

15 minute RAFT™ classroom activities

Classroom activities

Find the learning boundary

Student activity sheet

Learning goal

Choose an allowed form of support without outsourcing the assessed thinking.

An assignment assesses your ability to interpret a short reading. The instructor permits feedback on your own interpretation, but not generated summaries or submitted wording.

Compare three requests: A. Summarize the reading so I can skip it. B. Here is my interpretation; ask me about a possible gap without rewriting it. C. Write my discussion post and I will change the wording.

Your task

Choose the request consistent with the stated permission. Explain why the others cross the boundary. Draft one question to ask if permission is unclear.

Your decision and evidence

Your revised request or sentence

Exit response

I will do ____ independently. If permitted, I will ask AI to ____.

Course and assignment rules control actual AI use. These activities use supplied simulated outputs; no AI account is needed.

Check a confident claim

Student activity sheet

Learning goal

Use source evidence to correct an overconfident AI statement.

Simulated source: 60 volunteers scored an average of 52 before a workshop and 61 afterward. No comparison group or random assignment was used.

Simulated AI claim: “The workshop caused a nine-point improvement for all students and will work equally well in every course.”

Your task

Underline the supported numerical statement. Cross out unsupported claims about cause, population, or future results. Write one accurate replacement sentence.

Your decision and evidence

Your revised request or sentence

Exit response

One supported statement is _____. One thing the evidence cannot establish is _____.

Course and assignment rules control actual AI use. These activities use supplied simulated outputs; no AI account is needed.

Accept adapt or reject

Student activity sheet

Learning goal

Explain revision choices while retaining authorship.

Simulated packet: 46 of 80 voluntary respondents want later library hours; three evening counts show 18, 22, and 20 occupied seats out of 24; staffing costs \$40 per extra hour.

Your draft recommends staying open every night because “most students want it and grades will improve.” Feedback suggests A. Identify the survey denominator. B. Propose a short pilot. C. Add that longer hours improve grades.

Your task

Classify each suggestion as accept, adapt, or reject, and justify the decision from the packet. Then write your own two-sentence recommendation.

Your decision and evidence

Your revised request or sentence

Exit response

I changed ____ because _____. I rejected ____ because _____.

Course and assignment rules control actual AI use. These activities use supplied simulated outputs; no AI account is needed.

Find the learning boundary facilitation

One scenario sheet per student. No AI account or device required.

Minutes	Facilitation
0–2	Read the goal and local permission aloud.
2–5	Students choose independently and write one reason.
5–9	Pairs compare reasons and improve one request.
9–13	Discuss the three choices using the learning goal.
13–15	Exit response: state one boundary and one question.

Debrief guidance

B fits the stated boundary after the student reads and forms an interpretation. A bypasses reading; C supplies the assessed response. Permission depends on this assignment, not a universal list of green tools.

What to listen for

Choose an allowed form of support without outsourcing the assessed thinking. Ask students to point to the exact permission or source detail that supports their answer.

Adaptation

Read the scenario aloud and supply accessible text. Permit typed, spoken, or written responses. For asynchronous use, retain the individual attempt before revealing the explanation. Use the exit response to choose the next teaching step, not to infer misconduct.

Check a confident claim facilitation

Scenario sheet and pen or accessible digital copy. No AI tool required.

Minutes	Facilitation
0–2	Read the simulated source and claim.
2–6	Individually mark supported and unsupported wording.
6–10	Pairs agree on a qualified replacement sentence.
10–13	Compare two revisions and the evidence each uses.
13–15	Exit response: name evidence needed for a stronger claim.

Debrief guidance

The observed mean rose by 9 points among these volunteers. The study does not establish cause, effects for all students, or equal outcomes in other courses. A defensible sentence preserves those limits.

What to listen for

Use source evidence to correct an overconfident AI statement. Ask students to point to the exact permission or source detail that supports their answer.

Adaptation

Read the scenario aloud and supply accessible text. Permit typed, spoken, or written responses. For asynchronous use, retain the individual attempt before revealing the explanation. Use the exit response to choose the next teaching step, not to infer misconduct.

Accept adapt or reject facilitation

Scenario sheet. Optional calculator. No AI account required.

Minutes	Facilitation
0–2	Read the packet, draft, and feedback.
2–6	Individually classify and justify each suggestion.
6–10	Write a two-sentence revision from the packet.
10–13	Pairs explain decisions and identify unsupported wording.
13–15	Exit response: identify one choice that remained yours.

Debrief guidance

Accept A: the denominator and voluntary sampling matter. Adapt B: a pilot is a defensible proposal if scope and cost are explained. Reject C: the packet contains no grade evidence. Different recommendations are acceptable when supported.

What to listen for

Explain revision choices while retaining authorship. Ask students to point to the exact permission or source detail that supports their answer.

Adaptation

Read the scenario aloud and supply accessible text. Permit typed, spoken, or written responses. For asynchronous use, retain the individual attempt before revealing the explanation. Use the exit response to choose the next teaching step, not to infer misconduct.