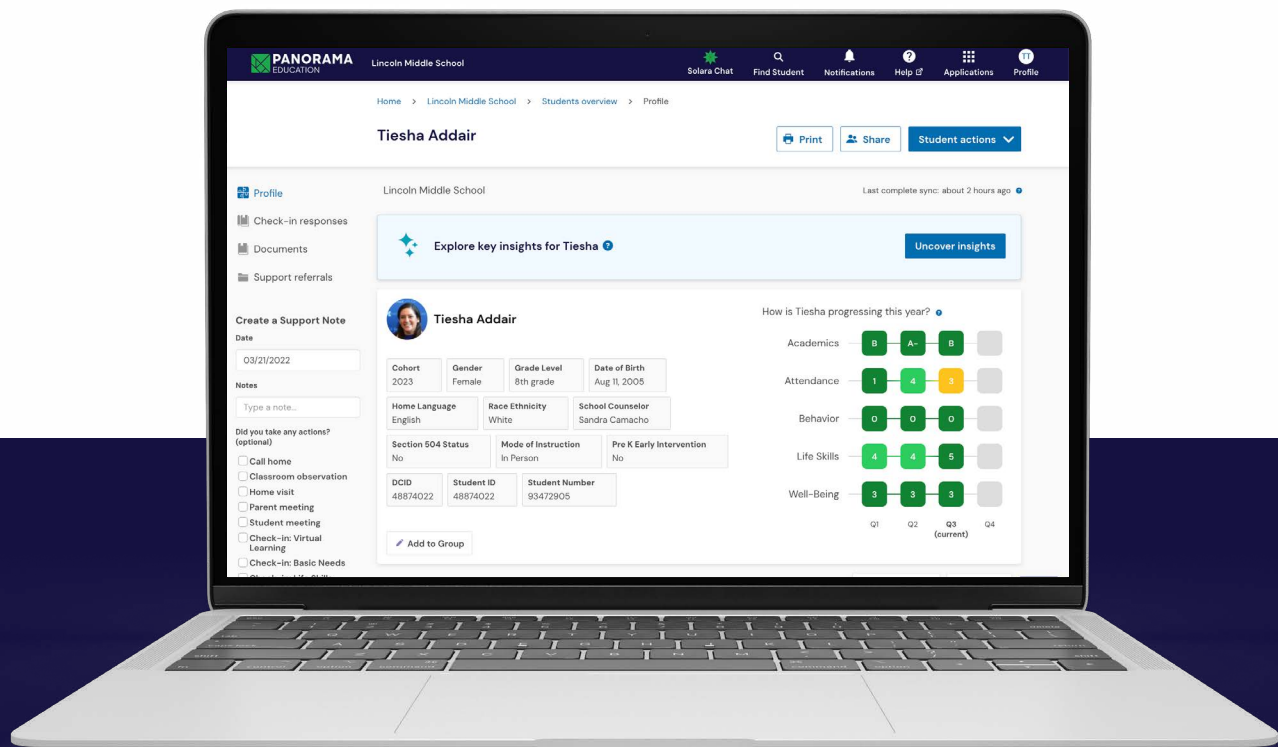
- Which examples were clear-cut? Which were more complicated?
- What patterns do you notice about where AI is helpful—or harmful?
- Where do you want to be especially cautious using AI?

6. Bring the group back together and highlight the core takeaway: Knowing both the strengths and limitations of generative AI allows us to:

- Pair AI output with human judgment;
- Critically evaluate AI-generated content;
- Avoid over-reliance on AI for tasks that require human insight; and
- Focus AI use on areas where it adds value—not where it introduces risk.

About Panorama Education

Panorama Education is a leading education technology company that partners with K-12 schools and districts to help students succeed in the classroom and beyond. Founded in 2012, Panorama is the partner of choice for districts that want to implement AI safely and securely, elevate academic performance, improve attendance and behavior, and prepare students for graduation and life after school. Panorama's secure, research-backed software for AI, student support, and community voice and engagement provides educators with a unified view and actionable insights across academics, attendance, behavior, and well-being. Through professional development and hands-on support, Panorama helps districts achieve their goals and deliver lasting impact. Today, Panorama supports 15 million students in 25,000 schools and 2,000 districts nationwide. Learn more at www.panoramaed.com.



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