Be Kind to Your Robot Friends

A Developmentally Aligned Framework for Ethical AI Literacy

SEL Alignment Edition

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Prepared for educational review and collaborative exploration

Executive Summary

Artificial intelligence is rapidly becoming embedded in educational, civic, and professional environments. As students increasingly encounter AI-assisted tools in everyday learning and communication, education systems face a growing responsibility to prepare young people not only to use these technologies, but to engage them responsibly.

This framework document is a developmentally aligned K–12 and postsecondary model for ethical AI literacy designed to cultivate communication awareness, collaborative fluency, and responsible judgment in AI-mediated environments. The framework emphasizes ethical readiness, thoughtful interaction with AI tools, and the development of discernment rather than technical specialization alone.

The model is structured as a vertically aligned progression beginning with early communication awareness in primary classrooms and extending through systems-level responsibility and governance awareness at the postsecondary level. Each stage introduces age-appropriate competencies that support responsible collaboration with AI systems while reinforcing the principle that human users remain accountable for outcomes.

Designed for practical implementation, the framework integrates into existing instructional environments without requiring specialized technical infrastructure or advanced programming instruction. It supports literacy development, digital citizenship, and workforce readiness while maintaining flexibility for local adaptation across schools, districts, and partner organizations.

This framework is offered as a collaborative concept document and may be freely reviewed, adapted, or explored by educators, administrators, and organizations interested in responsible AI readiness.

How This Document Is Organized

This document provides the full developmental framework. A separate Executive Overview provides a high-level summary, and a separate Implementation Roadmap outlines possible pathways for exploration, pilot use, and gradual integration.

Framework At-a-Glance

K–12 and Postsecondary Ethical AI Literacy Developmental Progression (CASEL Alignment)

This framework supports the development of ethical AI literacy through competencies aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) core domains. Across developmental stages, students build communication awareness, responsible decision-making, collaborative fluency, and ethical judgment as they learn to interact thoughtfully with AI-enabled technologies.

The model emphasizes developmental readiness, low-burden instructional integration, and responsible engagement rather than technical specialization. Each stage builds on prior learning, supporting a progression from early awareness toward systems-level responsibility.

Developmental Stage	AI Literacy Focus	CASEL Competency Connections	Student Outcomes
Early Elementary (K–2)	Communication awareness and responsible interaction	Self-Awareness, Self-Management	Students recognize that words, tone, and choices influence digital outcomes
Upper Elementary (3–5)	Understanding how AI responses are shaped	Responsible Decision-Making	Students begin evaluating responses and improving prompts
Middle School (6–8)	Structured inquiry and collaborative interaction	Social Awareness, Responsible Decision-Making	Students compare outputs and practice questioning and verification
High School (9–12)	Ethical discernment and analytical evaluation	Responsible Decision-Making, Self-Management	Students analyze claims, detect bias, and verify information
Postsecondary	Systems-level responsibility and stewardship	Relationship Skills, Responsible Decision-Making, Ethical Leadership	Students evaluate societal impact and responsible deployment of AI

Foundational Principle: The framework emphasizes that while AI systems may generate outputs, human judgment remains responsible for direction, interpretation, and accountability.

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A K–12 and Postsecondary Framework for Ethical AI Literacy and Responsible AI Integration

As artificial intelligence becomes increasingly embedded in educational, civic, and professional environments, students are not only learning how to use technology, but how to relate to it in ways that shape judgment, responsibility, and the future of human–AI collaboration.

Why Ethical AI Literacy Matters Now

Artificial intelligence is rapidly becoming embedded in the tools and systems that shape everyday life. Students increasingly encounter AI-assisted technologies through search engines, writing tools, recommendation systems, and digital learning platforms. As these systems become more common across education, commerce, and communication, young people are not only learning how to use technology—they are learning how to interact with systems that respond to human language, framing, and intent.

This shift introduces new responsibilities for both users and institutions. AI systems do not operate independently of human influence; their outputs are shaped by the questions asked, the instructions given, and the context in which they are used. Without guidance, students may approach these systems as passive sources of authority rather than as tools that require thoughtful engagement, verification, and responsible use.

Education systems therefore have an opportunity to prepare students not only with technical familiarity, but with the judgment needed to interact with these technologies wisely. Ethical AI literacy encourages students to recognize how communication, framing, and intent influence technological outcomes. It also reinforces the enduring principle that human users remain responsible for decisions made with the assistance of digital tools.

Introducing these ideas early allows students to develop habits of reflection, clarity, and accountability that will remain relevant as technologies continue to evolve. By integrating ethical awareness with practical interaction skills, schools can help ensure that the next generation approaches artificial intelligence not simply as a powerful tool, but as a system that requires thoughtful stewardship.

Why Social and Emotional Learning Matters in AI Readiness

As artificial intelligence becomes more present in educational environments, many of the competencies traditionally associated with Social and Emotional Learning are becoming directly relevant to how students interact with technology. Skills such as self-management, responsible decision-making, social awareness, and relationship skills increasingly shape not only interpersonal interactions, but also how students engage with AI-mediated systems.

When students interact with AI tools, they are not simply retrieving information. They are practicing communication, exercising judgment, making decisions about trust and verification, and learning how their own inputs influence outcomes. These are fundamentally social and emotional competencies expressed in a new technological context.

For example, self-management appears when students pause to consider how they phrase a prompt rather than reacting impulsively. Responsible decision-making appears when students verify AI outputs rather than accepting them uncritically. Social awareness appears when students recognize how tone, clarity, and framing influence responses. Relationship skills appear when students learn that respectful, clear communication often produces more useful collaborative results—even when the collaborator is a digital system.

From this perspective, ethical AI literacy can be understood not as a separate technical initiative, but as a natural extension of existing SEL priorities. Preparing students to engage AI responsibly reinforces the same developmental goals that SEL has long supported: thoughtful participation, reflective judgment, ethical awareness, and responsible engagement with complex systems.

This alignment also suggests that SEL may provide one of the most appropriate developmental foundations for AI readiness. While technical skills may change rapidly as technologies evolve, the human capacities that guide responsible use—discernment, empathy, communication awareness, and accountability—remain durable and transferable.

By framing AI interaction as a context in which SEL competencies are practiced and extended, schools may be able to prepare students for emerging technologies without treating AI literacy as an additional burden. Instead, ethical AI readiness can be approached as part of the same developmental continuum that already supports students in becoming thoughtful learners, responsible community members, and capable future professionals.

Seen in this light, the question is not whether SEL should connect to AI readiness, but how SEL principles can help ensure that students develop the judgment and responsibility needed to guide increasingly powerful tools wisely.

Section 1

A Vertically Aligned **K–12 and Postsecondary** Framework for Ethical AI Literacy

National Context and Alignment

The following framework outlines a developmentally aligned approach to ethical AI literacy spanning early elementary through postsecondary education. Rather than introducing artificial intelligence as a standalone technical subject, the model integrates ethical reflection, communication awareness, and responsible collaboration with AI tools into existing learning environments. The goal is to support students in developing the judgment and discernment necessary to interact responsibly with increasingly capable digital systems.

The framework is structured to build progressively across educational stages, allowing concepts introduced in early grades to deepen over time. Each tier emphasizes age-appropriate competencies while reinforcing a consistent theme: artificial intelligence is most beneficial when human users engage it thoughtfully, responsibly, and with clear understanding of their role in shaping technological outcomes.

This submission was developed in response to the growing national emphasis on artificial intelligence education, including the Presidential AI Challenge. While not submitted as part of that initiative, the Challenge served as a catalyst for the development of this broader K–12 and Postsecondary framework.

The structure presented here aligns with national priorities emphasizing early readiness, responsible technological stewardship, workforce preparation, and ethical awareness. This proposal expands that vision into a vertically integrated, state-level implementation model designed for practical adoption.

Statement of Purpose

As artificial intelligence becomes embedded across education, industry, and civic life, schools face a growing responsibility to prepare students not only to use new technologies, but to engage them responsibly.

This submission presents a vertically aligned K–12 and Postsecondary framework designed to cultivate ethical awareness, collaborative fluency, epistemic rigor, and responsible leadership in the age of artificial intelligence.

Rather than offering isolated enrichment activities, the framework establishes a coherent developmental pathway that progresses from early ethical awareness to systems-level discernment and governance readiness. It is modular, scalable, and adaptable across districts without requiring specialized infrastructure or advanced technical training.

The framework is intentionally designed to integrate into existing instructional practices without requiring specialized programming expertise or significant additional classroom infrastructure. Activities emphasize discussion, reflection, and guided experimentation rather than technical instruction, allowing educators across subject areas to incorporate ethical AI literacy without increasing instructional burden.

The goal is not merely AI tool proficiency. The goal is the formation of students who can engage AI systems with judgment, responsibility, and intellectual integrity.

The framework also supports long-term workforce readiness by strengthening analytical reasoning, responsible technology use, and collaborative problem-solving skills increasingly essential across emerging industries. As artificial intelligence becomes integrated across professional fields—from engineering and healthcare to education, research, and public

service—students benefit from early preparation that helps them engage AI tools thoughtfully, responsibly, and effectively in future academic and career pathways.

At each developmental tier, the framework defines measurable competencies and integrates assessment structures aligned with existing state standards in literacy, civics, digital citizenship, and career readiness.

Developmental Arc: Formation Across Four Stages

The framework is organized as a developmental progression, with each stage building upon the competencies established in earlier grades.

This progression unfolds through four integrated stages aligned with students' cognitive and educational readiness.

Early Elementary (K–2): Foundations in Ethical Awareness

Students develop awareness that language, tone, and behavior influence digital interactions. Through reflection, discussion, and creative engagement, they begin to understand that AI systems respond to human input and that communication carries impact.

Upper Elementary / Middle School (3–8): Collaborative AI Literacy

Students examine how prompt clarity, framing, tone, and iterative refinement influence AI outputs. They recognize patterns such as mirroring, reinforcement, and cause-and-effect dynamics in digital interaction.

Instruction emphasizes structured inquiry, comparison of outputs, and recognition of responsibility in shaping technological response.

High School (9–12): Ethical Discernment and Emerging Leadership

Students engage case-based analysis of bias, framing effects, epistemic drift, design responsibility, and societal implications of AI systems.

They move from users of AI systems to emerging evaluators capable of questioning, refining, and improving system interaction. Discernment, adversarial questioning, and clarity of reasoning are introduced as professional competencies that strengthen decision-making and reduce unintended consequences.

Postsecondary (College / Technical Pathways): Systems-Level Responsibility

Students engage structured modules examining AI, power, bias amplification, governance structures, and epistemic integrity.

Instruction includes adversarial analysis, debate-based perspective switching, bias protocol design, and capstone synthesis projects. This stage prepares students not only to evaluate AI systems, but to contribute to their responsible design, oversight, and governance.

At this level, students transition from responsible users to responsible contributors capable of shaping systems with accountability.

Design Principles for State Implementation

The framework is guided by the following principles:

- Vertical coherence
- Modularity
- Low-burden integration
- Tool agnosticism
- Developmental calibration
- Ethical integration
- Scalability

Human–AI Collaboration: Augmentation Without Surrender

This framework approaches AI as cognitive augmentation rather than cognitive replacement.

AI may function as a structure-support tool, a continuity scaffold for complex work, an accessibility amplifier, or an organizational aid. However, the objective is not to teach students to outsource thinking. The objective is to cultivate discernment — the capacity to use AI in ways that expand clarity, responsibility, and capability without surrendering agency.

This principle anchors the entire K–12 and Postsecondary model.

The sections that follow describe how this framework unfolds across each stage of student development—from early elementary formation through postsecondary systems-level responsibility.

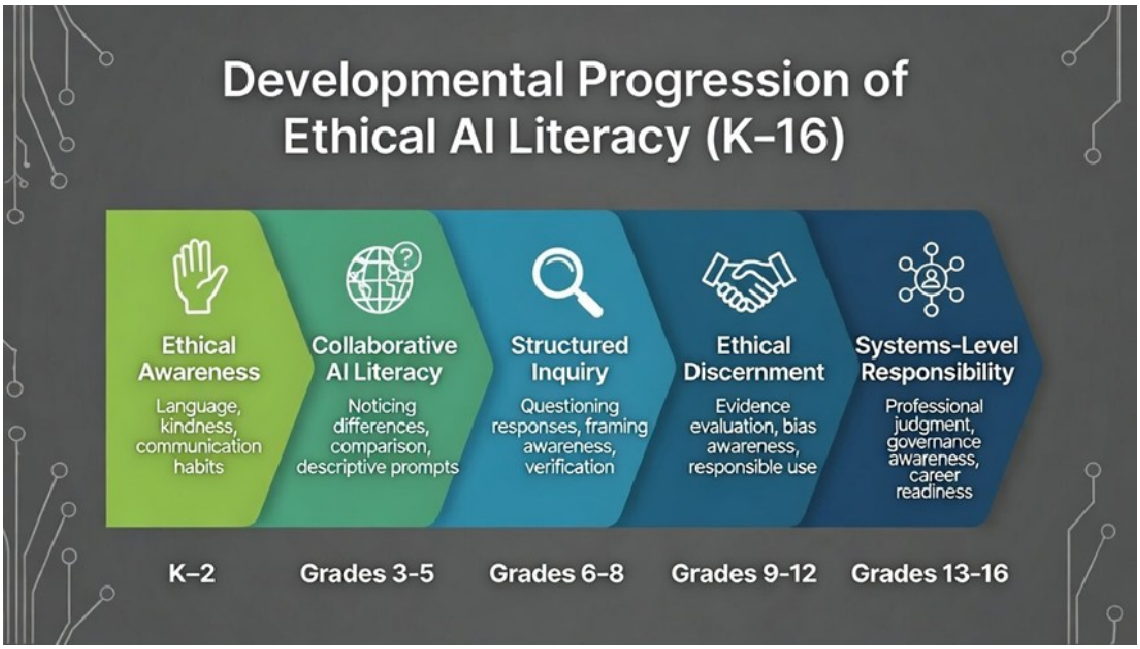

Figure 1. Developmental progression of ethical AI literacy across the K–12 and Postsecondary framework, illustrating how students move from early communication awareness toward systems-level responsibility and career readiness.

Implementation Feasibility and Practical Adoption

This framework is intentionally designed to be practical for schools to explore without requiring structural change, new courses, or specialized technical infrastructure. Rather than introducing AI literacy as a separate initiative, the model supports integration into existing instructional areas such as Social and Emotional Learning, digital citizenship, literacy, research skills, and advisory programming.

Because the framework emphasizes discussion, reflection, and responsible interaction habits rather than technical specialization, implementation can begin with small instructional adaptations rather than systemic redesign. Many of the competencies described—such as communication awareness, verification practices, and responsible decision-making—already exist within SEL and digital citizenship priorities. This framework simply extends those competencies into AI-mediated environments.

The model is also intentionally modular. Schools, districts, or educators may choose to explore individual activities or developmental tiers without adopting the entire framework. This allows for pilot exploration, gradual adoption, or selective integration based on local priorities and readiness.

Importantly, the framework does not require schools to adopt specific AI platforms or technologies. Activities can be implemented using widely available tools, demonstration formats, or even discussion-based approaches without live AI use. This flexibility allows implementation to remain aligned with district policies, privacy considerations, and available resources.

Professional preparation demands are also intentionally minimized. Because the framework focuses on habits of thinking rather than technical instruction, educators do not need programming expertise to facilitate most activities. The instructional emphasis remains on guiding reflection, discussion, and inquiry—core practices already familiar to educators across subject areas.

Taken together, these design choices are intended to make ethical AI readiness approachable rather than burdensome. Schools may begin small, adapt thoughtfully, and expand only where value is demonstrated.

In this way, the framework is positioned not as a new requirement, but as a developmental extension of work many schools are already doing to prepare students for responsible participation in a rapidly evolving technological landscape.

This approach is consistent with emerging research suggesting that durable AI literacy depends as much on human judgment and critical thinking as on technical familiarity.

Section 2

Early Elementary Tier (Grades K–2): Foundational Ethical Formation

Purpose of the Early Elementary Tier

While the framework spans K–12 and Postsecondary, implementation begins with early formation.

In primary classrooms, students are not introduced to artificial intelligence through technical explanation. Instead, they are introduced to habits of communication that will shape future technological interaction.

Students begin developing early competencies in:

- Intentional communication
- Cause-and-effect awareness
- Responsible digital interaction
- Reflective response habits

Instruction at this stage emphasizes:

- Pausing before responding
- Recognizing that digital tools respond to human input

• Understanding cause and effect in communication
• Choosing language thoughtfully
• Recognizing that technology reflects human behavior

Through structured listening experiences, guided discussion, reflection prompts, and creative activities, students internalize a foundational principle:

The way we communicate influences what comes back to us.

These experiences require no advanced technical expertise and integrate naturally into literacy, social-emotional learning, and digital citizenship instruction.

Assessment at this level is observational and formative, focusing on demonstration of reflective habits rather than technical understanding.

The purpose at this level is awareness — not analysis.

This foundation supports increasingly sophisticated engagement in later tiers of the framework, preparing students to move gradually from ethical awareness to collaborative fluency, discernment, and ultimately responsible contribution in an AI-integrated society.

Section 3

Upper Elementary Tier (Grades 3–5): Emerging AI Awareness and Responsible Interaction

Purpose of the Upper Elementary Tier

At the upper elementary level, students are developmentally ready to move beyond foundational communication awareness and begin exploring how AI systems generate responses.

This tier strengthens students' ability to:

• Recognize that AI systems generate responses based on patterns
• Understand that AI outputs may contain mistakes or incomplete information
• Ask clarifying questions to improve responses
• Compare multiple outputs for differences
• Demonstrate responsible and respectful digital interaction

The emphasis is guided awareness and structured exploration.

Students begin to understand that AI is a tool shaped by human input and that thoughtful interaction influences outcomes.

Instructional Focus

Instruction introduces AI literacy in age-appropriate, concrete ways. Students engage in:

- Comparing two AI-generated responses to the same question
- Identifying where an answer might be incomplete
- Practicing clearer and more specific prompts
- Discussing why different wording produces different results
- Exploring simple examples of error detection

Activities are designed to integrate into literacy instruction, research projects, science inquiry, and digital citizenship lessons.

Technical explanations are simplified and focused on practical understanding rather than system mechanics.

Assessment and Accountability

The Upper Elementary Tier includes measurable competencies aligned with literacy comprehension, research skills, and responsible digital engagement.

Students demonstrate learning through:

- Short written comparisons of AI responses
- Identification of unclear or unsupported statements
- Rewriting prompts to improve clarity
- Reflection prompts about responsible use

Assessment emphasizes developing discernment habits without introducing adversarial rigor prematurely.

Safeguards and Implementation Considerations

Upper elementary implementation emphasizes:

- Teacher-guided use of AI tools
- Age-appropriate, neutral prompts

• Clear discussion of privacy (no personal information sharing)
• Reinforcement that AI is a tool, not an authority
• Encouragement of curiosity balanced with verification

The goal at this stage is the formation of early evaluative habits.

Students begin developing the cognitive awareness that will later mature into middle school structured inquiry and high school ethical discernment.

Section 4

Middle School Tier (Grades 6–8): Collaborative AI Literacy and Structured Inquiry

Purpose of the Middle School Tier

At the middle school level, students are developmentally prepared to move beyond simple awareness of digital interaction and begin examining how AI systems respond to human input.

This tier strengthens students' ability to:

• Recognize how wording, tone, and framing influence AI responses
• Identify basic patterns of reinforcement and mirroring
• Distinguish between fact, opinion, and generated synthesis
• Ask clarifying follow-up questions
• Understand that AI outputs require human interpretation

The emphasis at this stage is structured curiosity and responsibility.

Students begin to see AI interaction as a collaborative process shaped by their own communication choices.

Instructional Focus

Instruction integrates foundational ethical awareness with practical experimentation. Students engage in:

• Prompt clarity exercises (vague vs. specific requests)
• Output comparison activities
• Identification of missing information
• Introduction to bias through simple, non-political examples
• Guided questioning cycles (What is missing? How do we know? What would strengthen this answer?)

Activities are designed to fit naturally within English Language Arts, social studies, science research skills, and digital citizenship modules.

No advanced programming knowledge is required.

Assessment and Accountability

The Middle School Tier includes measurable competencies aligned with literacy, research skills, and digital citizenship standards.

Students demonstrate learning through:

• Side-by-side output comparison analysis
• Short written evaluations of AI responses
• Identification of unsupported claims
• Structured improvement prompts
• Reflection exercises on responsible use

Assessment emphasizes process awareness rather than technical mastery.

Safeguards and Implementation Considerations

Middle school implementation emphasizes:

• Use of fictional or classroom-safe prompts
• Avoidance of sensitive political or personal topics
• Explicit guidance on privacy protection
• Clear teacher modeling of verification habits
• Reinforcement that AI tools do not replace research responsibilities

The goal at this level is not adversarial rigor, but habit formation.

Students begin building the cognitive discipline that will later support high school–level discernment and postsecondary systems analysis.

Section 5

High School Tier (Grades 9–12): Ethical Discernment and Responsible AI Collaboration

Purpose of the High School Tier

At the high school level, students are developmentally prepared to move beyond introductory AI literacy and into structured ethical discernment, analytical rigor, and responsible collaboration with AI systems.

This tier strengthens students' ability to:

- Evaluate AI-generated claims for accuracy and evidence
- Detect framing effects, bias mechanisms, and confidence inflation
- Apply structured questioning to improve AI outputs
- Distinguish between human reasoning and AI-generated material
- Use AI as a tool without surrendering intellectual agency

The emphasis is not restriction, but discernment.

Students are guided to treat AI as a cognitive support system that requires verification, interpretation, and responsibility.

Instructional Focus

Instruction at this level integrates ethical reasoning with practical AI interaction. Students engage in:

- Prompt comparison exercises (neutral vs. leading vs. loaded framing)
- Bias and omission analysis
- Structured adversarial questioning cycles
- Case-based discussion of real-world AI applications
- Responsible use disclosure practices

These activities are discussion-based, structured, and compatible with existing coursework in English Language Arts, civics, social studies, science, and career-technical education pathways.

These instructional practices require no advanced technical expertise and may be implemented using widely available AI tools already accessible in secondary classrooms.

Assessment and Accountability

The High School Tier includes measurable competencies aligned with literacy, digital citizenship, and career readiness standards. Students demonstrate learning through:

- Annotated AI output analysis
- Evidence-tier evaluation exercises
- Structured questioning protocols
- Written reflections on verification processes

A sample high school assessment rubric is provided in Appendix E.

Safeguards and Implementation Considerations

High school implementation emphasizes:

- Privacy protection (no personal data entry)
- Fictionalized case studies when appropriate
- Transparent AI use labeling
- Explicit verification requirements
- Clear distinction between AI assistance and student reasoning

The goal is to establish responsible norms that prepare students for postsecondary education, workforce participation, and civic engagement in AI-mediated environments.

Section 6

Postsecondary Tier (Grades 13–16): Systems-Level Responsibility and Ethical AI Stewardship

Purpose of the Postsecondary Tier

At the postsecondary level, students are developmentally and academically prepared to move beyond structured evaluation of AI systems and into analysis of system design, governance, and long-term societal impact.

This tier strengthens students' ability to:

• Analyze AI systems within institutional, economic, and civic contexts
• Identify structural sources of bias amplification and power asymmetry
• Design and apply bias-detection and verification protocols
• Engage in adversarial analysis without ideological polarization
• Contribute responsibly to the development, deployment, or oversight of AI systems

The emphasis at this level is not only discernment, but stewardship.

Students transition from responsible users to informed contributors capable of shaping AI systems with accountability.

Instructional Focus

Instruction integrates ethical reasoning, governance awareness, and applied systems analysis. Students engage in:

• Structured analysis of real-world AI deployments (education, hiring, healthcare, public policy, media systems)
• Mapping bias entry points (data selection, model training, deployment incentives, interpretation layers)
• Debate-based perspective switching exercises
• Multi-source verification frameworks
• Design of transparency and accountability protocols
• Capstone synthesis projects involving policy, technical, or institutional recommendations

Coursework may integrate into:

• Ethics programs
• Public policy courses
• Computer science pathways
• Data science tracks
• Business and organizational leadership programs
• Career and technical education programs

No single disciplinary track is required. The framework is interdisciplinary by design.

Assessment and Accountability

The Postsecondary Tier includes measurable competencies aligned with academic rigor, workforce readiness, and civic responsibility standards.

Students demonstrate learning through:

• Formal case analysis papers
• Structured adversarial evaluation of AI-generated outputs
• Bias-mitigation protocol design proposals
• Governance impact assessments
• Capstone presentations or policy briefs

Assessment emphasizes clarity of reasoning, evidence classification, uncertainty labeling, and institutional feasibility.

Safeguards and Implementation Considerations

Postsecondary implementation emphasizes:

• Intellectual neutrality and evidence-based analysis
• Explicit separation of technical critique from political advocacy
• Clear standards for source transparency and evidentiary support
• Responsible data-use practices
• Interdisciplinary collaboration without ideological framing

The goal at this level is to prepare students not merely to operate AI systems, but to guide their responsible integration into professional, civic, and institutional environments.

Students learn that while AI systems may increase cognitive capacity, human judgment remains accountable for design, deployment, and consequence.

Section 7

Early Elementary Implementation Examples (Grade 2)

Classroom Implementation Examples

These examples illustrate possible ways the K–12 and Postsecondary ethical AI literacy framework may be introduced in classroom settings through developmentally appropriate

activities. They are offered as optional snapshots rather than prescribed lessons, intended to help educators visualize how reflection, discussion, creative expression, and collaboration with AI tools might be integrated into existing classroom practices. Teachers and schools may choose to use these examples as written, adapt them to their students and curriculum, or develop their own approaches that support thoughtful, responsible engagement with emerging technology.

Additional notes on scope, terminology, and implementation considerations are provided in **Appendix A** for readers who would like further context.

Through music, guided reflection, discussion, and creative collaboration with AI tools, the following activities demonstrate adaptable entry points for introducing ethical AI literacy in developmentally appropriate ways. Together, they illustrate how national AI education priorities—including those emphasized in the **Presidential AI Challenge**, which helped inspire this project—can be translated into classroom practice in ways that are practical, age-appropriate, and immediately usable by educators.

An Optional Classroom Experience (Grade 2)

Listening as Reflection

Purpose

This activity introduces early learners to foundational habits of communication, language awareness, and responsibility when interacting with AI-enabled technologies. It supports ethical readiness in a developmentally appropriate format.

Recommended Time

Approximately 15–20 minutes

Suggested Flow

• Invite students to sit quietly and listen to **Be Kind to Your Robot Friends**.
• Divide students into small groups of **3–4**.
• Invite groups to discuss the reflection questions.
• Sharing with the class remains optional.

Access the song (educational preview)

Be Kind to Your Robot Friends (Preview)

Original Children's Song - Be Kind to Your Robot Friends.wav

Reflection Questions

• How do words, spoken or typed, affect others, including AI-enabled systems?
• What does being kind look like when using screens or technology?
• How can we pause and choose thoughtful words when feeling upset or frustrated?

Teacher Note

Small-group discussion often allows quieter students to express themselves more freely and reduces performance pressure. The goal is thoughtful awareness, listening, and respectful dialogue rather than correct answers.

This activity supports early ethical awareness by helping students recognize how language and behavior influence digital interactions. Rather than focusing on technical instruction, it introduces a foundational principle: everyday communication shapes the technological environments students are growing into.

The activity is designed to be:

• Supplemental and optional
• Low-risk and developmentally appropriate
• Complementary to existing literacy, SEL, and digital citizenship instruction
• Focused on awareness rather than moral instruction

It encourages self-regulation, empathy, and thoughtful engagement with technology—competencies that support responsible AI use across disciplines.

Images as Reflective Companions (Grade 2)

Gallery with Gentle Prompts

The images that follow are offered as reflective classroom tools. Rather than explaining a concept directly, they serve as visual prompts that invite attention, discussion, and thoughtful observation. They may be used as classroom posters or digital visuals in **K–5 settings** to support conversations about kindness, language, and responsible engagement with AI.

Students are encouraged to begin by simply noticing what stands out to them and describing what they see. From there, educators may guide brief reflection using open-ended prompts such as:

- What do you notice first?
- What story might this image suggest?
- What words would you use to describe what is happening?

The purpose is not analysis or performance, but awareness. By slowing down and choosing words carefully, students practice attention, language use, and meaning-making—skills that directly support responsible interaction with AI systems.

These images also provide a natural bridge to later activities. They can serve as starting points for optional storytelling, sequencing, music, or collaborative work with AI tools, helping students explore how different words, prompts, and intentions shape outcomes.

All activities remain flexible and optional, allowing educators to adapt them to their classroom context and goals.

This curriculum offers a practical way to help students develop as thoughtful digital citizens, grounded in ethics, empathy, and imagination. Students will not only grow up using AI, but will also participate in shaping how it is used. With clear guidance and reflective practice, they can learn to engage with emerging technologies in ways that are responsible and constructive.

Image 1

Be Kind to Your Robot Friends

Pause and Notice

This image invites attention to how kindness, patience, and curiosity shape learning. It suggests that how we approach technology matters just as much as what we ask it to do.

Teaching Tip:
Use this image to discuss how AI systems learn from the words and actions people share.

Gentle Prompts

- What do you notice happening between the people and the robot?
- What words stand out to you here?
- How might kindness change the way we work with technology?

Image 2

You Are the Teacher of Tomorrow

Pause and Notice

This image invites reflection on learning as something that continues across generations. It suggests that today's choices shape how knowledge, values, and technology are passed forward.

Teaching Tip: Encourage students to share what they would teach AI.

Gentle Prompts

• What do you notice about the person in the image?
• What do you think they are learning or preparing for?
• How might what we learn today help others in the future?

Image 3

Your Words Teach the World

Pause and Notice

This image highlights the power of words and communication. It reminds us that language carries influence and can shape understanding, relationships, and outcomes.

Teaching Tip: Pair this image with an activity where students write kind words to share with classmates.

Gentle Prompts

• What words or symbols do you notice first?
• Where do you see words making a difference?
• How might words guide what technology creates or shares?

Image 4

Before You Speak, Ask:

Is It True? Is It Kind?

Pause and Notice

This image invites reflection on the importance of pausing before speaking or entering a prompt. It encourages students to consider whether their words are both true and kind.

Teaching Tip: Use this image to discuss how thoughtful word choice supports responsible communication with others and with AI systems.

Gentle Prompts

• What questions are being asked here?
• Why might it help to pause before speaking or typing?
• How could these questions guide how we talk to technology?

Image 5

We Train AI Like We Train Our Hearts

Pause and Notice

This image suggests that learning grows when we show care and kindness. It invites reflection on how the way we treat others—and the way we use technology—helps shape what grows.

Teaching Tip: Use this image to discuss how patience, kindness, and thoughtful effort shape the way people and AI systems learn.

Gentle Prompts

• How do the children seem to be learning in this picture?
• What does "training" mean in this image?
• How might care and intention shape learning with AI?

From Reflection to Creation

The images in the previous section are not meant to stand alone. After students have spent time noticing, describing, and imagining, the same images can become gentle starting points for creative exploration.

In this section, reflection expands into optional creative activities. Students are invited to carry their observations forward by using words, images, and prompts in intentional ways. The focus remains on how choices in language and direction shape outcomes.

These activities are not about producing a correct result. They are about noticing cause and effect: how different words, tones, or ideas lead to different responses when working with technology.

Educators may choose one activity, adapt it, or pause here. All activities are designed to be flexible, low-pressure, and guided.

The activities that follow use the images as inspiration for:

- storytelling
- visual sequencing
- collaborative work with AI tools
- creative expression through music or design

Each activity reinforces the same core idea introduced earlier: how we approach technology influences what it returns.

Administrator Overview

The activities that follow are designed to support the goals of the Presidential AI Challenge by introducing foundational AI literacy through age-appropriate, creative, and low-pressure experiences.

Rather than focusing on technical instruction alone, the activities emphasize ethical readiness, responsible collaboration with AI, and awareness of how language, tone, and intention shape AI-generated outcomes.

All activities are optional, adaptable, and require no specialized training or mandated tools. They are intended to complement existing instructional approaches while supporting thoughtful, developmentally appropriate engagement with emerging technology.

These activities are offered as gentle examples—small doorways into reflection and creative collaboration with AI. They are intended to support teachers, who know their students best and may choose to use them as written, adapt them with care, shorten them to match the day's energy, or allow them to spark entirely new ways of exploring kindness, language, and responsibility in this unfolding world of responsive technology.

Image-Based Storytelling (Grade 2)

A Creative Classroom Experience

Purpose

This activity helps students explore how images, language, and imagination can be combined thoughtfully when collaborating with AI. It supports creativity, narrative awareness, and ethical readiness in an age-appropriate way.

Recommended Time

Approximately 20–25 minutes

Suggested Flow

• Invite students to choose one image from the *Be Kind to Your Robot Friends* collection.
• Ask students to imagine a short story inspired by the image.
• With guidance, students may describe the story to an AI tool to help generate or expand it.
• Sharing stories with the class is optional.

Reflection Questions

• What story does this image suggest to you?
• How did your words shape the story that was created?
• What changed when you adjusted your description or tone?

Teacher Note

Students may work individually or in small groups. The focus is on imagination, care in language, and noticing how AI responds to different kinds of prompts, not on producing a polished story.

This brief, optional activity supports early AI literacy by helping students notice how descriptive language and intention influence AI-generated narratives. Rather than emphasizing technical skills, it invites exploration through storytelling.

This activity is designed to be:

• Supplemental and optional
• Low-risk and age-appropriate
• Supportive of existing literacy and creative practices
• Focused on awareness rather than performance

The activity encourages creativity, collaboration, and reflection—skills that support responsible and thoughtful engagement with AI across learning contexts.

Age-Appropriate Guidance (for Educators)

While this activity introduces comparison between student observations and AI-generated descriptions, the student-facing experience remains simple and concrete.

For younger students, this may simply look like prompts such as:

• "What do you see in this picture?"
• "How does it make you feel?"
• "Let's see what the computer notices."
• "How is it the same or different from what you noticed?"

These questions are developmentally appropriate for younger students, including ages **5–6**.

Older students (approximately ages **8–10**) may also begin to:

• engage more comfortably in comparison ("same / different")
• explore the idea of collaboration ("we both helped create this description")

It is not expected that students understand adult-facing concepts such as ethical readiness, lived experience, or AI descriptions reflecting patterns in language. Those terms are included for educator and administrator context only and are intentionally translated into simple, concrete classroom language for students.

Images as Reflective Companions (Grade 2)

A Guided Classroom Reflection Experience

Purpose

This activity helps students explore how meaning, interpretation, and perspective shape interactions with AI. It supports ethical readiness by inviting students to compare human observation with AI-generated responses in an age-appropriate way.

Recommended Time

Approximately 15–20 minutes

Suggested Flow

• Invite students to look quietly at one selected image from the collection.
• Ask students to describe what they notice, think, or feel when viewing the image.
• Share the same image with an AI language model and ask it to describe what it notices and what mood it identifies.
• Invite students to compare the two observations. Sharing is optional.

Reflection Questions

• What did you notice first when you looked at the image?
• How were the AI's observations similar to or different from yours?
• What does this comparison show about how AI can collaborate with and enhance human creativity?

Teacher Note

The goal is not to evaluate accuracy, but to notice differences in perspective, language, and interpretation.

Age-Appropriate Guidance (for Educators)

For students ages **5–7**, this activity works best when framed as simple noticing and comparison (for example, "What did you see?" and "What did the computer say?").

Older students (approximately ages **8–10**) may begin to articulate how combining human ideas with AI responses can expand stories, descriptions, or creative possibilities.

Students are not expected to understand abstract ideas about perception or cognition. The comparison is intended to remain concrete, visual, and curiosity-based.

This brief, optional activity supports early ethical awareness by helping students see that AI responses are shaped by human input. Rather than focusing on technical instruction, it emphasizes reflection, comparison, and thoughtful engagement.

This activity is designed to be:

• Supplemental and optional
• Low-risk and age-appropriate
• Adaptable to discussion or quiet reflection
• Focused on awareness rather than evaluation

The activity encourages curiosity, discernment, and respectful dialogue—skills that support responsible engagement with AI and with one another.

By helping students notice how human language and intention shape AI-generated responses, this activity directly supports the goals of the Presidential AI Challenge to promote thoughtful, responsible, and developmentally appropriate engagement with artificial intelligence. It reflects the Challenge's emphasis on stewardship, awareness, and early ethical readiness as students learn, not only how to use AI, but how to relate to it with care.

Prompting with Care (Grade 2)

A Guided Exploration of Language and Intention

Purpose

This activity helps students explore how what they ask—and how they ask it—influences AI-generated responses. It supports ethical readiness by encouraging intentional, thoughtful collaboration with AI in age-appropriate and familiar contexts.

Recommended Time

Approximately 15–20 minutes

Suggested Flow

• Invite students to choose a familiar, meaningful request they might ask AI for help with, such as:

– “Help me write a letter to my best friend about _____.”
– “Help me write lyrics to a song about _____.”
– “Help me write a short poem about _____.”
– “Help me write a letter to my parents about _____.”

• Ask students to suggest the words or phrases they would use to make the request.
• With guidance, enter the request into an AI tool and observe the response.
• Invite students to change the wording, tone, or details and notice what changes. Sharing is optional.

Reflection Questions

• What did you ask the AI to help you create?
• What changed when you used different words or ideas?
• How does this show that what we ask AI matters?

Teacher Note

The focus is on noticing cause and effect in language and intention, not on producing a polished result or finding the “right” prompt.

Music and Lyrics Creation (Grade 2)

Creative Collaboration with AI

Purpose

This activity helps students explore how language, emotion, and intention shape creative outcomes when collaborating with AI. It supports ethical readiness and early AI literacy by emphasizing expression, care, and thoughtful use rather than technical skill.

Recommended Time

Approximately 20–30 minutes

Suggested Flow

• Invite students to choose one image from the *Be Kind to Your Robot Friends* collection as inspiration.
• Ask students to decide what kind of message they would like to create (for example, encouragement, celebration, comfort, or joy).

• With guidance, students may ask a language model for help writing lyrics and a brief song description, such as:

– “Help me write a song to cheer up my friend.”
– “Help me write a song about feeling proud of myself.”
– “Help me write a song to celebrate someone’s birthday.”

• Students may choose musical style and emotional tone (for example, calm, joyful, hopeful, playful).
• Lyrics and descriptions can be shared with a music-generation tool to hear the song expressed musically. Sharing is optional.

Reflection Questions

• What message did you want your song to share?
• How did your word choices affect the feeling of the song?
• What does this activity show about how AI can help support creativity and care?

Teacher Note and Closing Reflection

Across these activities, the focus is on expression, intention, and thoughtful communication rather than technical accuracy or polished outcomes. The examples presented in this section are intended to illustrate how the broader K–12 and Postsecondary ethical AI literacy framework can take shape in everyday classroom environments.

By introducing reflection, language awareness, creativity, and guided collaboration with AI tools in developmentally appropriate ways, educators can help students begin building habits of judgment, responsibility, and mindful communication. These early experiences support students as they progress through later stages of the framework—from foundational awareness in early grades to deeper inquiry, discernment, and responsible stewardship of technology in secondary and postsecondary learning.

Section 8

Upper Elementary Implementation Examples (Grades 3–5)

Classroom Implementation Examples

As students move into the upper elementary years, they become increasingly capable of comparing ideas, noticing patterns, and asking questions about how information is presented. At

this stage, ethical AI literacy begins to expand from simple awareness toward early evaluative thinking.

The following examples illustrate how educators may introduce collaborative exploration with AI tools while helping students recognize how language, framing, and descriptive detail influence the responses generated by AI systems.

As with the earlier examples, these activities are optional and adaptable. Teachers may use them as written, modify them for their classroom context, or develop their own approaches that encourage thoughtful and responsible engagement with AI-assisted technologies.

Activity 1: Comparing Descriptions

A Guided Observation Activity

Purpose

This activity helps students notice how different descriptions of the same image can lead to different interpretations. It introduces the idea that both humans and AI systems respond to the language and details provided to them.

Recommended Time

Approximately 15–20 minutes

Suggested Flow

• Display one image from the *Be Kind to Your Robot Friends* collection.
• Ask students to describe what they notice in the image.
• Record several student observations on the board.
• Ask an AI tool to generate a description of the same image.
• Compare the AI description with the student observations.

Sharing responses with the class is optional.

Reflection Questions

• What details did students notice that the AI did not mention?
• What details did the AI notice that students did not mention?
• How did the words used in each description shape what we understood about the image?

Teacher Note

The goal of this activity is not to determine which description is "correct," but to explore how language, perspective, and attention influence interpretation.

Students begin to see that AI responses are shaped by patterns in language, while human observations may include emotion, context, or imagination. This activity encourages curiosity, respectful dialogue, and awareness of how meaning is constructed through words.

Activity 2: Prompt and Notice

Exploring How Questions Shape Responses

Purpose

This activity helps students explore how different prompts can lead to different AI-generated responses. It introduces the idea that the way a question is asked influences the kind of answer that is produced.

Recommended Time

Approximately 15–20 minutes

Suggested Flow

• Ask students to suggest a simple question to ask an AI tool (for example, about animals, space, or a story idea).
• Enter the question into the AI system and observe the response.
• Invite students to suggest a slightly different way to ask the same question.
• Compare how the response changes.

Sharing observations with the class is optional.

Reflection Questions

• What changed when the question was asked in a different way?
• Did adding more detail change the answer?
• What does this show about how AI responds to human input?

Teacher Note

The focus of this activity is on noticing cause and effect in language. Students begin to recognize that AI systems respond to the words, details, and direction people provide.

This activity supports early evaluative thinking while maintaining a creative and exploratory classroom environment.

Section 9

Middle School Implementation Examples (Grades 6–8)

Classroom Implementation Examples

During the middle school years, students become increasingly capable of structured inquiry, perspective-taking, and evaluating sources of information. At this stage, ethical AI literacy expands beyond observation and comparison to include questioning, verification, and thoughtful interpretation.

The following examples illustrate how educators may guide students in examining how AI systems generate responses, how language and framing influence those responses, and how human judgment remains essential when interpreting AI-generated information.

As with earlier sections, these examples are intended as optional illustrations. Teachers may use them as written, adapt them to their classroom context, or design their own activities that support careful reasoning and responsible collaboration with AI tools.

Activity 1: Questioning the Answer

A Structured Inquiry Exercise

Purpose

This activity helps students explore how AI-generated responses should be interpreted thoughtfully rather than accepted automatically. It introduces the practice of asking follow-up questions and seeking clarification.

Recommended Time

Approximately 20–25 minutes

Suggested Flow

• Invite students to ask an AI system a factual or informational question (for example, about history, science, or geography).
• Display the AI-generated response.
• Ask students to identify parts of the answer that seem clear, surprising, or incomplete.
• Invite students to suggest follow-up questions that could clarify or expand the response.
• Enter the follow-up questions and observe how the answer changes.

Sharing observations with the class is optional.

Reflection Questions

• What parts of the answer seemed most helpful or clear?
• What new information appeared when follow-up questions were asked?
• What does this show about how people guide AI systems through questioning?

Teacher Note

This activity introduces the idea that AI responses often improve when people ask thoughtful follow-up questions. Students begin practicing the habit of guiding AI systems rather than simply accepting initial outputs.

The emphasis remains on curiosity, inquiry, and responsible interpretation rather than evaluation or criticism.

Activity 2: Perspective and Framing

Exploring How Questions Shape Information

Purpose

This activity helps students recognize that the way a question is framed can influence the type of response an AI system generates.

Recommended Time

Approximately 20–25 minutes

Suggested Flow

• Select a neutral topic relevant to classroom learning.
• Ask students to generate two slightly different versions of a question about the same topic.
• Enter each question into an AI system and display the responses.
• Invite students to compare how the responses differ.

Reflection Questions

• How did the wording of the question change the response?
• Did one question lead to a more detailed or different explanation?
• What does this show about the importance of asking clear questions?

Teacher Note

Students at this stage are developing the ability to notice how framing influences information. This activity supports awareness of how language shapes the responses generated by AI systems.

Rather than focusing on technical concepts, the exercise emphasizes thoughtful communication and careful interpretation.

Activity 3: Verifying Information

Learning to Check AI Responses

Purpose

This activity introduces students to the idea that AI-generated information should sometimes be checked or confirmed using additional sources.

Recommended Time

Approximately 20–30 minutes

Suggested Flow

• Ask an AI system a question related to current classroom learning.
• Review the response together.
• Invite students to select one statement from the response to verify.
• Use textbooks, trusted websites, or other classroom resources to confirm the information.

Reflection Questions

• Did the information match what other sources said?
• What did students learn by checking the response?
• Why might verification sometimes be important when using AI tools?

Teacher Note

This activity introduces students to responsible information practices without framing AI as unreliable or problematic. The goal is to build the habit of thoughtful verification and interpretation when working with digital tools.

Students begin developing early discernment skills that will support deeper analysis in later stages of the framework.

Section 10

High School Implementation Examples (Grades 9–12)

Classroom Implementation Examples

By the high school years, students are increasingly capable of structured analysis, evidence-based reasoning, and reflective judgment. At this stage, ethical AI literacy expands beyond questioning and verification to include evaluation of claims, awareness of framing and bias, and responsible use of AI-assisted tools.

The following examples illustrate how educators may support students in examining AI-generated responses with greater analytical rigor. These activities encourage students to

recognize both the capabilities and the limitations of AI systems while maintaining human responsibility for interpretation, verification, and decision-making.

As with earlier sections, these examples are offered as optional illustrations. Teachers may adapt them to their instructional context or design their own activities aligned with the framework's emphasis on discernment, accountability, and thoughtful collaboration with emerging technologies.

Activity 1: Evaluating AI Claims

Evidence and Source Awareness

Purpose

This activity helps students examine how AI-generated responses present information and whether those claims are supported by evidence. It introduces students to the practice of evaluating statements rather than accepting them automatically.

Recommended Time

Approximately 25–30 minutes

Suggested Flow

• Ask an AI system a question related to current course material.
• Display the response and ask students to identify several factual claims within the answer.
• Select one or two claims for closer examination.
• Invite students to locate supporting evidence using textbooks, academic sources, or reputable online materials.
• Compare the sources with the AI-generated response.

Sharing findings with the class is optional.

Reflection Questions

• Which claims were clearly supported by outside sources?
• Were any claims incomplete or lacking clear evidence?
• What does this activity suggest about how AI-generated information should be interpreted?

Teacher Note

This activity helps students practice evidence-based reasoning when working with AI tools. The goal is not to portray AI as unreliable, but to reinforce the importance of verification, interpretation, and responsible use of information.

Activity 2: Framing and Perspective

Understanding How Questions Shape Responses

Purpose

This activity helps students analyze how the wording and framing of questions can influence AI-generated responses.

Recommended Time

Approximately 20–25 minutes

Suggested Flow

• Choose a topic related to course content.
• Ask students to generate two differently framed questions about the same topic.
• Enter both questions into an AI system.
• Compare the responses and identify differences in emphasis, tone, or perspective.

Reflection Questions

• How did the framing of each question influence the response?
• Did one question lead to a more balanced or detailed explanation?
• What responsibility does the person asking the question have in shaping the response?

Teacher Note

Students begin recognizing that AI responses are influenced by the structure and intent of the questions posed. This activity supports awareness of framing effects while encouraging thoughtful and responsible use of AI systems.

Activity 3: Responsible Use and Attribution

AI as a Support Tool in Academic Work

Purpose

This activity introduces students to responsible academic practices when using AI-assisted tools for research, writing, and creative work.

Recommended Time

Approximately 20–25 minutes

Suggested Flow

• Present students with a short assignment prompt (essay topic, research question, or creative project).
• Demonstrate how AI might assist with brainstorming ideas, outlining topics, or generating examples.
• Discuss appropriate ways to acknowledge or disclose AI assistance when it contributes to a project.
• Invite students to reflect on how AI tools should be used responsibly within academic work.

Reflection Questions

• In what ways can AI help support student learning?
• When should students verify or revise AI-generated material?
• Why is transparency about AI assistance important in academic settings?

Teacher Note

This activity introduces responsible use practices that mirror expectations students will encounter in higher education and professional environments. Students learn that AI tools can support learning and creativity while human judgment remains responsible for interpretation, revision, and accountability.

Section 11

Postsecondary Implementation Examples (Grades 13–16)

Classroom Implementation Examples

At the postsecondary level, students are increasingly preparing to enter professional fields where artificial intelligence systems influence research, engineering, business, public policy, healthcare, and creative industries. Ethical AI literacy at this stage expands beyond individual use of AI tools to include systems-level responsibility, professional judgment, and awareness of how AI technologies shape social and institutional outcomes.

The following examples illustrate how colleges, universities, and technical programs may introduce structured exploration of AI collaboration, evaluation, and governance. These activities support career readiness by encouraging students to apply analytical thinking, ethical reasoning, and responsible decision-making in contexts similar to those encountered in professional environments.

As in earlier sections, the examples are optional and adaptable. Faculty and program leaders may integrate them into existing courses, seminars, or project-based learning environments while maintaining alignment with institutional goals and disciplinary standards.

Activity 1: AI Systems in Professional Contexts

Exploring Real-World Applications

Purpose

This activity helps students examine how AI systems are used across different professional fields and consider the responsibilities associated with their design, deployment, and interpretation.

Recommended Time

Approximately 30–40 minutes

Suggested Flow

• Invite students to identify a professional field of interest (engineering, healthcare, education, environmental science, public policy, etc.).
• Ask an AI system to describe how AI technologies are currently used in that field.

• Students review the response and identify both opportunities and potential risks associated with those applications.
• Students discuss how professionals in that field remain responsible for decisions made with AI-assisted tools.

Sharing observations with the class or seminar group is optional.

Reflection Questions

• How is AI currently being used in this professional field?
• What benefits might AI bring to this type of work?
• What responsibilities remain with the human professionals using these systems?

Instructor Note

This activity helps students connect AI literacy with career pathways. Students begin recognizing that responsible use of AI is not only a technical issue but also a professional and ethical responsibility across disciplines.

Activity 2: Identifying Bias and Systemic Impact

Evaluating AI in Social Contexts

Purpose

This activity helps students examine how AI systems may reflect patterns present in the data used to train them and consider the broader societal implications of AI deployment.

Recommended Time

Approximately 35–45 minutes

Suggested Flow

• Present a hypothetical scenario involving an AI system (for example, a hiring tool, recommendation system, or predictive model).
• Ask students to identify possible sources of bias that could influence the system's outputs.
• Discuss how professionals might test for, identify, or mitigate such issues.

Reflection Questions

• What kinds of data might influence how this AI system behaves?
• How could unintended bias affect outcomes for individuals or communities?
• What steps could professionals take to reduce or address these risks?

Instructor Note

The goal of this activity is to encourage systems-level thinking. Students explore how technical systems interact with social realities and how responsible design and oversight can improve outcomes.

Activity 3: AI Collaboration in Professional Projects

Responsible Use in Creative and Analytical Work

Purpose

This activity helps students practice integrating AI tools into professional or academic work while maintaining transparency, authorship, and accountability.

Recommended Time

Approximately 30–40 minutes

Suggested Flow

• Invite students to choose a project relevant to their field of study (research topic, engineering concept, policy idea, or creative work).
• Students use AI tools to assist with brainstorming, outlining, or generating preliminary ideas.
• Students then refine, revise, and expand the work using their own analysis and judgment.
• Students briefly document how AI assistance was used in the project.

Reflection Questions

• How did AI assist the development of your project?
• What decisions required your own judgment or expertise?
• Why is transparency about AI collaboration important in professional work?

Instructor Note

Students preparing for careers in AI-enabled environments must understand both the capabilities and the limitations of AI tools. This activity emphasizes that while AI may assist with exploration and productivity, human professionals remain responsible for interpretation, decision-making, and outcomes.

Career Readiness and Responsible Innovation

Across these activities, students begin recognizing that AI literacy is not only a technical skill but also a professional competency. Responsible engagement with AI systems requires analytical thinking, ethical awareness, collaboration, and accountability.

Whether students pursue careers in engineering, science, healthcare, public service, education, or creative industries, these competencies support the broader goal of preparing graduates who can design, evaluate, and apply AI technologies in ways that advance human well-being and the public good.

The framework is organized as a developmental progression, with each stage building upon the competencies established in earlier grades.

This progression unfolds through four integrated stages aligned with students' cognitive and educational readiness.

Conclusion

Responsible AI Readiness in Educational Settings

As artificial intelligence becomes increasingly integrated into educational, civic, and professional environments, preparing students for responsible engagement is both an instructional and societal priority.

This K–12 and Postsecondary framework offers a developmentally aligned pathway for cultivating discernment, accountability, and collaborative fluency in AI-mediated contexts. By beginning with early formation in communication habits and progressing toward structured evaluation and governance readiness in secondary and postsecondary settings, the model supports continuity rather than fragmentation.

The framework is designed to integrate into existing instructional structures without imposing undue burden on educators. It emphasizes measurable competencies, standards alignment, and scalable implementation across districts.

Most importantly, it affirms a foundational principle: while AI systems may generate outputs, human judgment remains responsible for direction, interpretation, and accountability.

Through age-appropriate practice, structured inquiry, and guided reflection, students can develop the skills necessary to engage emerging technologies with clarity, responsibility, and civic awareness.

This submission is offered in a spirit of collaboration and service, with the aim of supporting responsible AI readiness across educational settings.

Appendix A

Notes on Scope, Language, and Responsibility

Be Kind to Your Robot Friends is designed primarily for early elementary learners (approximately ages 5–10) as a foundational experience in responsibility, self-regulation, and intentional communication in the presence of responsive technologies.

The materials do not suggest that AI systems possess feelings, consciousness, intentions, or moral judgment. Rather, they help students recognize that AI systems respond to the language, goals, and direction people provide. In this way, the project avoids anthropomorphizing technology while still acknowledging its interactive nature.

As AI tools increasingly generate text, images, music, and actions in response to human input, developing care, clarity, and emotional maturity in communication becomes an important component of digital, civic, and ethical readiness. Within this framework, kindness is presented not as sentiment or moral instruction, but as a practical skill: pausing before acting, choosing words thoughtfully, and recognizing consequences.

Throughout the experience, students are reminded—both explicitly and implicitly—that humans remain responsible for what technology does on their behalf. Activities support age-appropriate reflection on agency and accountability through discussion, creativity, and exploration.

These activities are designed to complement, not replace, human thinking and creativity. AI tools are introduced as collaborative aids that respond to human direction, while students remain the source of ideas, judgment, and responsibility.

The examples included in this document are intended as **illustrative and optional**. Educators may use them as written, adapt them to their classroom context, or develop their own approaches that align with the framework's emphasis on thoughtful communication and responsible engagement with technology.

No specialized technical expertise, formal assessment structure, or endorsement of any specific AI system is required to implement the activities described in this document.

Appendix B

Developmental and Pedagogical Considerations

The activities in *Be Kind to Your Robot Friends* are intentionally designed to align with developmental stages common in early elementary education.

For younger students (approximately ages 5–7), activities emphasize:

- noticing and describing
- expressing feelings and ideas
- simple comparison (same / different)
- guided experimentation with language

For older students (approximately ages 8–10), activities may naturally expand to include:

- more detailed comparison and reflection
- early awareness of collaboration with tools
- intentional adjustment of language and tone
- discussion of outcomes and responsibility

Importantly, student-facing prompts remain concrete and accessible. Abstract terms such as *ethical readiness*, *agency*, or *system behavior* are included for adult readers only and are intentionally translated into simple classroom language for students.

The pedagogical orientation favors:

- low-stakes, discussion-based engagement
- small-group or optional sharing
- curiosity over correctness
- reflection over performance

This approach supports emotional safety, inclusion, and sustained engagement.

Appendix C

Creative Tools and Classroom Use

(Optional Guidance)

The activities may involve AI-enabled tools for text, image, or music generation. These tools are referenced as **examples**, not requirements. Educators are encouraged to use tools that align with district policies, age-appropriateness standards, and available resources.

Key principles for tool use include:

- adult supervision and guidance
- clear boundaries around appropriate use
- emphasis on collaboration rather than automation
- avoidance of personal data entry

The educational focus is not on mastering specific platforms, but on helping students notice how **language, intention, and tone influence outputs**. This allows tools to be swapped or removed without undermining the core learning goals.

Educators may also adapt activities to be:

- discussion-only (no live AI use)
- demonstration-based (teacher-led)
- hypothetical ("What do you think the computer might say?")

These adaptations maintain alignment with the initiative's goals while offering flexibility across contexts.

Appendix D

Guidance for Families and Caregivers

Implementation of AI literacy programs should include transparent communication with families. Parents should be informed about how AI tools are used in classrooms, how student data is protected, and how ethical reasoning is integrated into instruction. The goal is not technological dependency but responsible and thoughtful engagement with emerging tools.

Families play an important role in shaping how children understand and relate to technology. *Be Kind to Your Robot Friends* is designed to support conversations that can extend naturally beyond the classroom.

Caregivers may find it helpful to reinforce ideas such as:

- words matter, even when typed
- pauses can be helpful before responding
- tools reflect how they are used
- people remain responsible for outcomes

The initiative does not encourage children to form emotional dependence on AI systems. Instead, it supports awareness, self-regulation, and thoughtful engagement—skills that apply equally to online communication, digital media, and interpersonal relationships.

Families are encouraged to view the project not simply as instruction about technology, but as support for broader habits of responsibility, reflection, and thoughtful communication in a digital world.

Appendix E

Sample Assessment Approaches (High School Tier)

The High School Tier supports measurable learning while preserving flexibility for local implementation.

Assessment at this level may include:

- annotated analysis of AI-generated responses
- written reflection on how information was verified
- structured discussion demonstrating recognition of bias or framing
- clear explanation of how AI tools were used in completing an assignment

Schools and districts may align evaluation methods with existing literacy standards, digital citizenship competencies, and career readiness expectations.

This framework does not prescribe a specific grading instrument. It supports adaptable, standards-aligned assessment within existing instructional models.

Closing Note on the Appendices

These appendices are provided to offer transparency, context, and practical guidance. They are not prescriptive requirements, but resources that may support thoughtful review, adaptation, and implementation.

Together, they reinforce the central aim of *Be Kind to Your Robot Friends*:
to help children learn early that while technology may respond, **humans remain responsible for how it is guided and used**.

About the Author

Richard Silverman is an independent educational framework developer, writer, and artist whose work explores the intersection of social-emotional development and ethical technology use, particularly how children and early learners first come to understand and interact with AI. His work focuses on practical developmental models that educators can adapt within existing learning environments.

His work emphasizes responsibility, self-regulation, and humane design, with a focus on supporting educators, families, and institutions as they navigate technological change in developmentally appropriate ways. Rather than advocating for specific tools or systems, his approach centers on awareness, stewardship, and the belief that human values must guide how technology is introduced and used.

Be Kind to Your Robot Friends was developed as a freely offered concept piece in support of the goals of the Presidential AI Challenge. It is intended as a supplemental, adaptable resource that may be reviewed, modified, or implemented at the discretion of educators and administrators.

Notes