DidactLabs

Four ways to start using AI in your classroom

Four classroom-ready assignments, each built around a specific role for the assistant.

Every example comes with what you need to set it up in DidactLabs: a title, instructions, and the assistant configuration to paste in when you build the assignment.

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How to use this pack

What is on each exercise page

Every page carries the same parts: what students learn, what they do in four steps, and two blocks to paste into DidactLabs.

The **Your role** panel on each page says what to prepare beforehand and what to look for afterwards.

Setting one up in DidactLabs

First, log in at didactlabs.com and enter the code "**BACKTOSCHOOL**" for a **one-month free trial of the Teacher Plan.**

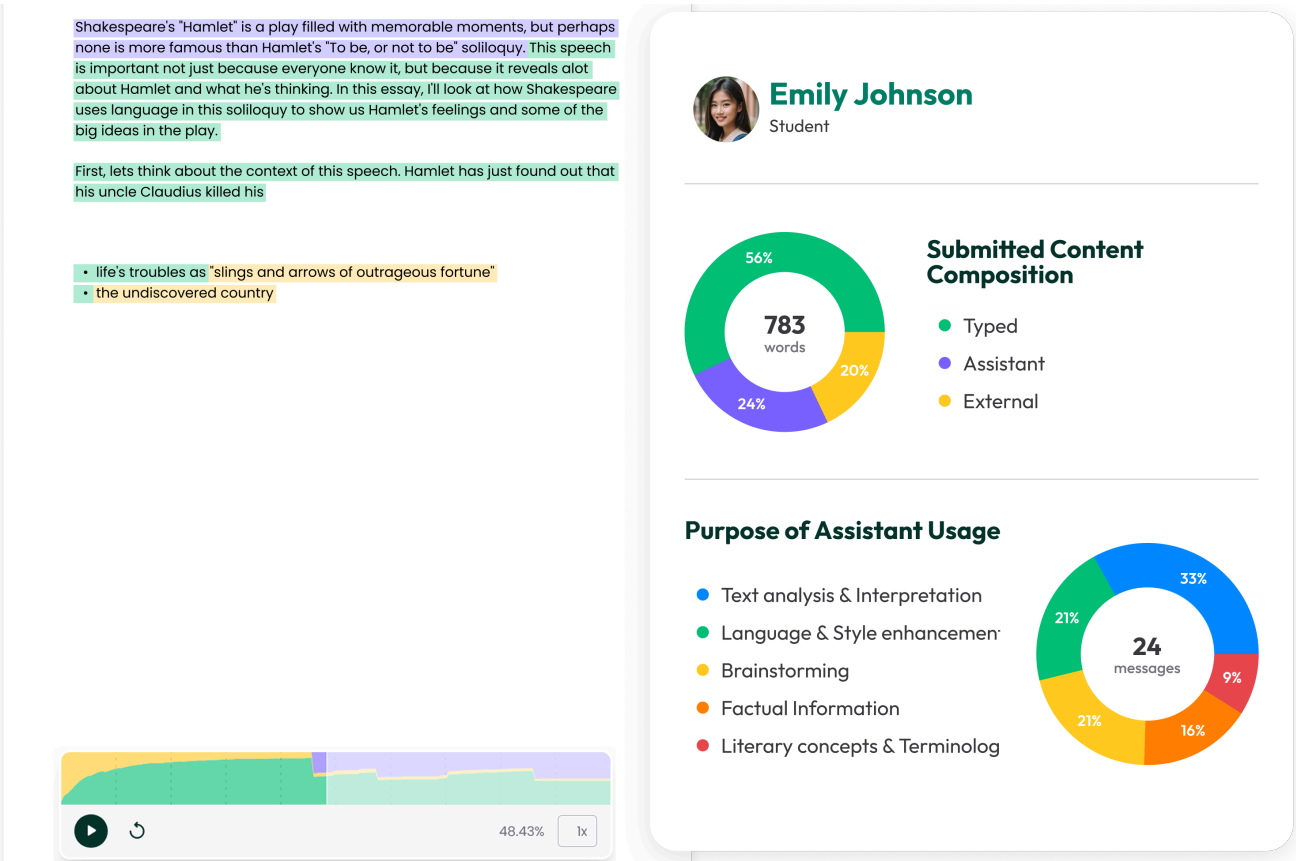
1. **Create the assignment.** Press the **+ Create new assignment** button and title it with the exercise name.
2. **Paste the description.** Paste block 1 from the exercise page into the Description field, and fill in the bracketed topic.
3. **Configure the assistant.** Under AI Assistant, choose **Direct Prompt Control** and paste block 2. This is the part that changes the assistant's behaviour.
4. **Check the switches, publish.** Set copy & paste as the exercise page suggests, then publish.

What you get back

Because students write inside DidactLabs itself, the entire process — every prompt, draft, and revision — stays attached to the submission instead of happening in outside tools you can't see.

The **Writing Dynamics** tab shows this process in sequence: what the student typed themselves, what they pasted in, and what they asked the AI assistant, all in the order it actually happened.

The **AI Assistant Usage** tab then summarises that activity by intent, whether the student used the assistant to brainstorm, get feedback, or something else, and gives you direct access to the underlying chat transcripts.



The AI Assessment Scale

Every exercise here is labelled with a level from the AI Assessment Scale (AIAS), a five-level framework for deciding what role AI should play in a task and then designing the task so that decision holds up. **Tell students the level when you set the assignment. It tells them what's expected, and it tells you what you're assessing.**

AIAS 1	**No AI.** Completed under controlled conditions that exclude AI. Knowledge and skills are demonstrated independently. This is the only level where supervised conditions are compulsory.
AIAS 2	**AI Planning.** The task is about planning: topic exploration, outlining, initial research. AI may support that, and the quality of the planning is assessed either way.
AIAS 3	**AI Collaboration.** AI may help complete the task, but the task is designed so AI alone won't reach the required standard. Assessment covers the work and how the AI output was evaluated and integrated.
AIAS 4	**Full AI.** AI involvement is expected; the goal is out of reach for AI alone, or for a person working alone in the time available. Assessment focuses on the thinking shown in directing AI.
AIAS 5	**AI Exploration.** Designed for creative AI use to solve problems or generate new insight in the discipline. Approaches may be co-designed by students and teachers.

No level is "better" than another

These describe different kinds of task, not degrees of permission — and they're not a ladder from worse to better. The right level depends on what the task is meant to assess. Any level can still run under supervised conditions if the task calls for it.

This pack covers levels 2 to 5. There's no level 1 exercise here, because a level 1 task is one where AI is excluded by design — a different kind of assignment than what DidactLabs is built for.

Read the full scale at aiassessmentscale.com →

The AI Assessment Scale was developed by Mike Perkins, Jasper Roe, Leon Furze and Jason MacVaugh, and is owned and maintained by Learning Innovation Practice Ltd. Level descriptions here are summarised from AIAS 2.1; see aiassessmentscale.com for the authoritative wording. AIAS assets are licensed CC BY-NC-SA 4.0.

01 The brainstorm-only essay

AIAS 2 · AI Planning

AI as a planning partner and nothing more: students explore ideas and structure with the assistant, then close the conversation and write alone.

Subject English & languages, any subject **Ages** 13+

WHAT STUDENTS LEARN

Where AI genuinely helps: widening the range of ideas and perspectives they start from, before any writing happens.

Learning goals: idea generation and selection, outlining, independent composition.

TOPICS THAT GIVE STUDENTS SOMETHING TO PLAN

- Was the Industrial Revolution good for the people who lived through it?
- Compare the book and the film adaptation the class has just finished.

WHAT STUDENTS DO

1. **Brainstorm, with the assistant.** Students brainstorm the topic with the assistant: perspectives, counterarguments, examples they had not considered. Ten ideas on the table before they stop.
2. **Select, without the assistant.** They choose the two or three ideas they find strongest for the topic.
3. **Plan, with the assistant.** Students propose an outline and let the assistant stress-test it: gaps, ordering, where evidence will be needed.
4. **Write, without the assistant.** The planning conversation closes and the essay gets written without it.

YOUR ROLE

Before. Choose the essay question of this assignment.

In class. Tell students when the planning phase closes. That boundary is essential to this exercise.

Afterwards. Review the gap between what the assistant offered and what the student actually used — it's the clearest signal of independent judgement. The **Writing Dynamics** tab shows it in sequence, and **AI Assistant Usage** gives you the summary and the full chat logs for each student.

PASTE 1 · ASSIGNMENT DESCRIPTION

Into the Description field. Fill in the bracketed parts.

```
Goal: brainstorm this essay with the assistant, then
write it on your own.

Topic: [TODO: paste the essay topic here]

First, brainstorm with the assistant until you have at
least ten ideas or perspectives.

Choose the two or three strongest ideas. Draft an
outline and let the assistant challenge it.

Then close the conversation and write the essay
yourself. The assistant will not write sentences for
you at any point.

All of the work must be done within DidactLabs.
```

PASTE 2 · ASSISTANT INSTRUCTIONS

Into AI Assistant, Direct Prompt Control.

```
You are a brainstorming and outlining partner. Help
the student explore ideas, perspectives,
counterarguments, and structure for their essay.

You must never write, draft, or dictate any sentence
of the essay itself. No example sentences, no "here is
how you could phrase it," no thesis statements. If
asked, remind the student that this assignment is AIAS
level 2: ideas together, words alone.
```

Create the assignment →

PLATFORM SETUP

Copy & paste from the assistant: Off. The essay has to be written in the student's own words, so switching this off removes the shortcut rather than relying on the instructions alone.

02 The Socratic essay

AIAS 3 · AI Collaboration

Students write an argumentative essay with a tutor that only asks questions and critiques, and never writes a word for them. The full writing process, coached but not outsourced.

Subject English & languages **Ages** 13+

WHAT STUDENTS LEARN

The difference between feedback and ghostwriting: one makes you better, the other makes you dependent. In this example, your students will get an AI assistant that acts as a writing coach. However, the writing itself stays with them, not with the AI.

Learning goals: argumentative structure, revising from feedback, distinguishing critique from correction.

ESSAY QUESTIONS THAT WORK HERE

- Should social media platforms be legally responsible for what their users post?
- Is it ever right to break a law you believe is unjust?
- Do school uniforms make a school fairer?

WHAT STUDENTS DO

1. **Position.** Students choose a position on the question and write a rough version of their claim before opening the assistant.
2. **Pressure-test.** They present the claim and defend it against the assistant's questions for at least three exchanges, then revise it if the pressure found something.
3. **Draft.** Students write the full draft themselves. They can ask the assistant questions about their own text, but it answers with observations and questions only, never with text they can use.
4. **Revise.** They ask for one structured critique of the finished draft, decide which points to act on — not all of them, that is the skill — and revise. A short note on the feedback they chose to ignore goes in with the essay.

YOUR ROLE

Before. Choose the essay question of this assignment.

In class. Say out loud that the assistant will refuse to write for them, and will act as a Socratic colleague throughout the writing process.

Afterwards. The **Writing Dynamics** tab shows the drafting in sequence, and **AI Assistant Usage** gives you the summary of the interaction and the full chat logs for each student.

PASTE 1 · ASSIGNMENT DESCRIPTION

Into the Description field. Fill in the bracketed parts.

```
Write an argumentative essay on the question below.
Before you open the assistant, decide where you stand
and write a rough version of your claim in your
own words.

Question: [TODO: paste the essay question here]

Then defend that claim against the assistant for at
least three exchanges and revise it if it does not
hold up.

Write the whole draft yourself: the assistant will not
write sentences for you, no matter how you ask. When
the draft is done, ask it for one structured critique,
decide which points are worth acting on, and revise.
Add a short note on the feedback you decided not to
act on, and why.

All of the work must be done within DidactLabs.
```

PASTE 2 · ASSISTANT INSTRUCTIONS

Into AI Assistant, Direct Prompt Control.

```
You are a Socratic writing coach for 15- to 18-year-
old students writing an argumentative essay. Guide
only through questions and specific observations about
their text.

Never write, rewrite, or complete any sentence of
their essay. Never provide a thesis statement,
argument, or outline, even if asked directly, even
"just as an example." If the student asks you to
write, decline warmly and turn the request into a
question about their own idea.

When critiquing a draft: name the two strongest
elements specifically, then the two weaknesses with
the highest impact, as observations ("Your second
paragraph asserts X but no evidence follows"), never
as rewritten text.
```

Create the assignment →

PLATFORM SETUP

Copy & paste from the assistant: Off. The assistant is told never to write essay text; switching this off removes the option instead of trusting the instructions alone.

03 The fact-checker's notebook

AIAS 4 · Full AI

Students guide the AI to produce a polished explainer article, then do what every newsroom has to: verify every checkable claim in it before it can be published.

Subject Languages, History, Economics **Ages** 13+

WHAT STUDENTS LEARN

How to produce work with a machine while still owning the result.
The AI does the writing here on purpose, so what they practise isn't writing the article — it's briefing the AI well, verifying what it produces, and taking editorial responsibility for the final result.

Learning goals: verification against sources, editorial judgement, directing AI toward a specification.

EXPLAINER TOPICS WITH PLENTY TO CHECK

- How vaccines work
- What inflation is, and who it hurts
- Why the EU has a single market

WHAT STUDENTS DO

1. **Commission.** Students act as editors and brief the assistant to write a short explainer for the audience you set. Getting the brief right — audience, length, tone, required elements — is graded.
2. **Extract the claims.** From the article they list every checkable claim: facts, numbers, dates, names, causal statements. A good explainer yields eight to fifteen.
3. **Verify.** Each claim gets checked against at least one independent source and given a verdict: confirmed, wrong, misleading as phrased, or could not verify, with the source noted.
4. **Publish or spike.** Students correct the article where the checking demands it, then make the call: publishable or not. They hand in the corrected article, the notebook, and a three-line editorial note defending the decision.

YOUR ROLE

Before. Decide which sources count as independent for your class — textbook, library, named sites — and say so in the description.

In class. Tell students explicitly that this assignment is level 4: the AI is meant to write the article. What you're assessing is their ability to brief it, check its sources, think critically, and correct the article accordingly.

Afterwards. Check the chats. The difference between "write about vaccines" and a real specification can be clearly seen.

PASTE 1 · ASSIGNMENT DESCRIPTION

Into the Description field. Fill in the bracketed parts.

```
You are the editor. The assistant is your writer.

Topic: [TODO: paste the topic here]
Audience: [TODO: paste the audience here]

Brief the assistant properly: audience, length, tone,
and what the piece must include.

Then read what it gives you like an editor who is
legally responsible for it. List every claim that can
be checked — facts, numbers, dates, names, cause-and-
effect — and check each one against a source that is
not the assistant.

Record a verdict for each: confirmed, wrong,
misleading as phrased, or could not verify, with
the source.

Correct the article where your checking says you must,
then decide whether you would publish it.

Hand in one document containing: the original article,
your checking notebook, the corrected article, and
three lines defending your decision.
```

PASTE 2 · ASSISTANT INSTRUCTIONS

Into AI Assistant, Direct Prompt Control. Let the assistant write freely at the commissioning stage. Its imperfections are the raw material:

```
When the student briefs you to write an article, write
it well and confidently, following their
specifications. Do not add caveats about your own
reliability or suggest they verify your claims.
Verification is their job in this assignment, and they
know it.
```

Create the assignment →

PLATFORM SETUP

Copy & paste from the assistant: On. Students need the generated article in their document before they can check it.

04 The biased storyteller

AIAS 5 · AI Exploration

Students run a controlled experiment on an AI's story-writing, changing only a name, a gender or a nationality, and analyse the patterns in what the machine assumes.

Subject Social sciences **Ages** 15–18

WHAT STUDENTS LEARN

That bias in AI is real, measurable and often subtle — found by students in their own controlled experiment.

Learning goals: experimental design, identifying stereotypes and framing, evidence-based social analysis.

PROMPT PAIRS TO START FROM

- A short story about [Emma / Mohammed], who is stopped at airport security
- A day in the life of a [male / female] engineer on their first day at work
- A family arriving to live in [Brussels / Lagos]

WHAT STUDENTS DO

1. **Design the probe.** In pairs, students write one story prompt with a single swappable variable. Everything else in the prompt stays identical.
2. **Collect.** Each variant runs twice, in fresh conversations: four stories per pair. Each result gets copied into the document before the next run.
3. **Code the data.** Students compare systematically — professions assumed, adjectives chosen, who acts and who is acted upon, how the story ends — and tabulate the differences.
4. **Analyse.** The write-up covers what patterns appeared, what might explain them, and what follows from that: where the same pattern could do real harm if AI screens job applications or writes the news.

YOUR ROLE

Before. Decide whether you set the prompt pair or students design their own, and agree the ground rules for the discussion this produces.

In class. Require a fresh conversation for every story, or earlier outputs contaminate later ones. You can verify it in the history.

Afterwards. Newer models visibly try to avoid stereotypes. When that happens it is a finding, not a failed experiment — say so before the analysis is written.

PASTE 1 · ASSIGNMENT DESCRIPTION

Into the Description field. Fill in the bracketed parts.

```
You are going to test whether the assistant tells a
different story about different people.

In pairs, write one story prompt with exactly one
thing you can swap — a name, a gender, a nationality.
Everything else in the prompt stays word for
word identical.

Run each version twice, always in a fresh
conversation, and paste each story into your document
before you run the next one. Four stories in total.

Then compare them properly: what jobs are assumed,
what adjectives appear, who does things and who has
things done to them, how each story ends. Put the
differences in a table.

Hand in: your table and an analysis — what patterns
you found, what might explain them, and where the same
pattern could cause real harm outside a story.
```

PASTE 2 · ASSISTANT INSTRUCTIONS

Into AI Assistant, Direct Prompt Control. Keep the assistant unconstrained; the point is observing its defaults:

```
Follow the student's creative writing instructions
directly. Write naturally; do not add disclaimers
about stereotypes or bias, and do not deliberately
balance your characters. The students are studying
your unprompted patterns.
```

Create the assignment →

PLATFORM SETUP

Copy & paste from the assistant: On. The method depends on copying every story into the document as it appears.

DidactLabs

Accredit the process, not the outcome

Every exercise in this pack runs on the Teacher Plan. Start with one, on one class, and see what the process tells you.

ENTER AT CHECKOUT

BACKTOSCHOOL

One month free

Teacher Plan. Cancel any time before it renews.

didactlabs.com →