AI DECISION FRAMEWORK · FOR EDUCATORS & ADULT LEARNERS

STOP Before You Prompt

Just because you *can* use AI doesn't mean you should. Ask four questions first.

Step 1: Ask the Four Questions

S — SKILL

Is this something I need to learn to do myself?

If you're practicing a skill, AI can take the practice away from you.

T — TRUST

Can I check if the answer is right? What if it's wrong?

AI can sound sure and still be wrong. Check the facts that matter.

O — OWNERSHIP

Am I allowed to use AI here? Will I be honest that I did?

Rules change from class to class and job to job. Look for the rule first.

P — PRIVACY

What information am I sharing? Is it safe to share?

Don't share names, ID numbers, or health or money details.

Step 2: Decide — Green, Yellow, or Red?

GO
Green

AI helps your goal, you can check the answer, and nothing private is shared.

EXAMPLE
Making practice quiz questions before a test.

CAREFUL
Yellow · Use with care

Use AI, but change how. Remove names, check facts, or try it yourself first.

EXAMPLE
Asking AI to explain a school letter, with names removed.

STOP
Red · Don't use

You need to build the skill, a mistake costs too much, it's not allowed, or it's private.

EXAMPLE
Having AI write your GED practice essay.

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CLASSROOM-READY ACTIVITIES

Put STOP Into Practice

ACTIVITY 1 Red Light, Green Light

15–20 min · Red, yellow & green cards

How it works

1. Read a scenario aloud.
2. Learners hold up green, yellow, or red.
3. Ask: "Which STOP question decided it?"
4. Spend the most time where the class disagrees.

Starter scenarios

- AI writes your GED practice essay.
- AI makes practice vocabulary questions.
- AI checks a medicine dose at work.
- AI matches your resume to a job post.

Lower levels: Start with S and P only, and add a picture to each scenario. **Extend it:** Learners write their own scenarios for the next round.

ACTIVITY 2 Same Task, Different Answer

10–15 min

The task: Write an email to your supervisor asking for a day off.

In English class, practicing emails

RED or YELLOW

You're building this skill. Write it yourself first.

At work, with a deadline

GREEN or YELLOW

Use AI, then check the tone and the details.

On a timed job skills test

RED

Not allowed. Follow the test rules.

Ask: Which STOP letter changed the answer? Then learners try it with a task from their own lives. **Full guide and more task sets on page 3.**

Language for Talking About AI

With learners

"AI can help with this later. Today we're building ___, so we'll do it ourselves first."

"Before you use it, let's STOP and check."

With colleagues

"I'm not asking if AI is good or bad. I'm asking when it helps learning."

"What skill do we want students to build here?"

With administration

"Our learners already meet AI in hiring and training. Teaching judgment is workforce readiness."

"A shared STOP check gives staff and learners the same language."

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ACTIVITY 2 · FULL CLASSROOM GUIDE · 10–15 MIN

Same Task, Different Answer

The task doesn't decide. The situation does.

Keep one task the same and change the situation around it. Learners discover that the same task can be green in one place and red in another, so they learn to check the situation before they prompt.

How to Run It

1. **Share one task** everyone knows.
2. **Show situation 1.** Learners vote with green, yellow, or red cards. Ask one or two learners why.
3. **Show situation 2.** Same task. Vote again.
4. **Show situation 3.** Vote one more time.
5. **Ask:** "The task didn't change. AI didn't change. What changed?" Name the STOP letter each time.
6. **Learners make their own.** In pairs, choose a real task and write one green and one red situation. The class guesses which letter flipped it.

Example

Task: Write an email to your supervisor asking for a day off.

English class, practicing emails — RED YELLOW

S: You're building this skill. Write it first, then ask AI for feedback.

At work, shift starts soon — GREEN YELLOW

T: Use AI, but read it before sending. Check tone and details.

Timed job skills test — RED

O: The rules don't allow it.

Ready-Made Task Sets

Translate a document

- R/Y A reading for ESOL class. **S**: reading English is the skill.
- Y A pharmacy label for a parent. **T**: confirm with the pharmacist.
- Y A lease before signing. **T**: get help from a person too.

Write a cover letter

- Y Practicing in job-readiness class. **S**: draft it yourself first.
- G/Y Applying tonight. **T**: make sure every line is true.
- R The application says "Do not use AI." **O**

Solve a math problem

- R/Y GED math homework. **S**: try first, then ask AI to explain.
- Y A customer discount at work. **T**: check the number.
- R On the GED test. **O**

Summarize a document

- Y A reading for class discussion. **S**: read it yourself first.
- G/Y A long training manual at work. **T**
- R A confidential HR document. **P**

Lower levels

Use two situations, not three. Add a picture to each situation card. Give the answer and ask only "Why?"

Higher levels

Learners write and debate all situations. Challenge: "Change one thing to make this red situation green."