

SS-12 • Class Kit • Discussion Catalyst

AI in Exams Debate Lab

Should AI be allowed in exams? This is not a yes/no shouting match. It is a class debate where AI builds both sides, and you interrogate the arguments.

[Start building](#)[Jump to kit preview](#)

YOUR CURRENT LEVEL

0 XP

Level 1: Question Holder

- ☐ Understand the question
- ☐ Run the live AI prompt
- ☐ Sort both sides
- ☐ Interrogate the arguments
- ☐ Build the class kit
- ☐ Finish with one position

What you are making

You are creating a 40-minute Class Kit. A teacher can use it with almost zero preparation: display the question, ask AI to build both sides, then help the class test the arguments.

The goal is not "AI is good" or "AI is bad." The goal is better thinking.

1 Start with the question

Write the question clearly before opening any AI tool.

DISPLAY LINE

Should AI be allowed in exams?

That question has two real sides. If you instantly say "obviously yes" or "obviously no," slow down. Good debates are not built from instant reactions. They are built from reasons.

THOUGHT BULB

A strong discussion does not begin with "what do you feel?" It begins with "what are the best arguments on both sides?"

☐

I understand the class question and why both sides need to be heard.

2

Use AI live to build both sides

This is the teacher-facing move. The teacher types it live in class.

Open ChatGPT, Claude, Gemini, or Perplexity. Paste this prompt. Keep it visible so the class can see AI building the argument.

COPY-PASTE LIVE PROMPT

Give the strongest arguments FOR allowing AI in exams, then the strongest arguments AGAINST allowing AI in exams.

Write for a Grade 9 to Grade 12 classroom.

For each side, give:

1. Three strong arguments
2. One example
3. One risk or weakness in that side

Do not decide the answer for us. We will debate it in class.

Copy prompt

CAUTION BOARD

AI may sound balanced even when it misses something important. The class must not just read the output. The class must question it.

☐

I ran or prepared the live AI prompt for both sides.

3

Sort the arguments

Put the AI output into two columns: FOR and AGAINST.

FOR allowing AI in exams

Maybe exams should test how well students use modern tools, not just memory.

Maybe AI can support students who struggle with language or structure.

AGAINST allowing AI in exams

Maybe exams should measure what the student knows without help.

Maybe AI access creates unfairness between students with different devices or skills.

THOUGHT BULB

Do not pick a side too early. First make both sides strong. That is called steel-manning: arguing the opposite side properly instead of making it look silly.

☐

I sorted the AI output into FOR and AGAINST arguments.

Interrogate the output

Now the class does the important part. Question the AI answer.

Use these checks on both sides:

Evidence check

Did AI give a real example, or just a nice-sounding claim?

Fairness check

Would this rule treat all students equally?

Teacher check

Could a teacher actually manage this in a real exam hall?

Learning check

Would this help students learn, or help them avoid learning?

CAUTION BOARD

This is not a politics debate. Keep it about exams, learning, fairness, and school rules. No personal attacks. No "AI is evil." No "AI solves everything." Real reasons only.

☐

I used at least two checks to question the AI output.

Teacher Class Kit Preview

Use this as the 4-page kit copy. Print it, paste it, or convert it into a PDF.

PAGE 1 • OUTCOMES + MATERIALS

Should AI Be Allowed in Exams?

By the end of this 40-minute class, students will be able to: (1) identify strong arguments on both sides of a current AI question, (2) test AI-generated arguments for fairness, evidence, and practicality, and (3) form a reasoned position without copying AI's conclusion.

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

Teacher note: The discussion stays in class. Students do not send work to Vanguard Scholar.

40-minute discussion activity

Step 1 • 5 min: Display the question: "Should AI be allowed in exams?" Ask students to silently choose: yes, no, or unsure. No debate yet.

Step 2 • 8 min: Open the AI tool live. Type: "Give the strongest arguments FOR allowing AI in exams, then the strongest AGAINST. Do not decide the answer for us."

Step 3 • 10 min: Split the board into FOR and AGAINST. Copy the strongest three points from each side.

Step 4 • 12 min: Interrogate both sides. Which points are evidence-based? Which sound good but are thin? What did AI miss?

Step 5 • 5 min: Each student writes one sentence: "I think AI should / should not be allowed in exams because..."

Escalating questions

1. What was the strongest argument FOR allowing AI in exams?
2. What was the strongest argument AGAINST allowing AI in exams?
3. Did AI miss any obvious school reality, like cheating, device access, or teacher workload?
4. Would allowing AI make exams more fair or less fair? For whom?
5. Should AI be allowed for some exam tasks but banned for others?
6. What should an exam test in an AI world: memory, thinking, tool use, or something else?

TEACHER MOVE

When students take a side too quickly, ask: "What is the best argument against your own position?"

One-paragraph position

At home, students write one paragraph answering: **Should AI be allowed in exams? Build both sides, then take a position.**

The paragraph should include: one argument for, one argument against, and one final position with a reason. No need to submit to Vanguard Scholar. Follow your teacher's instruction.

Honour-code rubric: (1) Both sides included fairly. (2) Final position has a clear reason. (3) Student's own words, not copied from AI.

Vanguard Scholar - vanguard-scholar.org - Free forever. No login required.

☐ I reviewed the 4-page Class Kit preview.

Final 5-minute move

Pick one side. Then write one sentence that proves you heard the other side properly.

My position

Example: I think AI should be allowed only in open-book style exams, because...



The strongest point against my position

Example: The strongest point against this is that not every student has equal AI access...

☐

I built both sides before choosing my position.

☐

I did not let AI decide the answer for me.

☐

I wrote one reasoned position in my own words.

Print kit

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