



**WORLD
EDUCATION**
— A JSI INITIATIVE

COABE AI SUMMIT 2026

A Complete Look and a Full Toolkit for Teaching AI Literacy

Rachel Riggs · World Education

Innovating Digital Education for Adult Learners (IDEAL) Consortium

ideal.worlded.org



"AI literacy is...

AWARENESS · "I SPY AI"

being aware of the use and impact of AI in the world around you,

AGENCY · "WITH AI LITERACY, I CAN..."

and being able to critically evaluate and effectively and ethically employ AI to meet your goals."



POLL

How would you describe your AI literacy?

1 · SKILLS

What skills do you have to use AI?

2 · KNOWLEDGE

What do you know about AI that helps you think critically while you use it?

3 · AGENCY

How much choice do you have in how you use AI?

1

2

3

4

5

Meet Mariyam.

"Fortunately, I found artificial intelligence (AI). It was my guide for everything. It became my new best friend."

Mariyam F., "AI: My New Best Friend," *The Change Agent*, Issue 64. A student at East Hartford Public Schools, Connecticut.



AI — My New Best Friend

Mariyam F.



BEFORE YOU READ: Share what you know about artificial intelligence (AI). What are some examples of how you use it in everyday life?

An Immigrant Faces Many Challenges

Coming to the U.S. is a dream for most people, especially those who are living in a hard situation in their home country. Many opportunities are available in the U.S., and a good future seems to be waiting for you. However, being an immigrant is harder than anyone can imagine. It's challenging to achieve your goals and take care of your family.

In fact, during your first days, months, and even years as an immigrant, you need to be brave. You have to confront so many obstacles. You need to face your fears. Your biggest fear is that you will not succeed. It's like you are in a fight with yourself, and losing is not allowed.

AI Can Help

I came to the U.S. full of hope, but life was not so easy. It was very hard to adapt. I didn't know anyone here so I didn't have any information about anything. Fortunately, I found artificial intelligence (AI). It was my guide for everything. It became my new best friend.

By asking a simple question, I got a lot of useful information. I used it to look for work, to find free ESL programs in my city, to find the nearest store, and to provide clear information about products.

In addition, AI helped me improve my communication skills. I used it to find free apps to practice my English. I even talked to AI in English. It was like my friend. We talked about different topics. Sometimes, I chose the topic.

Other times, AI chose the topic. It corrected my grammar mistakes and showed me how to spell words. If I needed to write an email to someone, I asked AI for help.

Before using AI, I wasted my time looking in many forums and navigating the internet to find useful information. Now, I use AI to summarize the information that is on the internet. For example, I am using AI to buy a car. AI gives me reliable summaries of reviews. It helps me compare prices and find good deals.

But Be Careful!

AI is indeed a *double-edged sword*. It could recommend fake websites that try to trick you into giving away sensitive and personal information. Also, people will use AI to try to cheat you or scam you. You have to be aware! But don't let that scare you! AI is a fantastic technology that you can use to make your life easier.

AFTER YOU READ:

1. The author says that AI is her new best friend. How does she back up her claim? Are you convinced? Why or why not?
2. The author uses figurative language, a *double-edged sword*, to describe AI. What does she mean?
3. If you use AI in what ways do you need to be careful?



Mariyam F. is a student at East Hartford Public Schools in East Hartford, Connecticut.

Teaching AI literacy, Building AI literacy



Explicit instruction

Name, define, model.



Applied and contextualized

Use it for a real task from learners' lives and learning.



Routines

Predictable, embedded use for class.

OUR STARTING POINT

AI literacy extends digital skills.

BRIDGES skills educators and curriculum flagged as most connected to AI.

GATEWAY SKILLS

EF.3 Use Basic Browser Tools

COMMUNICATION

CO.1 Communicate Effectively

CO.2 Collaborate with
Technology

PRIVACY AND SECURITY

PS.3 Limit Sharing of Personal
Data

PS.7 Understand Privacy
Policies

LIFELONG LEARNING

LL.2 Adapt to New Technology

INFORMATION SKILLS

IS.3 Evaluate Information

IS.5 Use Search Strategies

IS.7 Understand Search Results

CREATION

CR.3 Adapt and Reuse Digital
Content

CR.7 Revise and Adapt Existing
Content

WORKPLACE

WO.4 Choose the Appropriate
Tools

ONLINE LIFE

OL.3 Understand Technology's
Impact

OL.5 Understand Copyright

Mariyam's AI ↔ digital literacy connections

CO.1 COMMUNICATE EFFECTIVELY

Writing an email



"If I needed to write an email to someone, I asked AI for help."

CO.2 COLLABORATE WITH TECHNOLOGY

Practicing English



"I even talked to AI in English. It was like my friend."

IS.7 UNDERSTAND SEARCH RESULTS

Searching forums and websites



"Now, I use AI to summarize the information that is on the internet."

TOOLKIT: BRIDGES SKILLS CHECKLISTS

AI skills in "I can" statements

In my life

In my work

In my education

As a teacher

- ☐ **IS.2** I can check chatbot answers with people I trust to make sure the advice is right for me.
- ☒ **PS.5** I can decide when it will be more helpful to talk to a real person and when it is okay to use a chatbot.
- ☐ **PS.7** I can use a chatbot to rewrite privacy policies into plain language that I understand.

COMING SOON

+7 skills educators linked to AI

EF.3

CO.1

CO.2

PS.3

IS.7

CR.3

OL.5

From this year's IDEAL Digital Skills and AI Readiness learning circle

BRIDGES Checklists for Different Learner Types, "[Skills for Artificial Intelligence](#)" tab. World Education, CC BY-SA 4.0.

TOOLKIT: DIGITAL SKILLS GLOSSARY

AI-themed vocabulary-building slides

input 

DEFINITION:
(n) the data an AI application uses to learn or to perform a task

 **USE IT IN A SENTENCE:**
Type your question as input to get an answer from the AI.



[Photo by Matheus Bertelli](#)

Digital Skills Glossary: nearly 400 terms, each with a definition, a sentence, and an image. AI terms included.

Explicit instruction

A lesson guiding learners through the different parts of a chatbot, practicing vocabulary and providing modeling.

Applied and contextualized

Learners use Mariyam's example (search for free ESL programs) in their own city, compare results, and synthesize a learning guide for others in their community.

Routines

Every time learners use AI for an assignment, they submit a graphic organizer with input components: prompt, files, project memory.

BUILDING VOCABULARY

Input, three more ways

Explicit

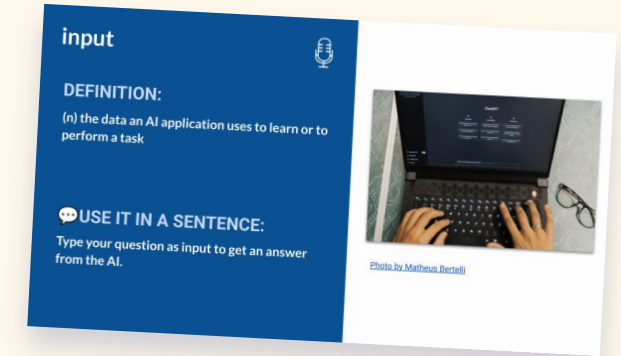
Sort it: a typed question, a photo, a voice message. Which ones are input? (All three.)

Contextualized

Learners ask AI about a real task, like a bus route or a work shift, once by typing and once by voice. Then they compare the answers.

Routine

"Input" goes on the word wall. Each week, learners add one input they gave AI.



Which one fits your next class?

TOOLKIT: DIGITAL SKILLS GLOSSARY

Digital Skills Library, Blox, and Stax

AI Basics Stax

Explicit instruction: teaching about AI

What is AI?

What can you do with AI?

Ethical Considerations of Using AI

Recognize Deepfakes

Using AI Stax

Applied and contextualized: building through use

Using AI: Write Effective Prompts

Evaluating AI: How to Detect Bias

Applied AI: Use AI as a Jobseeker

Plus the Digital Skills Library: 1,800+ lessons, videos, and resources aligned to BRIDGES.



TOOLKIT: AI INTEGRATION FRAMEWORK

AI introduces specific, new dimensions of online life.

Six dimensions:

- AI Capabilities and Your Goals, Evidence of Impact
- Mitigating Biases, Human Oversight
- Access and Opportunity, Ethics and Data Use

 worlded.me/AI-Integ-Framework

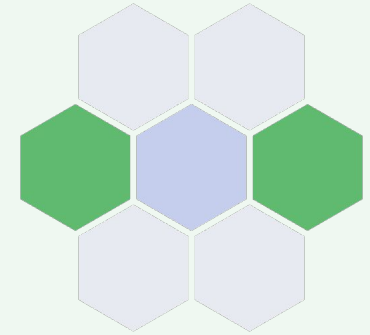
World Education (2026), adapted with permission from AI for Education's "Top 6 Questions for GenAI EdTech Providers." CC BY-NC-SA 4.0.

FRAMEWORK IN ACTION

Mariyam is buying a car. AI does the research.

"For example, I am using AI to buy a car. AI gives me reliable summaries of reviews. It helps me compare prices and find good deals."

Mariyam F., Issue 64



Poll: Which pair is this?

- A. Capabilities ↔ Evidence
- B. Biases ↔ Oversight
- C. Ethics and Data ↔ Access

AI Capabilities and Your Goals

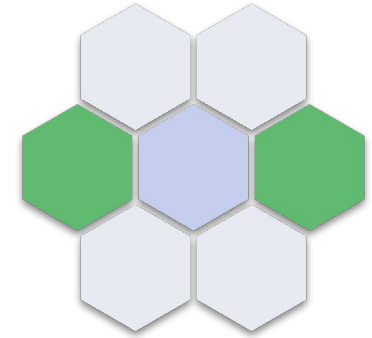
"What can this do for my goal?"

"By asking a simple question, I got a lot of useful information. I used it to look for work, to find free ESL programs in my city, to find the nearest store, and to provide clear information about products."

Mariyam F., The Change Agent, Issue 64

THE ADMINISTRATOR'S CORNER

Can the vendor show this works for learners like ours, and how will we track it?



Evidence of Impact

"How do I know it worked for me?"

"I love having online resources to learn English, but there are problems. For example, when I watch English lessons on YouTube, I get used to the teacher's accent. Then, when I talk to someone on the street, they have a different accent, and I do not understand what they say."

Gianelli Rodrigues, The Change Agent, Issue 64

TEACH IT

CAPABILITIES ↔ EVIDENCE

Explicit

Code Z8077K

What can you do with AI?

Google Search or AI Chatbot? A short video on how chatbot answers differ from web searches. Learners compare the two on Mariyam's ESL question.

Contextualized

Code KNABG9

Applied AI: Use AI as a Jobseeker

Learners try sample prompts on real job-search tasks, then practice with Google Interview Warmup.

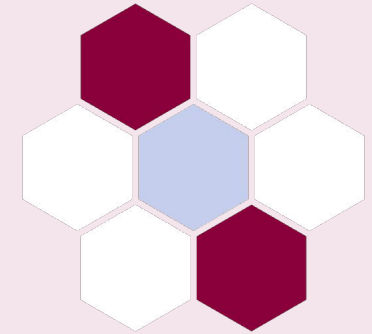


Routine: "Did it work?"

After any AI task, learners log one line: Did this get me closer to my goal? How do I know?

FRAMEWORK IN ACTION

Mariyam practices English with AI. Who leads the conversation?



"Sometimes, I chose the topic."

"Other times, AI chose the topic."

"It corrected my grammar mistakes and showed me how to spell words."

Mariyam F., Issue 64

Poll: Which pair is this?

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- C. Ethics and Data ↔ Access

Mitigating Biases

"Whose view does this reflect? Does it fit me?"

"The system rejected my application. It said I should go back and write a real birth date! I was born in 1942. Does the system think that no one my age could go to college?"

Eladia A. Galvan, *The Change Agent*, Issue 64

Human Oversight

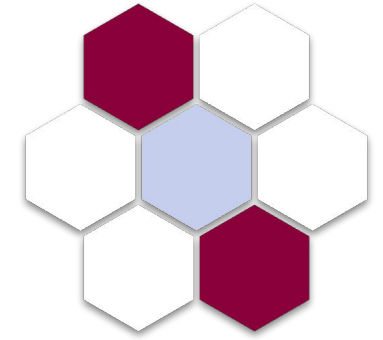
"What do I check before I use it?"

"Thankfully my phone has autocorrect. Before I send a text to the customer, I check the spelling in the telephone dictionary."

Miyako Hirata, *The Change Agent*, Issue 64

THE ADMINISTRATOR'S CORNER

Who reviews AI-generated content before it reaches learners, and how can users flag bias?



TEACH IT

BIASES ↔ OVERSIGHT

Explicit

Code 5MM6X5

Recognize Deepfakes

Tip Sheet: Spotting Deepfakes. Three simple approaches for deciding whether an image or video is real, plus a lesson plan on how to spot a deepfake.

Contextualized

Code H9SVHI

Evaluating AI: How to Detect Bias

Checking for Bias in AI Outputs. Learners use AI to examine both sides of a controversial topic, with a worksheet to guide them.

Routine: "Check before you send"



Miyako checks her phone's spelling before she texts a customer. Do the same with AI: check every output once before you use it. Compare it to another source, or read it aloud and ask, "Does this sound like me?"

"But Be Careful!"



"AI is indeed a double-edged sword. It could recommend fake websites that try to trick you into giving away sensitive and personal information."

"I didn't know anyone here so I didn't have any information about anything."

Mariyam F., Issue 64

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Ethics and Data Use

"What happens to what I type in?"

"As far as Google is concerned, your personal information is the price you pay for these services."

Romenique dos Santos, The Change Agent, Issue 62

THE ADMINISTRATOR'S CORNER

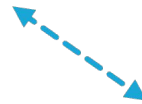
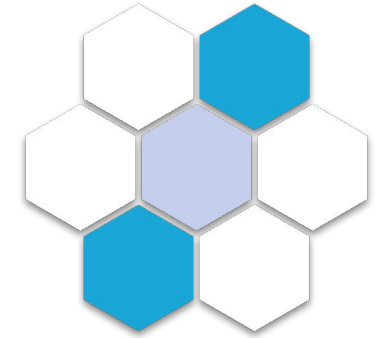
How does the tool protect learner data, and does it work on the phones and connections our learners have?

Access and Opportunity

"What do I need to use this, and what if I don't have it?"

"As a formerly incarcerated person, I know what it means to be left out of the technology boom. Prison officials justify keeping technology out of reach for people in prison, by claiming that it will be used in a harmful way. I beg to differ."

Sergio Hyland, The Change Agent, Issue 62



TEACH IT

ETHICS AND DATA ↔ ACCESS

Explicit

Code KGQTLY

Ethical Considerations of Using AI

Intellectual Property. Who should own AI-generated content? Learners weigh what's fair to the original creator, the person who wrote the prompt, and the tool's owner.

Contextualized

Same Blox

Taking Action on Ethical AI

Bring it to learners' own tasks at school and work: when AI gets it wrong, who's to blame?

Routine: AI Pros and Cons



Rather than setting out strict guidelines regarding AI use, take it assignment-by-assignment and have learners consider the benefits and drawbacks of using AI in that way.

BUILDING AI LITERACY: PROJECT-BASED LEARNING

After reading Mariyam's article, a class builds a community guide for the next cohort.

1

Test it

Ask two AI tools Mariyam's question: where are free ESL programs or jobs in our city?

2

Check it

Check the answers against real listings.
Note what each tool asked for.

3

Share it

Write a plain-language guide for using AI to navigate resources in a new city.

Poll: Which pairs does this project touch?



THE CHANGE AGENT

Every article comes ready to teach

BEFORE YOU READ

Share what you know about artificial intelligence (AI). What are some examples of how you use it in everyday life?

AFTER YOU READ

1. The author says that AI is her new best friend. How does she back up her claim? Are you convinced? Why or why not?
2. The author uses figurative language, a double-edged sword, to describe AI. What does she mean?
3. If you use AI, in what ways do you need to be careful?

Free, learner-written, published by World Education

A 6-Question Routine

What can this do for my goal?

How do I know it worked for me?

Whose view does this reflect?

What do I check before I use it?

What happens to what I type in?

What do I need to use this?

Take it with you



worlded.me/AI-Integ-Framework

AI Integration Framework

worlded.me/AI-Integ-Framework

AI Basics Stax

skillblox.org/stax/aibasics

Using AI Stax

skillblox.org/stax/usingai

Digital Skills Library

digitalskillslibrary.org

Digital Skills Glossary

digitalskillslibrary.org/glossary

BRIDGES AI Skills Checklist

"Skills for Artificial Intelligence" tab

The Change Agent

changeagent.nelrc.org

A Simple Challenge

INSTRUCTORS

Pick one Stax or Plan one routine.

Which Blox fits your learners? What will you come back to every week? Which pair will learners question?

PROGRAM LEADERS

Find where the framework fits.

PD planning, curriculum review, tool adoption, intake.
Which pair is your program's biggest open question?

Thank you

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