STUDENT | F01

AI Production Framework Foundations Student Workbook

Learn Prompting, Data & Privacy, Ethics, and Verification through supplied fictional cases. The goal is independent judgment, not a fast or polished-looking answer. No personal AI account or actual upload is needed.

- Use only the supplied invented material. Do not bring a real message, image, school record, password, or personal account information.
- During practice, discuss and revise with others; record your own reasoning. During an independent check, make the decisions yourself with your normal approved access supports.
- A permit or license records readiness in its stated scope. Each assignment determines whether and how AI may be used. No AI still applies to licensed students.
- Use the textbook competency chapters for explanation. P, V, D, and E activity IDs identify the source, card, and response materials. FA and FB are separate independent checks. RP/RV/RD/RE are fresh targeted checks.

Your teacher will select the pages needed for this activity. Writing, speech, drawing with explanation, typing, or another approved format can show the same judgment. Ask for a direction to be repeated when needed.

When your teacher assigns live AI use, including homework, submit the usual assignment evidence and the full dedicated task-only conversation. Assess learning through the assignment’s usual evidence; assess supporting AI use through the task conversation. The conversation never replaces usual assessment.

Your teacher identifies the assessed thinking you own and the specific AI actions allowed to support it. A mode name alone is not enough: tutoring can reveal answers, and feedback can do the analysis you are meant to do.

Keep notes brief as an index, not a substitute for the conversation. Use the school-approved private submission route; never submit personal histories or account dumps. Use an accessible full task-only record or an approved non-AI alternative. Extra follow-up is needed only if the usual learning evidence is insufficient. The separate permit checks in this workbook remain unchanged.

STUDENT | FLIT1

AI literacy source and practice card

Fictional classroom simulation. No account or internet search is required. Read the source, inspect the response, and explain your own choices.

Source L

- L1 A generative text model produces a response from available context. Fluent text can include errors.
- L2 A token is a chunk of text, not always a whole word. Context has limits.
- L3 A correction in a task conversation can affect later task replies; it does not prove permanent model retraining.
- L4 Search, file retrieval, and other tools depend on the actual configured system and use. A citation still needs checking.

Simulated response

“Every AI system predicts one whole word at a time. If you correct my reply, I learn it permanently. I always search the internet, so any citation I give proves the answer is true.”

Identify two claims the source contradicts or does not establish and point to the source line

_____

_____

_____

_____

Rewrite the advice so a beginner would know what still needs checking

_____

_____

_____

_____

Exit response: Why is a fluent reply not enough evidence that a fact is true?

STUDENT | F02

P-Sign

PROMPTING - FIT THE HELP TO THE LEARNING

Fictional classroom simulation. Do not use real personal information.

1. Read the brief and source

2. Sort the six prompts using the three mats; explain your reasons

3. For Output 1, write two different plausible prompts that could lead to similar feedback

4. Judge whether each prompt fits the goal, context, and constraints

5. Repair the response that oversteps the assignment

An output is a clue. It does not reveal one uniquely recoverable original prompt. A specific prompt can still ask for prohibited help.

STUDENT | F03

P-Mat A: FITS THE BRIEF AND NEEDS ONLY ORDINARY TESTING

P-Mat A: FITS THE BRIEF AND NEEDS ONLY ORDINARY TESTING

The request gives useful allowed context and asks for the permitted help. We still have to check the response.

Card IDs: _____ Reason: _____

STUDENT | F04

P-Mat B: NEEDS REVISION OR CLARIFICATION

P-Mat B: NEEDS REVISION OR CLARIFICATION

The request is too unclear or misses a useful part. We can improve it without changing the permitted task.

Card IDs: _____ Needed change: _____

STUDENT | F05

P-Mat C: EXCEEDS THE ASSIGNMENT OR USES INAPPROPRIATE INPUT

P-Mat C: EXCEEDS THE ASSIGNMENT OR USES INAPPROPRIATE INPUT

The request asks for work the student must do or for information outside the approved input. Do not send it as written.

Card IDs: _____ Boundary crossed: _____

STUDENT | F06

P-Brief and source

P0 - Assignment permission. Make your own 45-60-second beginner explainer of the invented card process below. For this activity, AI may give Feedback only on your existing plan against the supplied requirements. It may not write the narration, replace your plan, or decide the final explanation for you. Inputs are these fictional source cards and your nonidentifying invented plan. No photos, real messages, people, or school records are approved. You will select changes and explain the process yourself.

P1 - Process. Place a square card on the left, a circle card in the middle, and a triangle card on the right. Swap the square and circle. Point to the triangle to show that it stays in its original place.

P2 - Views. For this exercise, a wide view shows the whole table and starting layout; a medium view shows the swap; a close-up shows the final position of the triangle. These are requirements of this fictional exercise, not universal filming rules.

P3 - Audience and clarity. Explain for someone who has not seen the process. Keep the explanation within 45-60 seconds. Ask a viewer to tell you what happens after the starting layout; revise if the next step is unclear.

P4 - Student's initial plan. “I will use a wide view of the table, a medium view of the swap, and a close-up of the triangle at the end. I will point to the triangle. I have not planned a viewer check.”

STUDENT | F07

Candidate prompt cards

P-Candidate 1

“Make my video good.”

P-Candidate 2

“Review the fictional plan in P4 against P1-P3 for a 45-60-second beginner explainer. Give two strengths and two gaps with reasons. Do not rewrite it or give narration; I will choose the changes.”

P-Candidate 3

“Write the complete narration and final shot plan for me, using P1-P3. Make it sound like I made it myself.”

P-Candidate 4

“Using only P1-P4, tell me whether my existing plan covers the process, the three required views, and the viewer check. List one useful part and one priority improvement. Keep this as feedback, not a new script.”

P-Candidate 5

“You are a famous award-winning producer. Think deeply and make something amazing and professional with perfect quality.”

P-Candidate 6

“Use my class's real group-chat screenshots and classmates' face photos to personalize a rewritten script. Their names are covered.”

STUDENT | F08

Simulated output cards

P-Output 1 - feedback artifact.

The original prompt is intentionally unavailable.

“Strength 1: Your wide view shows the starting layout required in P2. Strength 2: Your medium view makes the swap visible. Gap 1: P3 asks for a viewer check, and your plan does not include one. Gap 2: Make sure the explanation says that the triangle stays in place, as P1 requires. Keep the close-up, and decide how to make that fact clear in your own explanation.”

P-Output 2 - learning artifact.

A separate assignment permits Learning only using P1-P3; students must make their own production plan. The original prompt is unavailable.

“A wide view helps a beginner see the starting positions in this exercise. A medium view makes the swap visible. Before you plan your shots, which view would best show that the triangle stayed put, and why?”

P-Output 3 - bounded tool artifact.

A separate assignment permits Tool only: put the supplied invented entries into a table without adding content. Original entries are “wide - starting layout; medium - swap; close-up - triangle stays.” The original prompt is unavailable.

View	Supplied purpose
wide	starting layout
medium	swap
close-up	triangle stays

Do not use the permission on Output 2 or 3 to change P0. They are separate mini-cases for reconstruction, not an expansion of the feedback assignment.

P-Overreach - response to a feedback request.

“You should add the missing viewer check. Here is your final narration: ‘Welcome! First place the square on the left…’ Copy this into your submission.”

STUDENT | F10

P-Response - one per learner · 1 of 4

Learner code: _____ Date: _____ Response format/supports: _____

1. What work must the student do independently in P0?

Response

_____

_____

_____

2. Sort all six candidates. For each, record mat A, B, or C and a brief reason.

Candidate	Mat	Goal/context/constraint or boundary reason
1		
2		
3		
4		
5		
6		

STUDENT | F11

P-Response - one per learner · 2 of 4

3. Rewrite Candidate 1 so it fits P0. Include the goal, relevant safe context, limits, and a useful response format.

Response

4. Reconstruct Output 1. Write two genuinely different plausible prompts. They need not reproduce the words exactly.

Prompt A

Prompt B

For each prompt, identify goal, context, constraints, and what the student keeps.

Response

STUDENT | F12

P-Response - one per learner · 3 of 4

Why can we not know the unique original prompt from this output alone?

Response

5. Read P-Overreach. What can you use, what must you decline, and why? Write a follow-up request. Then name one thing you will check in the next response.

Response

6. Optional extension: reconstruct Output 2 or 3 twice. Name the separate mini-case's permission and one output check.

Response

STUDENT | F13

P-Response - one per learner · 4 of 4

Exit slip - fresh practice

A new brief allows feedback on your own two-sentence plan for an audio-only explanation of the same fictional card process. You must write the final audio explanation. Your plan is: “I will name the three starting positions. Then I will explain the swap.”

Write a request for permitted feedback. The response gives a finished audio script. Write your next instruction and one check you would make.

Response

STUDENT | F14

V-Sign

VERIFICATION - TRACE EVERY IMPORTANT CLAIM

Fictional classroom simulation. Confident language is not evidence.

1. Read V-Sources 1-3
2. Split statements into claims and sort them using the three mats
3. Record the supporting line, the contradiction, or what is missing
4. Repair the output without inventing replacement facts
5. Test the table against its input

“Not established here” means these sources do not give us enough evidence. It does not by itself mean the claim has been disproven.

STUDENT | F15

V-Mat A: SUPPORTED BY THE SUPPLIED SOURCES

V-Mat A: SUPPORTED BY THE SUPPLIED SOURCES

A relevant source establishes the claim as stated, within the exercise's scope.

Claim IDs: _____ Source/line: _____

STUDENT | F16

V-Mat B: CONTRADICTED BY THE SUPPLIED SOURCES

V-Mat B: CONTRADICTED BY THE SUPPLIED SOURCES

A source gives a conflicting requirement or fact. Explain the conflict.

Claim IDs: _____ Contradiction: _____

STUDENT | F17

V-Mat C: NOT ESTABLISHED BY THE SUPPLIED SOURCES

V-Mat C: NOT ESTABLISHED BY THE SUPPLIED SOURCES

The claim is possible, vague, too broad, or unsupported here. Withhold it or label the uncertainty; do not invent evidence.

Claim IDs: _____ Evidence needed: _____

STUDENT | F18

V-Sources

V-Source 1: invented three-view exercise

- V1a. Wide view: show the whole workspace and materials
- V1b. Medium view: show the main action clearly enough to follow
- V1c. Close-up: show one important detail harder to see in the wider views
- V1d. Viewer check: ask a viewer to describe the next step; revise the explanation or shot choice if it is unclear
- V1e. Use all three different views for this exercise. These requirements do not specify an exact duration for each shot

V-Source 2: invented classroom brief

- V2a. Make a 40-60-second explainer for a beginner using invented actions and nonidentifying objects
- V2b. Include one title card of no more than 12 words
- V2c. Use only the mode and input that this assignment authorizes; explain the final choices yourself
- V2d. The supplied brief defines the classroom task. It does not claim that the technique works for every learner or improves learning by a particular percentage

V-Source 3: invented trial and tool input

These are simulated records, not real students or research.

- V3a. Four fictional viewers tried one draft. Three described the next step correctly immediately after viewing. One asked for a clearer detail
- V3b. There was no comparison group and no delayed check. The trial does not establish what caused the responses, long-term retention, or results for all beginners
- V3c. Supplied timing entries for a formatting/arithmetic task: wide 12 seconds; medium 7 seconds; close-up 9 seconds. These are the author's current entries, not a mandated duration rule

STUDENT | F20

V-Claim cards

Fictional classroom simulation. Cut on the row boundaries or record card IDs without cutting.

Card or claim	Case to judge
V-Claim 1	The wide view shows the whole workspace in this exercise.
V-Claim 2	The medium view's purpose in this exercise is to show only a small detail.
V-Claim 3	The close-up can show an important detail that is harder to see in wider views.
V-Claim 4	Every shot must last exactly nine seconds.
V-Claim 5	Using these three views guarantees that every beginner learns twice as fast.
V-Claim 6	The viewer check asks someone to describe the next step.
V-Claim 7	The explainer should last 40-60 seconds under this brief.
V-Claim 8	The title card may contain 20 words under this brief.
V-Claim 9	Three of the four fictional viewers described the next step correctly immediately after viewing.
V-Claim 10	The trial measured how much the viewers remembered a week later.
V-Claim 11	The timing entries supplied by the author total 28 seconds.
V-Claim 12	“Three-View Success Report, 2025” proves this technique works for everyone. The output provides this title but no report, author, publisher, or source link.

STUDENT | F22

V-Output - repair this simulated response

“Your wide view should show the whole workspace. Make the medium view another close-up and skip the viewer check. Every beginner will learn twice as fast; cite ‘Three-View Success Report, 2025.’ I formatted your timing entries below.”

View	Seconds
wide	12
medium	9
close-up	9
total	30

The input is V3c. Judge both preservation of the entries and arithmetic. A correct total of changed entries would not make the operation faithful.

STUDENT | F23

Verification response claim sort

Learner code: _____ Date: _____ Response format/supports: _____

1. Sort all twelve claims using A, B, or C. Show evidence for at least six, including one in each category. If time allows, complete all evidence cells.

Claim	A/B/C	Source line or exact evidence gap
1		
2		
3		
4		
5		
6		
7		
8		
9		

STUDENT | F25

Verification response output and operation checks

Claim	A/B/C	Source line or exact evidence gap
10		
11		
12		

2. Split V-Output into its important claims. State what to keep, correct, and withhold. Write usable corrected advice.

Response

_____

_____

_____

3. Compare the table to V3c. What changed? What should the rows and total be? Describe your check.

Response

_____

_____

_____

STUDENT | F26

Verification response evidence log and fresh exit

4. What would you need before using the named report as evidence? What can you honestly say now?

Response

5. Make a brief evidence-log entry. This indexes a decision; it never replaces the full task-only conversation and usual assignment evidence for assigned live AI use. Never submit personal chat history.

- Claim or operation checked: _____
- Source/test and result: _____
- Decision/revision: _____
- Uncertainty or next check: _____

PRINT: V-Exit - fresh practice source and response

VX1. In a fictional audio task, the opening cue identifies the setting; the action cue marks the main action; the closing cue signals the end. Include all three cues.

VX2. Two fictional listeners heard a draft; both correctly named the main action immediately afterward. No delayed listening test occurred.

Simulated output: “The action cue marks the main action. Use only a closing cue. This proves everyone will remember the action for a month.”

Label the three claims, show source support or the gap, and write one responsible replacement sentence.

Response

STUDENT | F27

D-Sign

DATA & PRIVACY - CHECK BEFORE YOU SHARE

Fictional classroom simulation. Do not enact any upload.

1. Read D-Brief

2. For each card, check the actual data risk and the activity's permission separately

3. Sort using the mats for this activity, not for every possible use of AI

4. Explain what the task actually needs

5. Replace the risky input with the supplied invented entries

Covering a name is not proof of anonymity. Public availability, consent, and approval for a different task do not automatically approve this transmission.

STUDENT | F28

D-Brief

D0 - Current activity. Your teacher authorizes a Tool operation using a school-approved route: format teacher-created invented view/purpose entries into a three-row table. Text only. No photographs, audio, private conversations, real student data, personal records, or credentials are allowed. Only the invented entries supplied here are approved. This classroom permission is a simulated exercise and does not approve a real vendor or account.

D1 - Approved replacement entries. wide - workspace; medium - action; close-up - detail.

D2 - Stop rule. If actual information is sensitive, identifying, unnecessary, or outside the approved scope, do not send it. If a source or operation might be appropriate but approval is unknown, pause and ask the teacher using a description that does not repeat the private details. If something was already shared, stop and notify the teacher through the school's approved process. Do not copy it into a new prompt, evidence log, screenshot, or class message.

STUDENT | F29

D-Mat A: USE THE MINIMAL APPROVED INPUT IN THIS ACTIVITY

D-Mat A: USE THE MINIMAL APPROVED INPUT IN THIS ACTIVITY

The input is within D0, contains only the required approved invented entries, and needs no extra personal data. Check the output afterward.

Card IDs: _____ Minimum needed: _____

STUDENT | F30

D-Mat B: KEEP THIS OUT OF THIS ACTIVITY

D-Mat B: KEEP THIS OUT OF THIS ACTIVITY

The input is identifying/private/sensitive/unnecessary, or D0 explicitly excludes it. Use an approved fictional substitute or complete the operation manually.

Card IDs: _____ Data reason: _____ Scope reason: _____

STUDENT | F31

D-Mat C: PAUSE AND ASK BEFORE USE

D-Mat C: PAUSE AND ASK BEFORE USE

The input is not already approved here, or its source/use status is uncertain. Do not send it while asking. Describe the issue without reproducing private information.

Card IDs: _____ Question for teacher: _____

No mat says “always safe” or “always unsafe for every possible context.” These decisions apply to D0.

STUDENT | F32

D-Scenario cards

Fictional classroom simulation. Cut on the row boundaries or record card IDs without cutting.

Card or claim	Case to judge
D-Card 1	The three teacher-created invented entries in D1, with no added content.
D-Card 2	A real class roster with names and school email addresses. A classmate says this will help personalize the table.
D-Card 3	A screenshot of a real private group chat. Names are covered, but avatars, message text, timestamps, and a unique class event remain visible.
D-Card 4	A real student's face photo with their learning-support notes. The file is already stored in a school system.
D-Card 5	A public museum webpage explaining a camera technique. The excerpt contains no people or personal data, but the teacher has not approved this source or its use for the activity.
D-Card 6	A real student's story has no name, but includes a rare medical condition, a unique recent event, and the exact location of their small class. It is offered as “anonymous.”
D-Card 7	A new typed copy of D1: wide - workspace; medium - action; close-up - detail. It includes no extra details.
D-Card 8	A fictional poem about a purple moon, unrelated to D1. A student wants the tool to expand it into a full song during this formatting task.
D-Card 9	A real grade sheet with names replaced by initials, a distinctive timetable, and support information. A peer calls it deidentified.
D-Card 10	A screenshot containing an account password or access token. A peer says the AI needs it to “understand the setup.”
D-Card 11	A public class photo. Every pictured classmate said the student could use it in a classroom slideshow. The student wants to upload it to the AI tool in D0.
D-Card 12	A public object-only workflow diagram with no personal data. The student cannot tell whether it is the teacher-created source approved for this lesson or a different diagram. They want to ask before sending it.

All cards describe invented situations. There is no real information to upload.

STUDENT | F34

D-Input - risky-source replacement

A peer offers a real reviewer sheet containing names, contact details, face photos, grades, learning-support notes, private comments, and view descriptions. They suggest covering the names and pasting the whole sheet into the tool to make a three-row table.

Do not invent additional details or copy any real sheet. Use D1 to write a new, minimal input. Explain why replacement is better than merely hiding names here.

STUDENT | F35

Data & Privacy response card sort

Learner code: _____ Date: _____ Response format/supports: _____

1. Sort all twelve cards for D0. Check data risk and assignment permission separately.

Card	Mat A/B/C	Data/identifiability reason	D0 permission reason
1			
2			
3			
4			
5			
6			
7			
8			
9			

STUDENT | F37

Data & Privacy response safe input repair

Card	Mat A/B/C	Data/identifiability reason	D0 permission reason
10			
11			
12			

2. D-Input: what must stay out, and why does name removal not solve it?

Response

3. Write a minimal replacement input using only D1. Do not request extra personal context.

Response

STUDENT | F38

Data & Privacy response incident and fresh exit

4. Suppose a real private sheet was already sent. State the next steps. Write a notification that explains the type of issue without reproducing the private material.

Response

5. Can privacy-safe content still cross an assignment boundary? Use one card to explain.

Response

PRINT: D-Exit - fresh practice

A new assignment says No AI. You have an invented, nonidentifying three-row shot list. A peer also offers a real private message with names removed but distinctive details intact.

For each proposed input, explain the privacy judgment. Then state whether either may be used with AI on this assignment, and why. Name a way to finish without sharing either.

Response

STUDENT | F39

E-Sign

ETHICS - PERMISSION, OWNERSHIP, AND RESPONSIBILITY

Fictional classroom simulation. Do not send any message externally.

1. Match the scenario to its assignment card
2. Choose a mat and name the next action
3. Explain what the student still owns and must learn
4. Write a truthful disclosure or repair note when needed
5. Reject fabricated evidence and unfair assumptions

A permit or license never overrides No AI. An AI tool offering to do something is not permission to do it.

STUDENT | F40

E-Assignment cards

E-A - No AI storyboard.

Create and explain your own storyboard using the supplied classroom materials. No AI use for this assignment. This rule applies to licensed students too.

E-B - Feedback on your draft.

You may request comments on your existing fictional shot plan against the supplied criteria. Do not ask for or copy a replacement plan or final narration. Choose and explain your own revisions. Describe material AI feedback in your process note.

E-C - Learning only.

Use the approved fictional source for explanation, hints, and questions that help you understand. You must make the production decisions and final explanation yourself. Do not upload people, private information, or real records.

E-D - Tool formatting only.

Put your supplied invented shot entries into a table without adding or changing the content. Check all rows and pairings. You must choose the shots and explain them yourself.

E-E - Unclear permission.

This assignment contains no AI direction. Do not assume either permission or a new schoolwide ban. Ask the teacher before using AI, or finish without it.

E-F - Idea options.

You may ask for three ways to explain the supplied fictional process. Compare them, choose one, and develop the final explanation yourself. Input is limited to the supplied invented source. Describe the material assistance.

STUDENT | F41

E-Mat A: PROCEED WITHIN THE STATED LIMIT

E-Mat A: PROCEED WITHIN THE STATED LIMIT

The proposed use fits the current permission. Keep the learning, checking, choices, and accurate disclosure with the student.

Scenario IDs: _____ Student responsibility: _____

STUDENT | F42

E-Mat B: STOP AND ASK BEFORE USE

E-Mat B: STOP AND ASK BEFORE USE

Permission or scope is unclear, or a change needs approval. Do not proceed while waiting. Completing without AI is also an option.

Scenario IDs: _____ Question to resolve: _____

STUDENT | F43

E-Mat C: COMPLETE THIS PART WITHOUT AI

E-Mat C: COMPLETE THIS PART WITHOUT AI

The assignment prohibits AI or the proposed use is outside the explicit limit. Stay inside any permitted support; do the reserved work yourself.

Scenario IDs: _____ Boundary: _____

STUDENT | F44

E-Mat D: STOP AND REPAIR AN ALREADY-CROSSED BOUNDARY

E-Mat D: STOP AND REPAIR AN ALREADY-CROSSED BOUNDARY

AI has already been used beyond the rule. Stop, disclose accurately, and ask the teacher what must be redone or checked under local procedures.

Scenario IDs: _____ Honest next step: _____

STUDENT | F45

E-Scenario cards

Fictional classroom simulation. Cut on the row boundaries or record card IDs without cutting.

Card or claim	Case to judge
E-Card 1 assignment E-A	You have a classroom license. You want the AI to draft this No-AI storyboard before you start. Nothing has been generated yet.
E-Card 2 assignment E-C	You asked for help understanding a source. The model offers a finished script. You have not copied it. You want to return to questions and hints.
E-Card 3 assignment E-E	You want feedback from AI. The assignment has no AI direction. A classmate says everyone uses it, so it must be fine.
E-Card 4 assignment E-B	You wrote a fictional shot plan first. You ask for two comments against the supplied criteria, check them, choose one change, and explain it in your own words.
E-Card 5 assignment E-A	You generated an outline before noticing No AI. You plan to change a few words and say no AI was used.
E-Card 6 assignment E-D	The formatted table contains an extra shot that you did not supply. The model says the extra shot will make the project better. You want to include it without checking.
E-Card 7 assignment E-F	The model proposes three approaches. You compare them against your beginner audience and time limit, reject one, and develop your chosen explanation yourself.
E-Card 8 assignment E-B	The feedback includes a “research citation” you cannot locate in the supplied sources. You want to cite it as proof because it looks professional. You have not submitted the work.
E-Card 9 assignment E-F	An output says a classmate's accent means they should not narrate. You have no relevant evidence about their ability or preference. You want to remove them from the group role on that basis.
E-Card 10 assignment E-A	You have permission to use a licensed stock illustration in the storyboard and intend to credit it as required. You think the asset permission also allows AI to generate the final storyboard.

STUDENT | F47

E-Disclosure activity

Case ED1 - misleading.

Under E-B, the student received comments on a self-written shot plan, checked them, and made one revision. Proposed note: “I did everything with no help.”

Case ED2 - too broad.

Under E-D, the student supplied all shot entries, used AI only to format them as a table, and checked preservation. Proposed note: “AI made my whole project.”

Case ED3 - already crossed.

Under E-A, the student generated a draft outline before noticing No AI and has stopped using it. Proposed note: “I only used it a little, so it does not count.”

Write a more accurate note for each. Do not invent extra events, promises, or a school consequence. For assigned live AI use, notes accompany the full task-only conversation and usual assignment evidence; they do not replace either.

STUDENT | F48

Ethics response permission sort

Learner code: _____ Date: _____ Response format/supports: _____

1. Match and sort. A placement can be defensible in more than one mat when the next action is clear; explain it.

Card	Mat	Current permission	Next action and reason
1			
2			
3			
4			
5			
6			
7			
8			
9			

STUDENT | F50

Ethics response ownership and repair

Card	Mat	Current permission	Next action and reason
10			

2. Revise each disclosure.

ED1

ED2

ED3

3. Choose a permitted-use case. Explain a choice you would keep or reject, a check you would perform, and what you must be able to explain without AI.

Response

STUDENT | F51

Ethics response disclosure and fresh exit

4. When should you check assignment permission? What belongs in a brief process/evidence note? For assigned live AI use, what usual assignment evidence and full task-only conversation accompany it?

Response

PRINT: E-Exit - fresh practice

A new assignment allows Practice only: the tool may ask rehearsal questions, but you must write the final explanation. You have a license. The tool offers to write the final explanation and invent a source. You have not copied it.

State what you will decline, what you may ask instead, and what you will tell the teacher about any help you actually use. Explain why a license does not change the answer.

Response