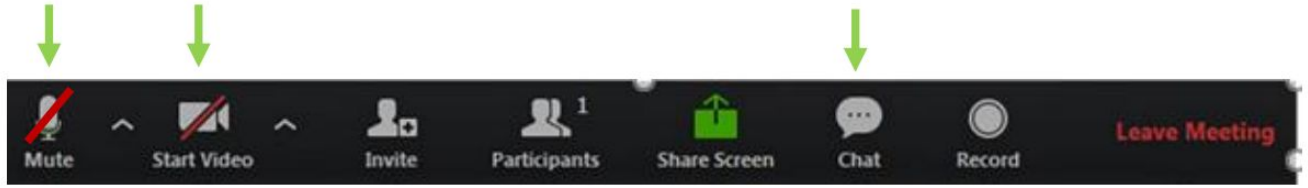
Teaching Adult Learners When to Use AI & When Not To

Vi Hawes, M.Ed
VH Ed Tech Consulting
October 27, 2026

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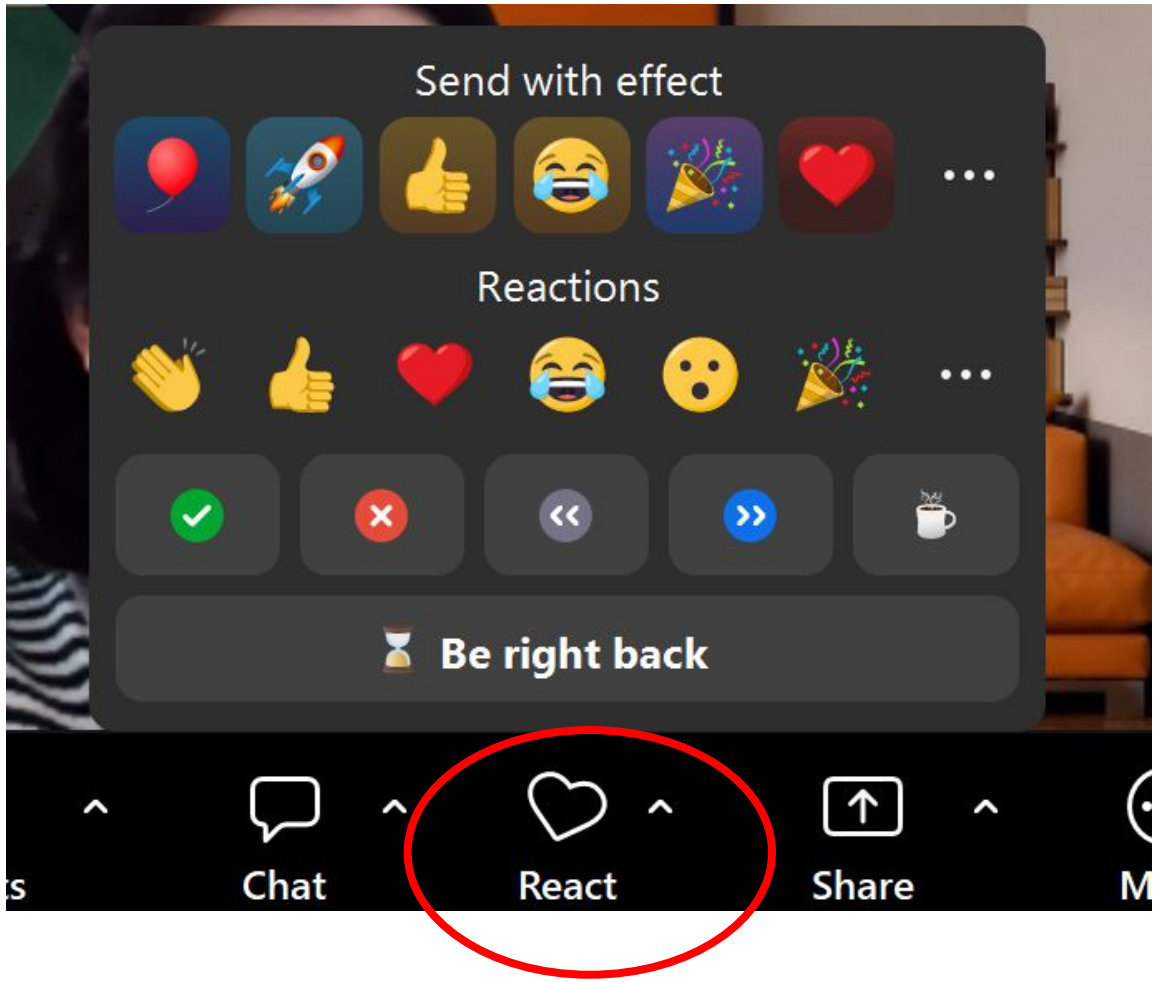
Before We Get Started

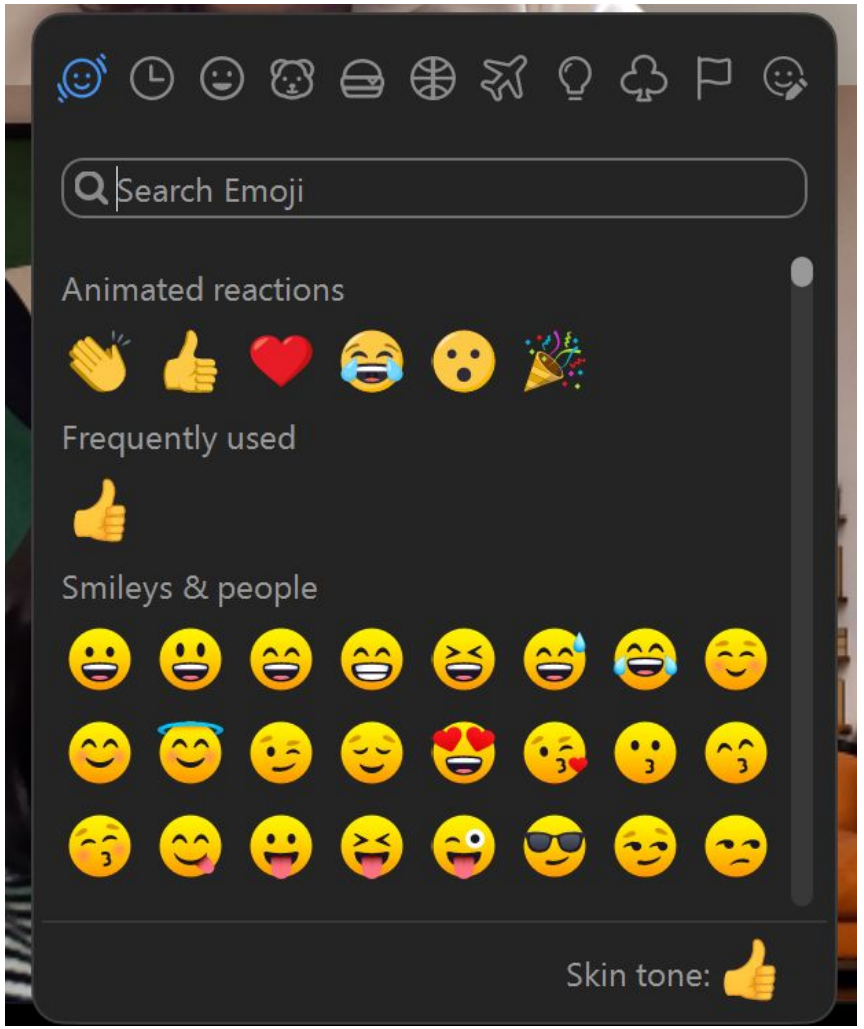


During the webinar, **please:**

1. Keep your sound and video **muted**. This will limit background noise.
2. Ask questions using the **chat function**.
3. Keep in mind that the session is being **recorded** for future viewing.
4. The session and all associated materials will be posted on the GED website at

   -https://www.ged.com/educators-admins/professional-development.html-


Send with effect
Reactions
Be right back
Chat
React
Share


Search Emoji
Animated reactions
Frequently used
Smileys & people
Skin tone:

Agenda:

“Would You…?”

Three rapid-fire scenarios. Would you use AI?

👍 or 👎

The Gap

Learners already encounter AI. Are we teaching them to navigate it?

STOP Framework

Four questions. One traffic light.

Activities

Red Light, Green Light.

🟢🟡🔴

Close, Commit & Q&A

One thing you’ll bring back this week. And then questions.

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What You'll Leave With

A Decision Framework

The STOP Framework: four questions your learners can use before every prompt.

Two Classroom-Ready Activities

Red Light, Green Light and Same Task, Different Answer.

Use them with any level, any context.

Language for Responsible AI

Sentence frames for talking about AI with students, colleagues, and administration.

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Vi Hawes, M.Ed (she/her/hers

Ed Tech Specialist / Consultant

VH ED TECH CONSULTING



✨Fun Facts!

1. I completed both a half and full marathon.
2. I can speak 3 languages.
3. I gave birth to my second child AND completed my Master's soon after.

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Would You…?

For each scenario, quickly decide if you would use AI to help you (👍) or not (👎)



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Scenario 1

Writing a heartfelt birthday message to your mom.

👍 **or** 👎



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Scenario 2

Summarizing a 40-page policy document to prepare for a meeting.

👍 or 👎



Would you…?

That critical gut check is the essential skill. Right now, almost nobody is teaching it to our adult learners.



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The Unseen AI: Where Learners Already Meet It

Our adult learners are already engaging with AI, often without realizing it. Are we preparing them to navigate this new landscape?



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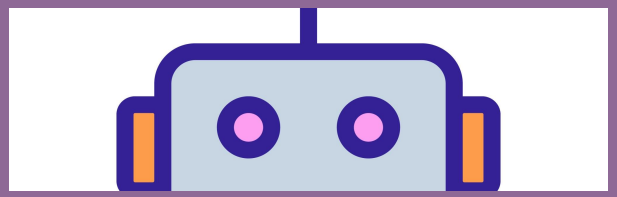
The Gap



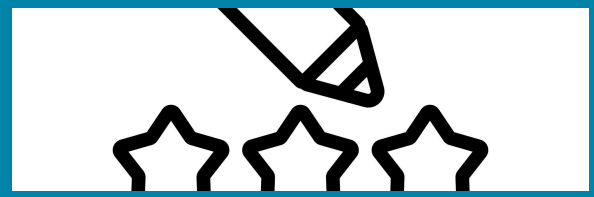
Job Applications



Workplace Software



Online Tutors



Scored Assessments

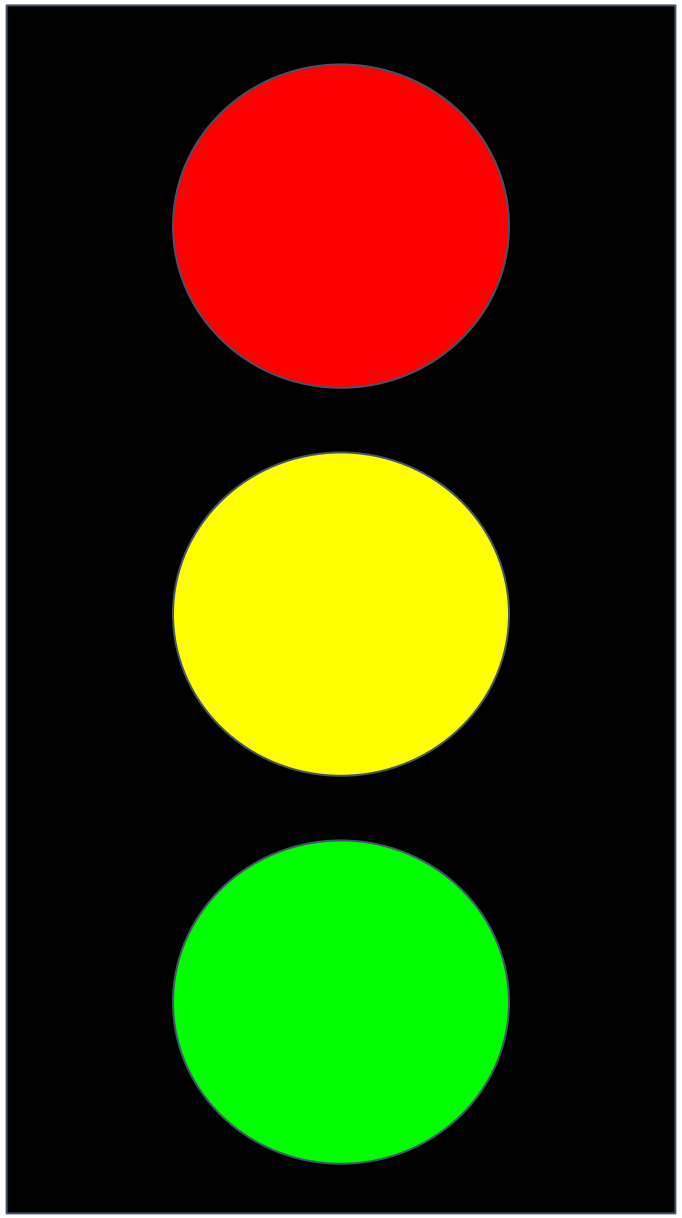
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The STOP Framework

Letter	Stands For	Question	Protects
S	**Skill**	Is this something I need to learn myself?	Skill-building
T	**Trust**	Can I check if the answer is right? What if it's wrong?	Accuracy & stakes
O	**Ownership**	Am I allowed to use AI here? Will I be honest that I did?	Integrity & rules
P	**Privacy**	What am I sharing? Is it safe to share?	Personal data

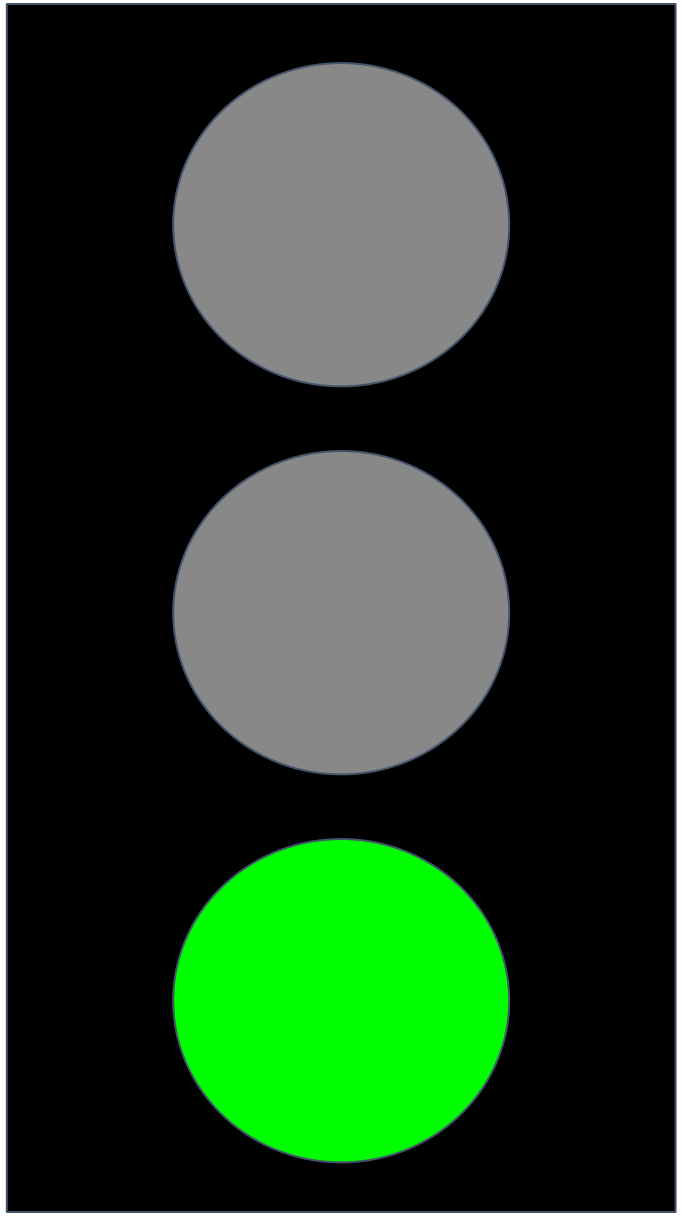
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The Traffic Light Decision



🟢 Green = GO!

AI supports your goal. Output is easy to check. Nothing private is shared.



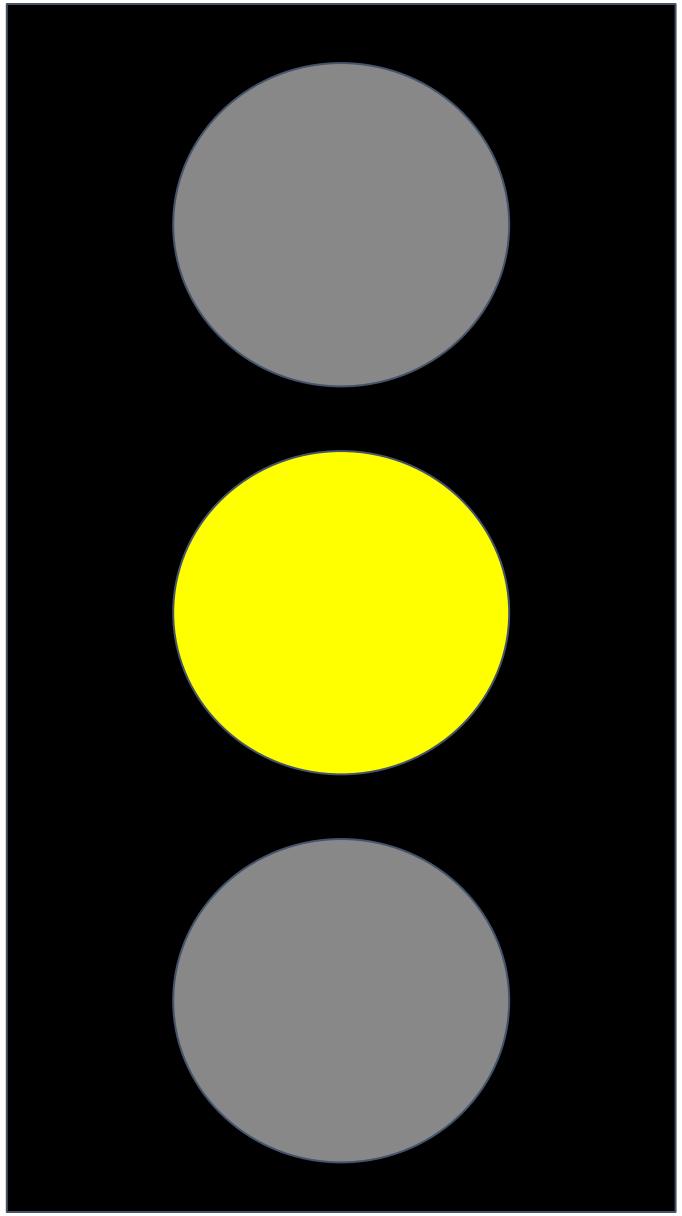
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🟡Yellow =
Slow down, use with care

Go back to your prompt. Remove names and verify facts.

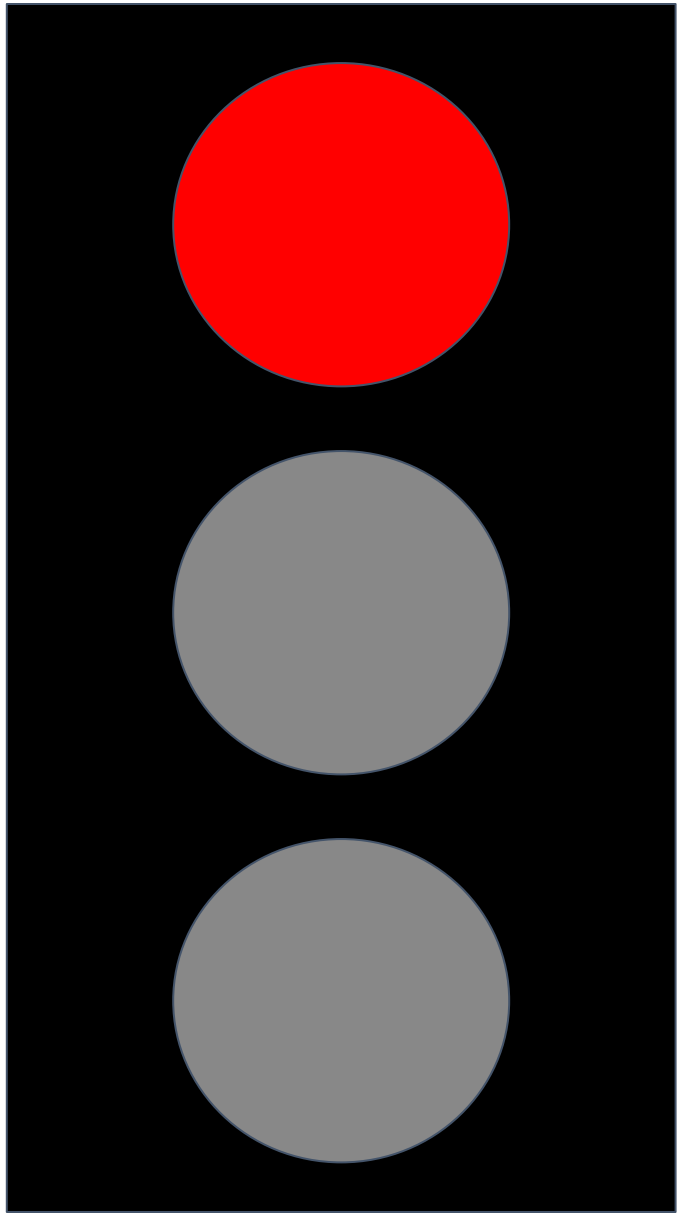
Try a first draft yourself.

Most real decisions land here.



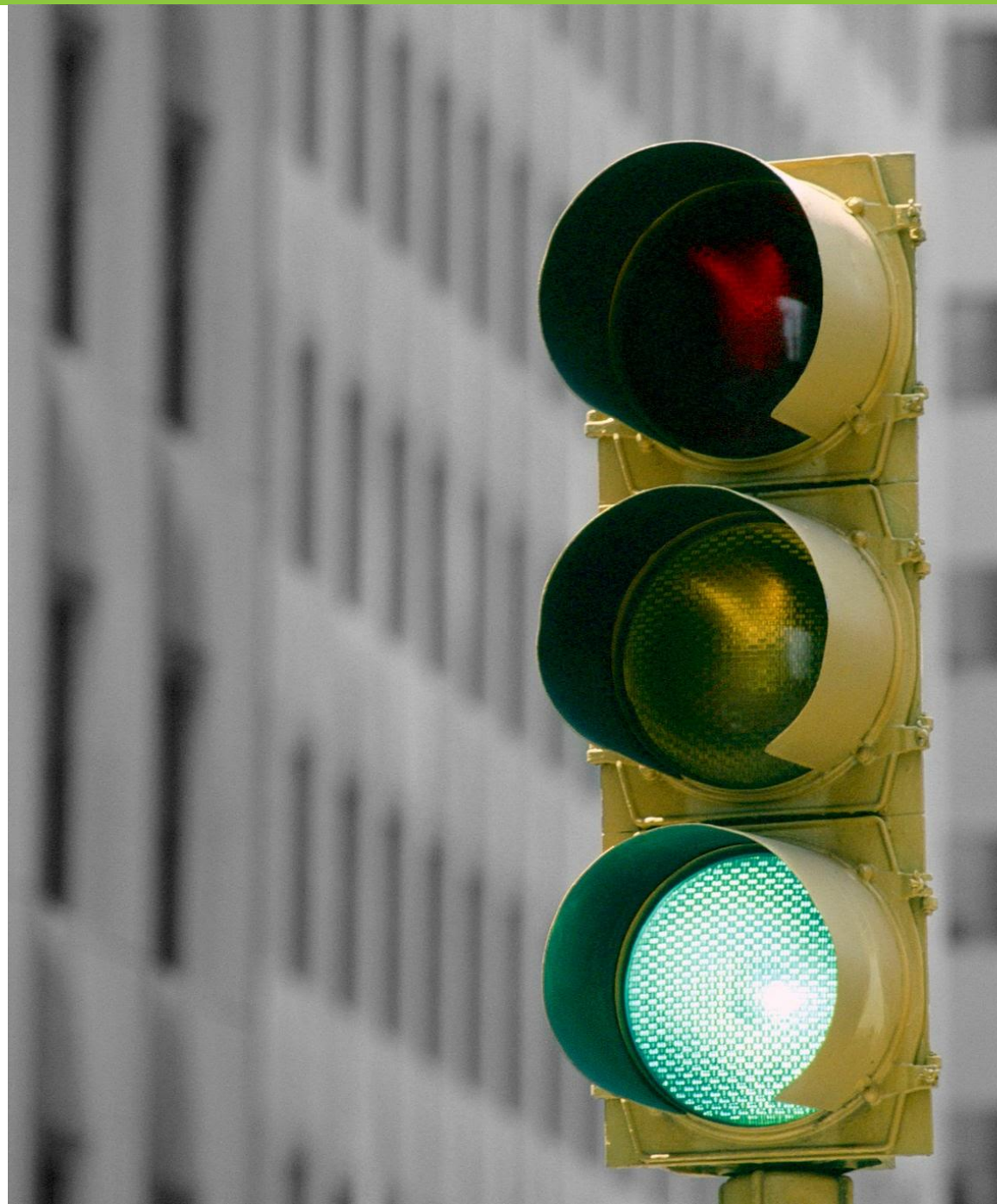
🔴Red = STOP!

AI is not allowed. You're building the skill. Data is potentially sensitive.



Red Light, Green Light

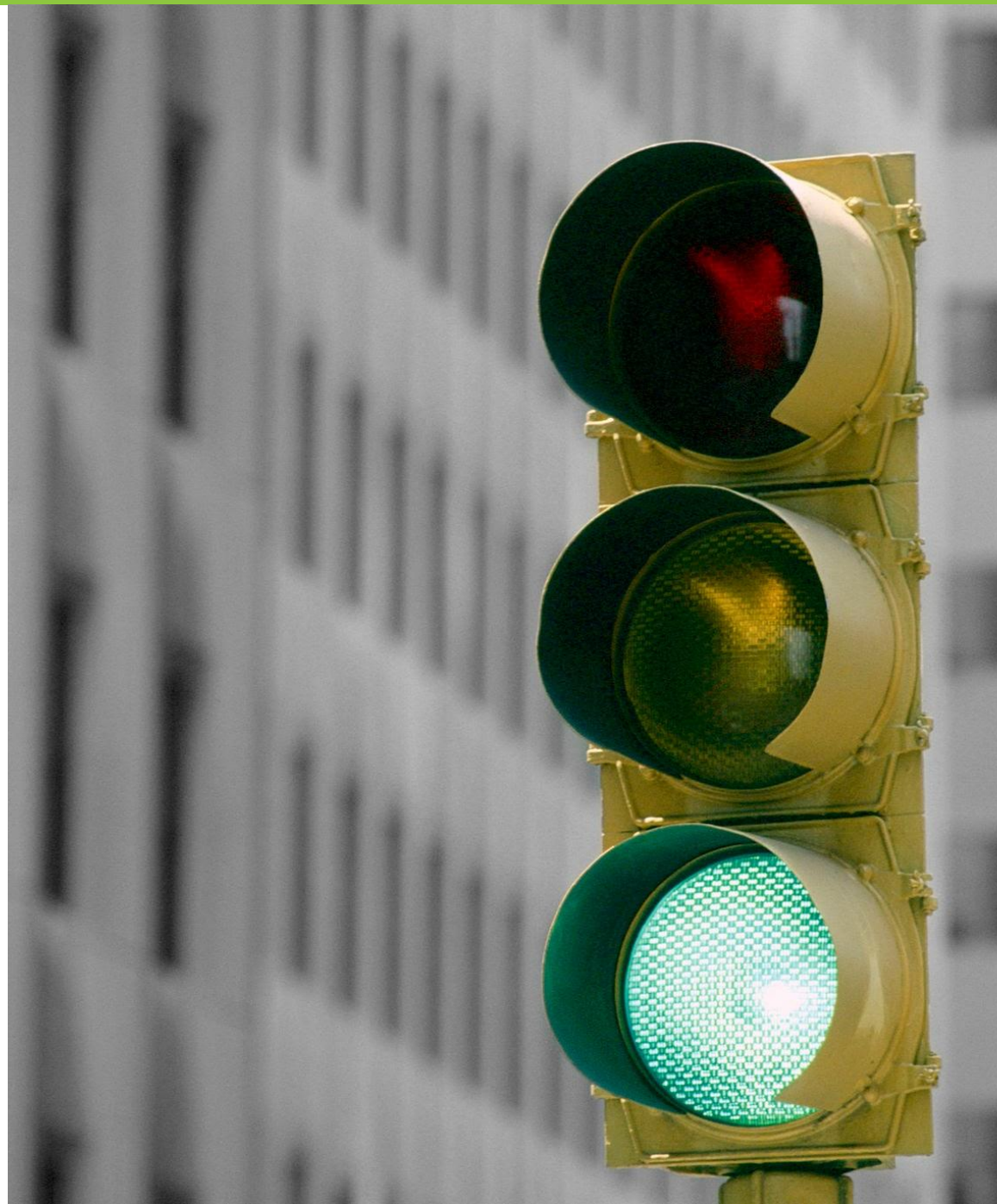
Vote 🟢🟡🔴on each scenario, then name the STOP letter that decided it.





Scenario 1:

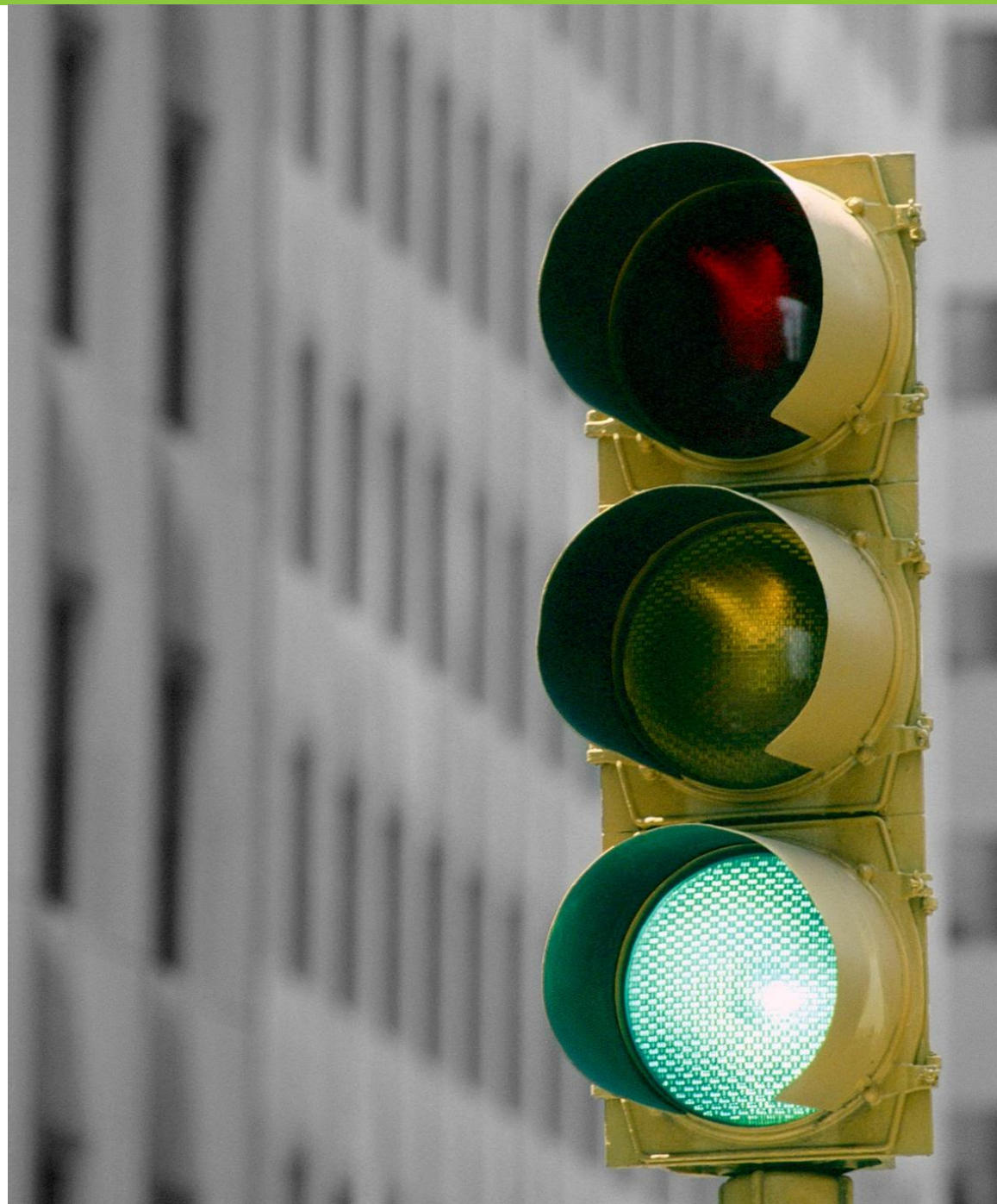
GED student has AI write their practice essay.





Scenario 2:

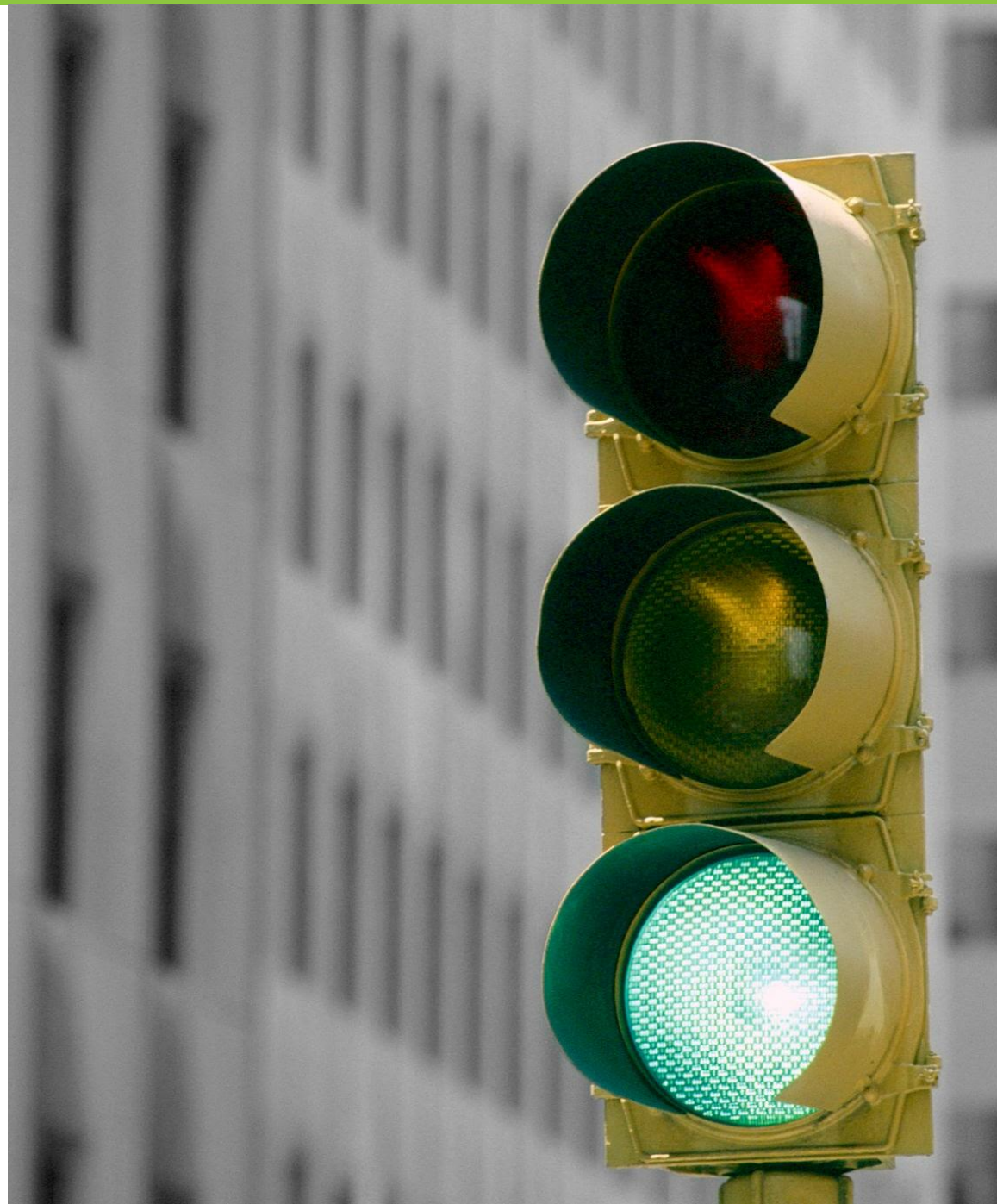
Job seeker uses Ai to tailor their resume.





Scenario 3:

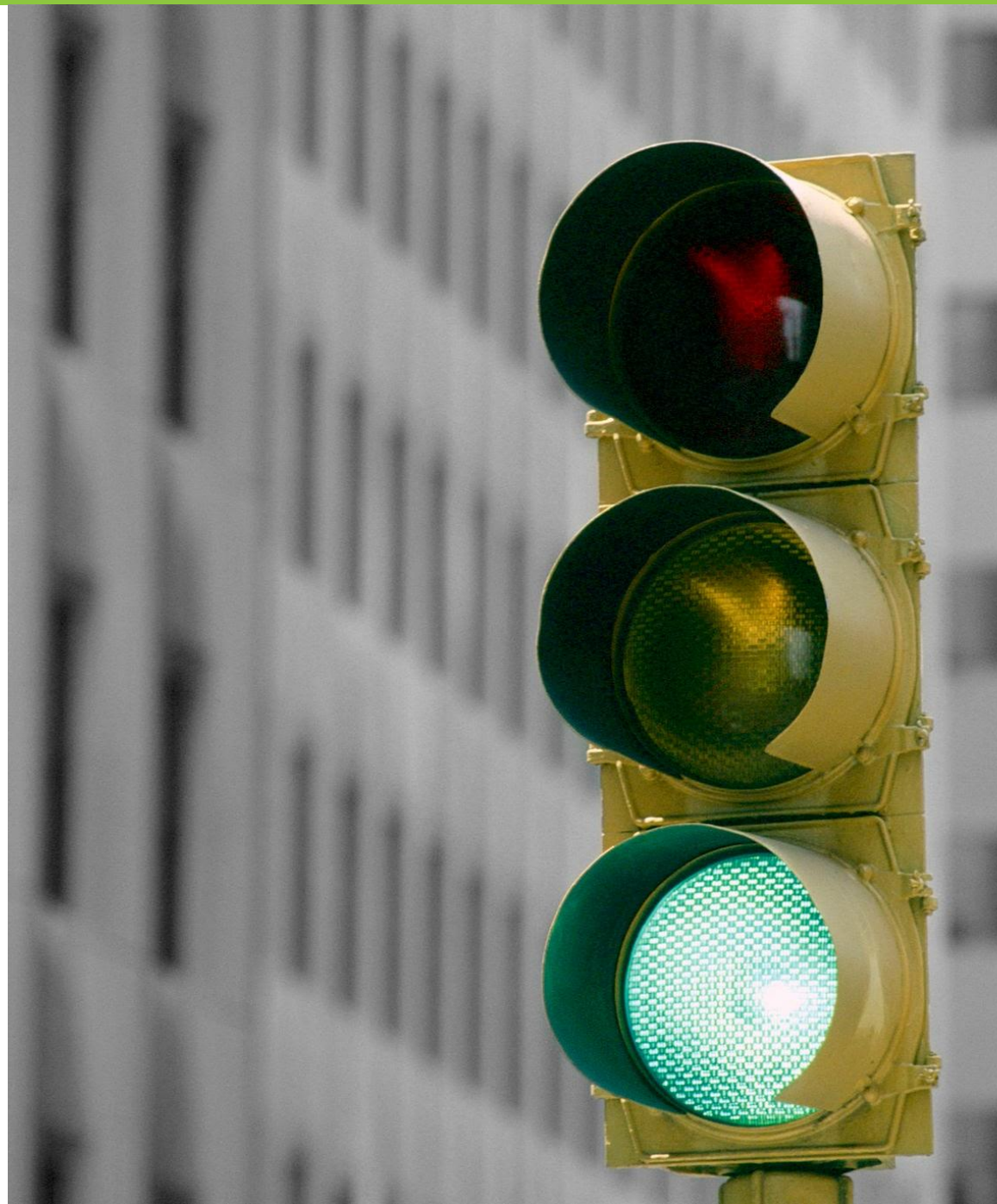
CNA student asks AI to confirm a medication dosage.





Scenario 4:

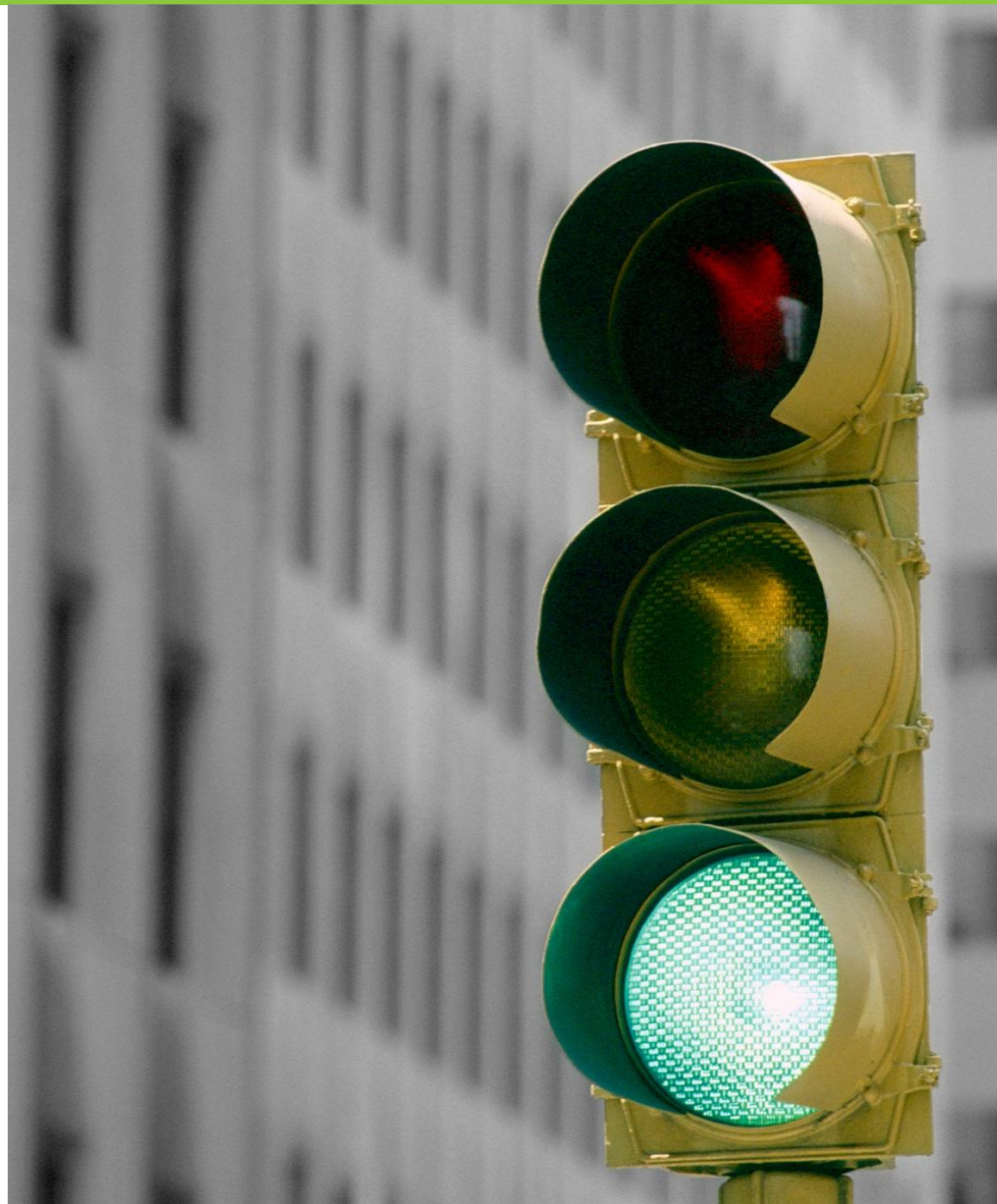
ESOL learner has AI make vocabulary practice quizzes.





Scenario 5:

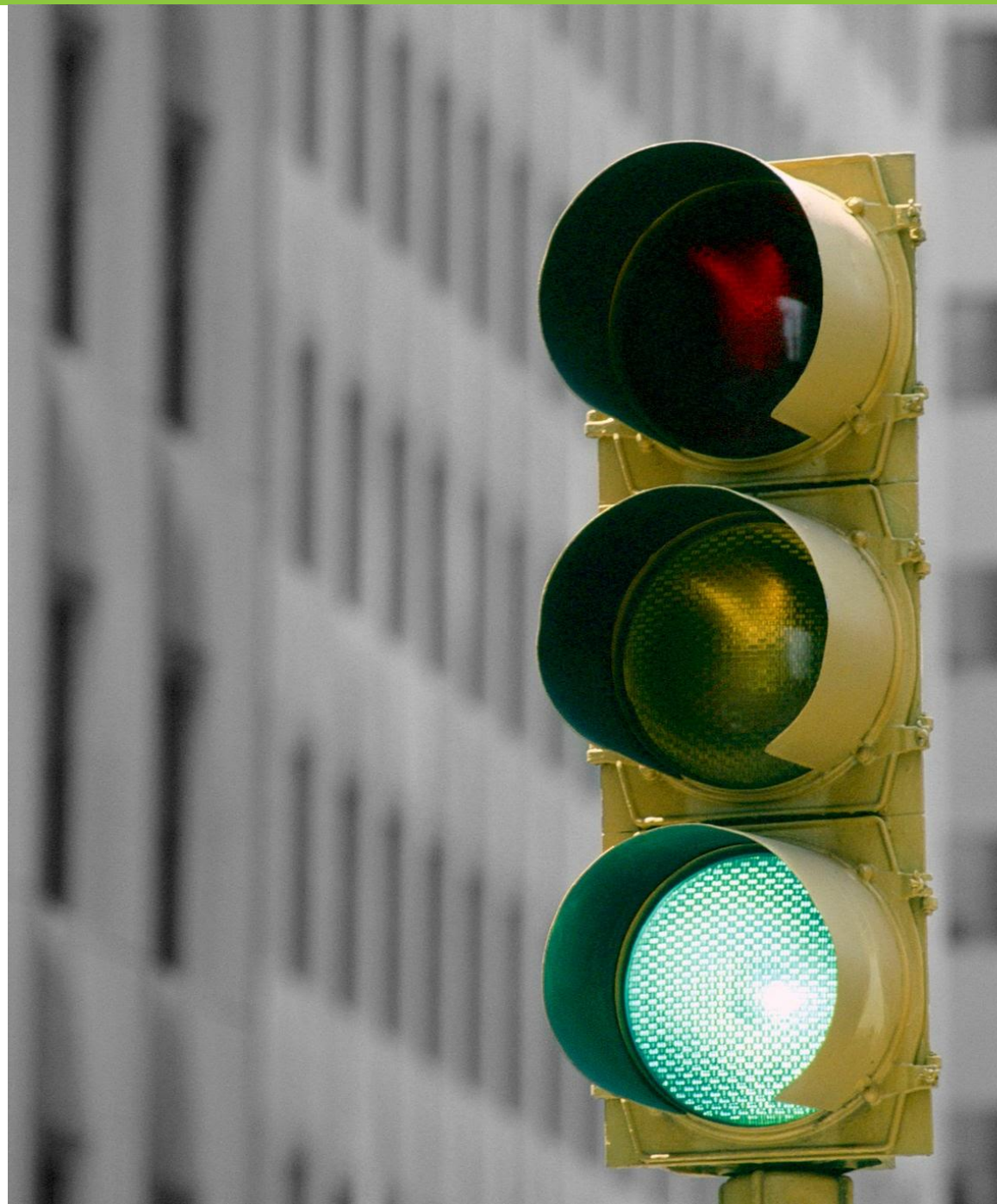
Teacher pastes student essays (with names) into a free chatbot.





Scenario 6:

Employee uses AI to draft email with account details.



Same Task, Different Answer

One task. Three situations. Does the answer change?

THE TASK

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



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The STOP Framework

Letter	Stands For	Question	Protects
S	**Skill**	Is this something I need to learn myself?	Skill-building
T	**Trust**	Can I check if the answer is right? What if it's wrong?	Accuracy & stakes
O	**Ownership**	Am I allowed to use AI here? Will I be honest that I did?	Integrity & rules
P	**Privacy**	What am I sharing? Is it safe to share?	Personal data

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Situation 1 of 3:
You're in English class, practicing how to write emails.

Vote 🟢🟡🔴

🔴/🟡| **S–Skill:**

You're here to build this skill.



Situation 2 of 3:

You're at work, and your shift starts in 10 minutes.

Vote 🟢🟡🔴

🟢/🟡| **T–Trust:**

Use it, then check the tone and details.

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THE TASK

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



Situation 3 of 3:
You're taking a timed job skills test.

Vote 🟢🟡🔴

🔴| **O–Ownership:**
The rules don't allow it.



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The task didn't change. The situation did.



Situation 1:
English Class

🔴/🟡



Situation 2:
At Work

🟢/🟡



Situation 3:
Timed Job Test

🔴

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Where the Rules Live

🏢Workplace

Company AI policies dictate how employees handle confidential data and the use of AI tools. Employers may also screen for AI-generated applications.

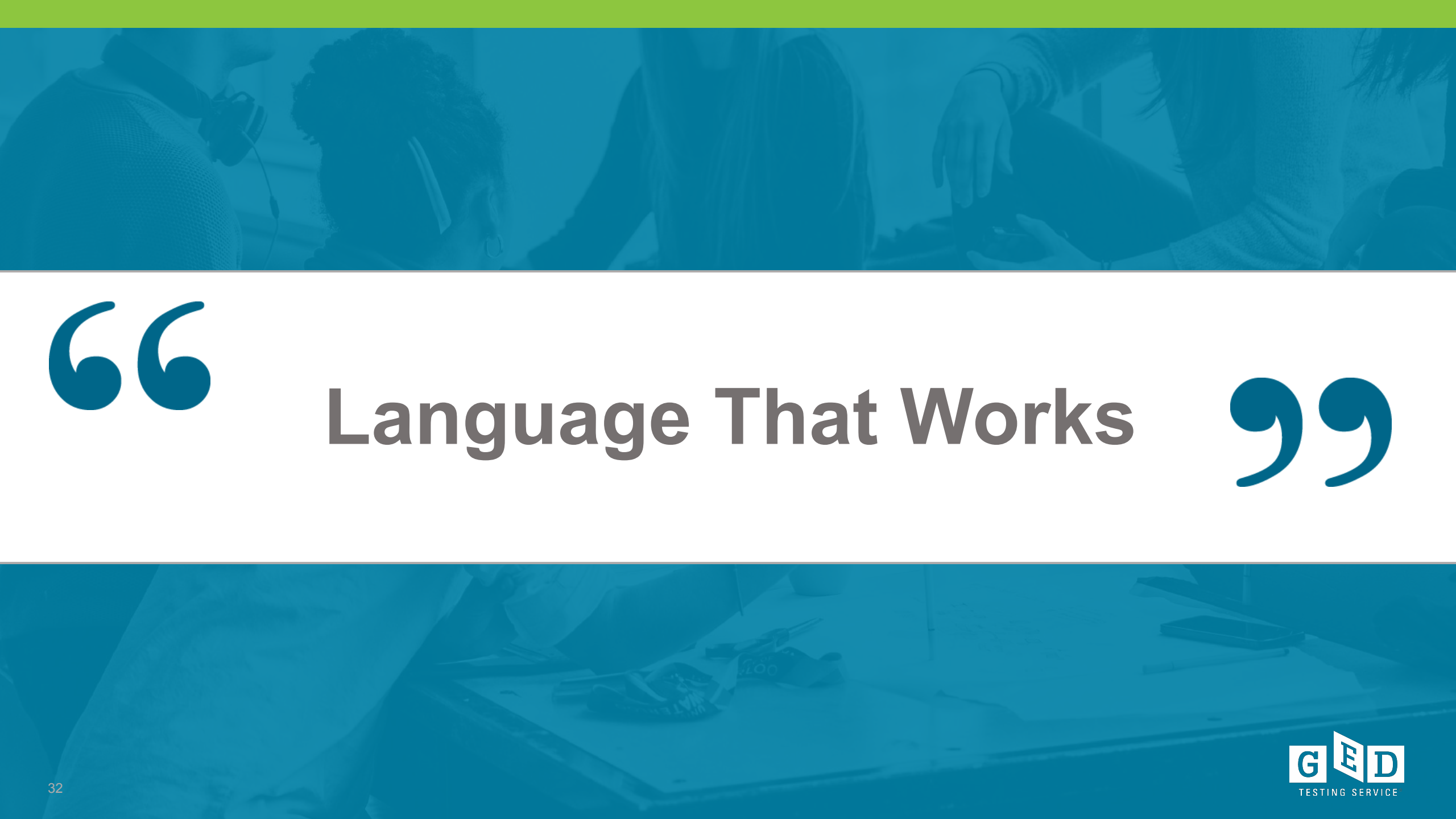
🎓Postsecondary

AI policies can change from syllabus to syllabus, even at the same college. Learners must check each course for specific guidelines on AI use.

📝Assessments

Strict rules govern AI use in GED, other proctored exams, and certification tests. Unapproved AI can lead to disqualification.

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Language That Works

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

With Learners

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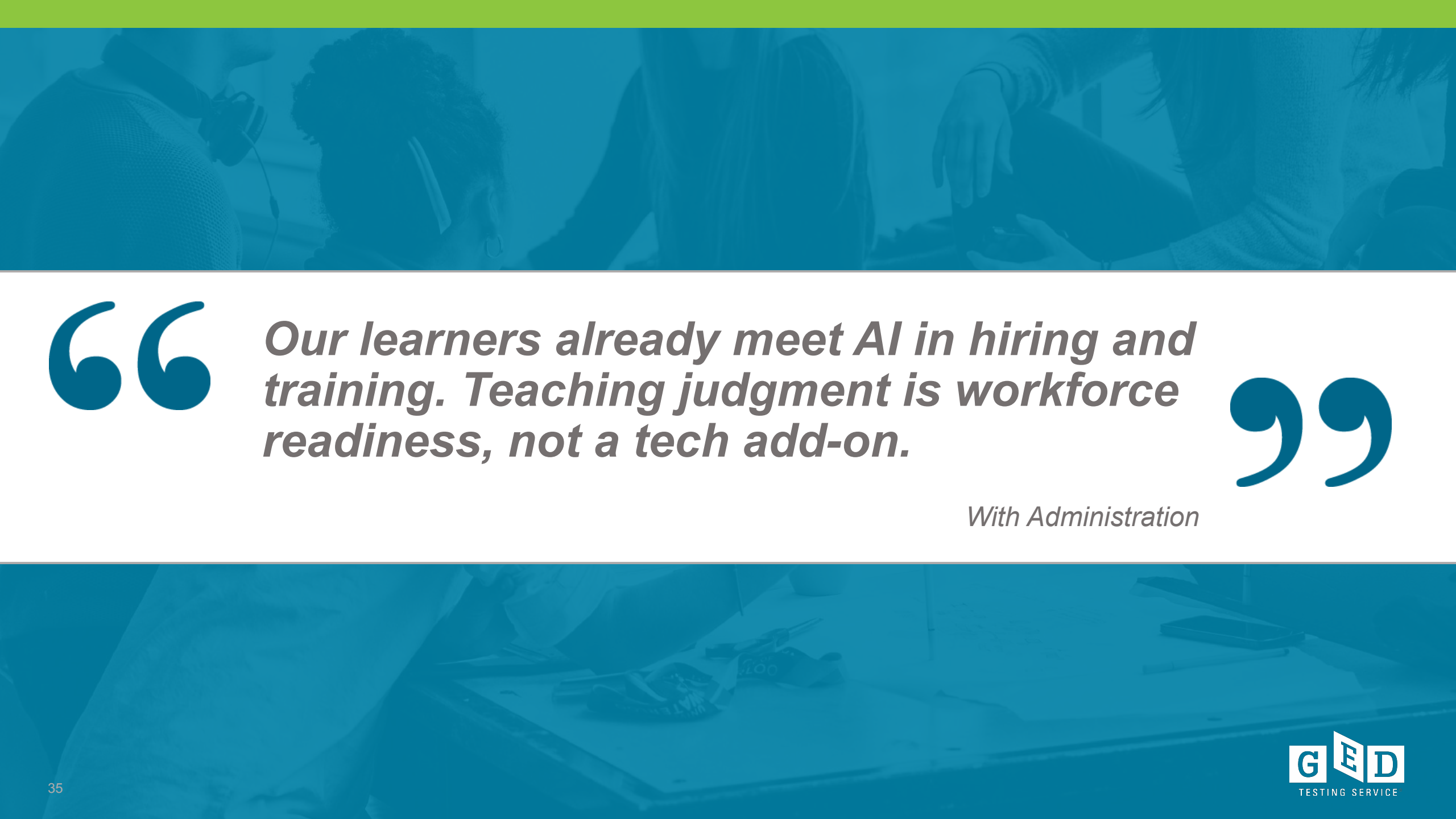


I'm not asking if AI is good or bad. I'm asking when it helps learning and when it gets in the way…

With Colleagues



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> ***Our learners already meet AI in hiring and training. Teaching judgment is workforce readiness, not a tech add-on.***

With Administration

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Close & Commit

Complete this sentence frame in the chat:

"Just because you can use AI to_____, doesn't mean you should, because _____."

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Discussion

What's one place in your program where STOP could change a decision this week?

Learners:

- Where does AI already show up in your classroom?

Colleagues:

- What language would help you start the conversation?

Administration:

- What policy or guidance gap do you need to raise?



Questions?

Let’s connect and continue the conversation!



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See You Next Year!
Las Vegas, Nevada
July 28 – 30, 2027 | The Venetian Resort

Thank You!

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