EdSutra

Teaching guide

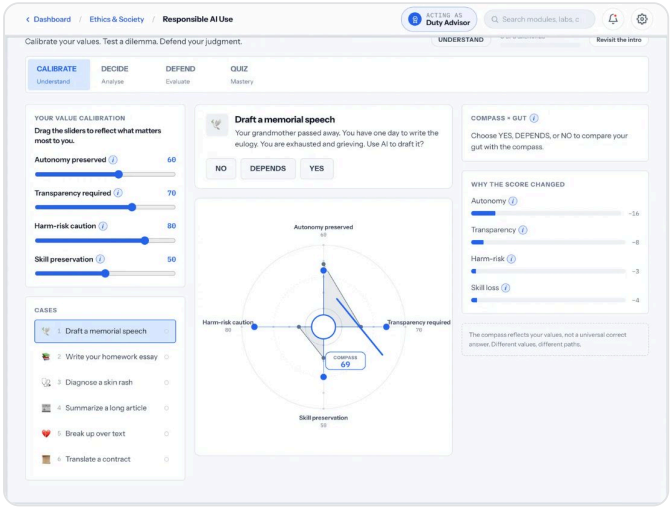
Module 05 · Ethics & Society · Unit 04 · Stage 3, Responsibility

Responsible AI Use

The Use-Case Compass

Grades 7–12 | **35 minutes** | Role: **Duty Advisor**

Grade 7: About age 12–13 · Year 8 in the UK · Class 7 in India



The big idea

Whether to use AI for a task is not one rule for everyone. It turns on what is at stake: whose work it is, who should know, what harm a mistake could cause, and which skills you would stop practicing. The Use-Case Compass mirrors your own values; you still own the decision and must be able to explain it.

The learner's job

Learners are the **Duty Advisor** at Northvale Advice Bureau. People bring real plans to this desk. They want permission. What they need is a way to think. Their task: help someone find their own answer. Make them able to defend it.

By the end, learners can say

- I can name the four value axes a use-case decision can be judged against
- I can explain why the same dilemma can produce different scores for different learners
- I can calibrate personal value weights and apply them to six real dilemmas
- I can compare a categorical gut judgment against a numeric alignment score and locate the exact source of disagreement
- I can defend a specific use-case judgment using the dilemma, the relevant value axis, and context

Before class

- One computer or tablet for each learner or pair, with EdSutra open (this Module is part of the full EdSutra studio).
- Open the studio once on each device before class, so the Unit still runs if the internet drops.
- Play the intro and decide one dilemma yourself, so you know where learners will click.
- No dilemma choice is marked wrong. Two cases touch on a death in the family and a breakup, so mention them first.
- Best after What is AI? and AI Accountability.
- Units open in order, and Module 1 comes first. To start a class here, switch on Open every Unit in Settings → Teachers & parents.

Words to introduce

Value weight: How much a value matters to you, set on a 0 to 100 slider.

Autonomy: Keeping your own choice, effort and authorship.

Transparency: People affected know AI was used and understand its limits.

Harm risk: How badly a wrong answer could hurt someone.

Skill preservation: Keeping practice at a skill that AI might do for you.

Compass score: Your weights combined with a dilemma's profile; higher means closer to your values.

Tension: When your gut answer and your compass score point different ways.

Running the lesson 37 minutes

Open 4 min

"People ask "Is it okay to use AI for this?" Why might the same question get different honest answers from different people?"

Before anyone clicks, ask: should you use AI to write a homework essay on a book you have not finished? Vote YES, DEPENDS or NO, and compare with the compass in Analyze.

Step	What learners do	Ask the class	Listen for
1. Remember 4 min	Read the intro and answer two predictions: will two learners always get the same compass score, and what should happen when gut and compass disagree?	• Why can two learners get different scores for the same dilemma? • If your gut and the compass disagree, which one wins?	Their value weights differ. A disagreement is a reason to look closer, not a verdict to obey or ignore.
2. Understand 5 min	In Calibrate, move all four value sliders (autonomy, transparency, harm-risk caution, skill preservation) until they match what each learner values. Watch the compass score change.	• Which value did you set highest, and why? • Turn up one slider. Which dilemma's score changes most?	There is no correct setting. A higher weight matters most for dilemmas that put that value at stake.
3. Analyze 14 min	In Decide, read all six dilemmas, from a memorial speech to a lease, and answer YES, DEPENDS or NO. Then compare each answer with the compass and its per-value breakdown.	• Where did your gut and your compass pull in different directions? • Which value caused the biggest gap on that dilemma? • Look back at our homework vote. Did your compass agree?	Learners point to one value bar that explains the gap, and treat tension as something to explain, not an error.
4. Evaluate 10 min	In Defend, pick one decided dilemma: say how gut and compass relate, choose a reason that backs the decision, and name what would change it. Then take the quiz.	• Why does "nobody would know" never count as a reason? • What one condition would change your answer on this dilemma?	A reason tied to the case and their own decision, and a condition about a value the case really puts at stake.

Steps follow Bloom's revised taxonomy, in the order the Unit presents them.

Deepen the thinking

Critical thinking	The compass is a model someone wrote, with profiles someone chose. Which dilemma profile would you argue with, and why?
AI thinking	For the skin rash, AI might help you prepare questions for a doctor. Why is that different from trusting its diagnosis?
Ethics and fairness	If a friend sends you a heartfelt message, should they tell you AI helped write it? Does it depend on the message?
Connect to life	Think of a skill you are glad you learned the hard way. Would you have handed it to AI back then?

Misconceptions to listen for

"Each dilemma has one correct compass score."

The score multiplies your own weights by the dilemma's profile. Different weights give different scores for the same case.

"If my gut and the compass disagree, one is wrong."

The Unit never marks a choice wrong. Tension shows something worth explaining, and Defend asks learners to explain it.

"DEPENDS is a way to dodge the question."

DEPENDS is a real answer when you can name what it depends on. Defend asks for that condition.

In real life the card learners see at the end of the Unit

- Using AI to check spelling, brainstorm, or write a whole essay are three different choices, with different trade-offs.
- School AI rules can differ by subject and task: one tool can suit one job but not another.
- A birthday message written with AI help raises a question: should the person getting it be told?

Try it this week. Before using AI this week, ask: Is it still my work? Should people know? What if it's wrong? Will I lose a skill?

Watch out for. Whether you'd get caught isn't the point; the choice is the same either way. "It depends" counts when you can name what it depends on.

Talk about it. Which task would you never hand to AI, and which would you happily share with it?

Exit ticket

1. Name the four values the compass weighs.

2. What does it mean when your gut and your compass are in tension?

3. Why doesn't "I might get caught" count as a reason to change your answer?

Going further

As a class project, learners write their own dilemma about AI use at school, rate how much it puts each of the four values at stake, and swap with a partner to decide and defend.