

# Learn together. Leave a little more capable.

A simple facilitator kit for friends, workplaces, libraries or community groups. Adapt the pace and access needs. This is a proposed format — not a tested programme or a claim of partnership.

## Before you invite people

- Check the venue, transport/access arrangements and suitable language with participants. Do not promise accommodations that have not been confirmed.
- Provide print, large-text or read-aloud alternatives. Everyone may participate without an account or device.
- Use only the fictional inputs below. If a tool is demonstrated, check its terms, age rules and data settings first; do not upload participants' documents.
- No recording or public story about participants without separate, informed consent. For children, follow the organiser's safeguarding requirements and school/guardian rules.
- The facilitator guides an exercise, not personal legal, health, financial or employment advice. Signpost relevant professionals when questions leave the scope.

## A gentle run of show

0–5 MIN

### Make it welcoming

Say: “No one needs to be an AI expert. You may pass on any activity. Today we will try one small thing and check it together.” Agree not to share private material, photograph participants or record the session without consent.

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5–10 MIN

### Name a useful outcome

Ask: “What would you like a little help understanding or making?” Keep answers general. Explain that choosing not to use AI can be a good outcome.

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10–20 MIN

### Try one exercise

Use the fictional library notice from the first activity. Read it aloud or offer printed copies. People can work alone or in pairs. No accounts, devices or AI subscriptions are needed.

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20–30 MIN

## Compare the draft with its source

Ask people to spot changed times, a missing booking rule and the electrical-repair promise. Use the answer key; discuss why confident wording is not evidence.

30–40 MIN

## Explain it back

Invite each person to explain one check in their own words. Avoid scoring or singling out mistakes. Ask what was unclear or what could be made more accessible.

40–45 MIN

## Choose an optional next step

Offer a blank activity link to take home or share with one person who might want it. Do not require signup, collect private worksheets or pressure anyone to participate again.

## The printable practice

### FICTIONAL LIBRARY NOTICE

Fictional library notice: Free repair drop-in on Saturday, 10 am–noon. Book a place first. Bring one small item. Electrical repairs are not offered.

### DRAFT TO CHALLENGE

Drop in any time Saturday for free repairs, including electrical items. No booking needed.

### Discussion questions

- 1 Which details changed or disappeared?
- 2 What would you ask the organiser instead of guessing?
- 3 How would you help someone check this without making them feel foolish?

#### ▼ Facilitator answer key

The original gives a two-hour window, requires booking and excludes electrical repairs. A helpful summary must preserve all three. A useful question is “How do I book?” — not an invented answer.

## Close with learning, not a score.

Invite, rather than require, these reflections: “One thing I can explain now is...”; “One thing I still need to check is...”; “One instruction we could improve is...”. Do not treat smiles, attendance or downloads as proof of lasting benefit.

## Blank host reflection

**Which instructions were easy or difficult to follow?**

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**Could participants explain one check without repeating the draft?**

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**Which access or language changes would help?**

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**What should we change before another session?**

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Keep observations anonymous. Do not record names, health details or confidential stories. Reporting back is optional and requires no participant records.

### **Sources & scope**

Edition 2026-10-09.2. AI-assisted editorial revision; independent specialist and reader review pending. Educational material, not legal, medical or financial advice. Examples are hypothetical unless explicitly documented.

- [Department of Education: Australian Framework for Generative AI in Schools ↗](#)
- [eSafety: advice for parents and carers ↗](#)
- [OAIC: privacy and commercially available AI products ↗](#)

[HOW WE PUBLISH AND CORRECT →](#)