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FR-35 · Class Kit · Discussion Catalyst

Who Benefits When AI Gets Better?

When AI becomes better at a future job, who gains and who loses? Map the worker, company, customer, and society — then debate fairness without turning it into a shouting match.

Start the discussion

Jump to kit preview

DISCUSSION PROGRESS

0 XP

Level 1: Stakeholder Spotter

- Pick a job
- Run live AI prompt
- Map stakeholders
- Debate fairness
- Find your position
- Finish in class

Teacher-facing discussion catalyst

The class question: **When AI gets better at a job, who benefits — and who carries the risk?**

Keep the discussion balanced. This is not party politics and not AI panic. It is a fairness map: different people can gain and lose in different ways at the same time.

1 Pick one job students care about

Use a job the class recognises. The clearer the job, the sharper the debate.

Good examples: teacher, doctor, graphic designer, software developer, lawyer, journalist, accountant, customer support executive, delivery manager, architect, sales person.

Job to discuss

Example: graphic designer

THOUGHT BULB

A job is a bundle of tasks. When AI improves, it may help some tasks, reduce some tasks, and create new tasks. That is why the benefits are not evenly shared.

- [ ] I chose one clear job for the class debate.

2 Run the stakeholder prompt live

Teacher types this into ChatGPT, Claude, Gemini, or Perplexity on screen.

LIVE TEACHER PROMPT

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When AI gets better at [a job], who gains and who loses – the worker, the company, the customer, society?

Make a balanced stakeholder map.

For each stakeholder, explain:
1. What they may gain
2. What they may lose or risk
3. One fairness question the class should debate

Keep it simple for Grade 9 to Grade 12. No politics. No fear-mongering. No hype.
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Copy filled prompt

FILLED PROMPT PREVIEW

When AI gets better at graphic designer, who gains and who loses - the worker, the company, the customer, society?

Make a balanced stakeholder map.

For each stakeholder, explain:
1. What they may gain
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TEACHER CAUTION

If AI gives a one-sided answer, ask for the other side. A good fairness discussion needs gains, risks, and trade-offs.

- [ ] I ran or prepared the live AI stakeholder prompt.

3 Map the four stakeholders

Who is affected? Not just the worker.

1

Worker

May become faster and more skilled, but may face pressure, reskilling, or fewer routine tasks.

2

Company

May reduce costs, improve speed, and serve more people, but must manage quality and responsibility.

3

Customer

May get cheaper, faster service, but may lose human care, privacy, or trust.

4

Society

May gain productivity and access, but may face inequality, job shifts, or new rules to create.

Stakeholder	Possible gain	Possible loss or risk	Fairness question
Worker	Can do better work faster	May need new skills or face job pressure	Who pays for reskilling?
Company	Lower cost, faster output	Quality, accountability, trust issues	Should productivity gains be shared?
Customer	Cheaper or faster service	Less human judgement or privacy	When should a human still be involved?
Society	More access and new industries	Uneven benefits and disruption	How do we make change fairer?

- [ ] I mapped worker, company, customer, and society.

4 Debate fairness, not just winners

The sharp question is not “Is AI good or bad?” It is “Who gets what, and who carries the risk?”

Argument: AI can be fairer
If AI lowers cost, more people may access services that were earlier expensive or slow.

Argument: AI can be unfair
If companies gain most of the savings while workers lose security, the benefits may not be shared well.

Argument: Workers can gain
Workers who learn AI tools may become more valuable and focus on judgement, creativity, and human connection.

Argument: Workers can lose
Entry-level workers may lose the simple tasks where beginners used to learn.

CLASS DEBATE PROMPT

“If AI makes this job more productive, who should benefit first — worker, company, customer, or society?”

- [ ] I debated gains, losses, and fairness without making it political or one-sided.

5 Teacher Class Kit Preview

Use this as the 4-page Discussion Catalyst kit copy.

PAGE 1 · OUTCOMES + SETUP

Who Benefits When AI Gets Better?

By the end of this 40-minute class, students will be able to: (1) identify stakeholders affected by AI in a job, (2) separate gains from risks, and (3) write a balanced view on fairness.

Materials: Projector or shared screen, one AI tool such as ChatGPT, Claude, Gemini, or Perplexity, board/marker, notebooks.

Class stance: AI changes who does work, who pays, who benefits, and who carries risk. Keep the discussion balanced and practical.

PAGE 2 · LIVE ACTIVITY

40-minute discussion flow

Step 1 · 5 min: Pick one job students know or care about.

Step 2 · 8 min: Teacher runs the live AI prompt to map worker, company, customer, and society.

Step 3 · 10 min: Board table: stakeholder / gain / loss or risk / fairness question.

Step 4 · 12 min: Debate: who benefits first, who carries risk, and what would make it fairer?

Step 5 · 5 min: Exit line: “When AI improves at this job, _____ may gain, but _____ may need protection or support.”

PAGE 3 · ESCALATING QUESTIONS

Where do YOU sit in this?

1. Would you rather be the worker, customer, company owner, or policymaker in this situation?
2. If the company saves money using AI, should the worker benefit too? How?
3. If customers get cheaper service but less human attention, is that a fair trade?
4. What new skill would help a worker stay valuable in this job?
5. What is one rule or habit that could make AI use fairer in this field?

TEACHER MOVE

When students say “AI is good” or “AI is bad,” ask: “Good for whom? Bad for whom?”

PAGE 4 · REFLECTION

My fairness map

Job discussed: _____

Who gains most? _____ because _____

Who may lose or carry risk? _____ because _____

What would make the change fairer? _____

My position: I think _____ because _____.

Discussion stays in class. Students do not send work to Vanguard Scholar.

- [ ] I reviewed the Class Kit and personal fairness-map page.

Final 5-minute move

Choose where you sit in the map. Are you thinking like a worker, customer, company, or society? Write one balanced sentence.

My fairness line

Example: When AI gets better at graphic design, customers and companies may gain speed and lower cost, but new designers may need support to learn real judgement and not only use templates.

- [ ] I named who gains.
- [ ] I named who may lose or carry risk.
- [ ] I wrote one balanced fairness sentence.

EXIT LINE

“When AI improves at _____, _____ may gain, but _____ may need support.”

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