



COURSE DESCRIPTION

AI Literacy Course for Teachers: Teaching Students How AI Works

Your students already use AI. This week you learn to teach them what it is, when it helps, when it gets things wrong, and how people shape it — with lessons that work with or without devices.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	CERTIFICATE Attendance + Europass Mobility	
AUDIENCE Primary, secondary and initial VET teachers of any subject, and staff who lead digital learning in their school No specific prerequisites — open to all teachers and school staff.		
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Students use AI every day — in apps, search, games and homework tools. Most of them have never been taught what it is. This week you learn to teach it, using the AI literacy framework the European Commission and the OECD published in 2026. The framework has four parts, and the week follows them in order.

- **Monday** — what AI is, and what it is not: lessons that clear up the most common mistakes students make about AI.
- **Tuesday** — judging AI: when an answer is wrong, when it is unfair, and what it costs.
- **Wednesday** — creating with AI, while the ideas stay the students' own.
- **Thursday** — deciding when to use AI, and when not to.
- **Friday** — how people build and improve AI: students train a simple model, test it and fix it. Then you finish your own unit.

You go home with a short unit of lessons for your own class and age group, each lesson linked to the framework, each with a version that works without devices.

02 Course description

Many students think an AI chatbot “knows” things, or “looks things up”, or has opinions. Many teachers are not sure how to explain what it really does — and so the topic gets one worried assembly about cheating, and nothing else.

In 2026 the European Commission and the OECD published a framework for exactly this gap: *Empowering Learners for the Age of AI*, an AI literacy framework for primary and secondary education. It sets out 19 competences in four domains — Engage with AI, Create with AI, Manage AI and Shape AI — and presents them in order, as a possible path for learning. The first domain is the foundation. Creating and managing come next and run side by side. Shaping comes last: students look inside AI systems and improve them. As one of the experts quoted in the framework puts it: “Students do not need to be AI engineers to build with AI.”

This week follows that path, one domain at a time, and uses all 19 competences. For each one the framework also describes three levels — Basic, Intermediate and Advanced — which it deliberately does not tie to age, so you place your own students where they actually are.

Two practical facts shape every lesson. First, many generative AI services set a minimum age and ask for a parent’s permission for younger users — so with younger students, the teacher uses the tool on the class screen and the students do the thinking. Second, not every student has a device. So every lesson you design this week has a version that works on paper.

Some neighbouring topics have their own courses with us: how social media feeds are built is covered in Digital Literacy: Teaching Students How Platforms Are Designed, and checking whether an image or video is real is covered in Media Literacy: Teaching Students to Verify What They See. This week is about AI itself.

03 Learning outcomes

- 01 Explain to students what AI does and does not do, in words that clear up common misconceptions — such as the idea that it “knows” or “thinks”.
- 02 Teach students to decide whether an AI answer should be accepted, revised or rejected, and to spot when AI could be unfair to some people.
- 03 Run a lesson where students create with AI and the ideas remain their own, including how to say which part AI did.
- 04 Teach students to decide when AI is useful for a task and when it is not, and to break a task into parts for people and for AI.
- 05 Run a lesson where students train, test and improve a simple AI model, and explain why its data changes what it does.
- 06 A short unit of AI literacy lessons for your own class, each linked to a named competence of the framework, each with a paper version.

04 Methodology

One framework, in its own order	the four domains of the EC-OECD AI literacy framework, one or two days each, in the sequence the framework itself suggests. Every session names the competence it teaches.
You try it as a student first	each activity is done by the group as students before it is discussed as teachers — then adapted to your own students' age and level.
Every lesson works without devices	each lesson has a paper version, so it works in a classroom with one screen, with no screen, or with students too young to hold an account.
One unit, built across the week	each day adds one lesson to your own unit; on Friday you put it in order and choose the one you will teach first.

Day 1

Engage with AI: what it is, and what it is not

- **Icebreaker:** “Where did AI touch my morning?” — in pairs, participants list everything they used before breakfast and guess which ones had AI inside; the lists are compared, not scored
 - **The framework:** who wrote it, what it is for, and its four domains in the order it suggests — Engage, Create, Manage, Shape — with the 19 competences mapped onto the five days of this week
 - Engage with AI 1 — recognising AI's role in different places: a lesson built on the morning lists, with a twist — things that only look like AI (a kitchen timer, a vending machine) and things that hide it (a spam filter, a photo app)
 - Engage with AI 2 — describing how AI performs tasks in words that clear up misconceptions: the “human classifier” game, played on paper — one group sorts picture cards by rules it is given, another group learns the rules only from examples, and the class sees why the second group makes mistakes a machine would make too
 - **Adapting it:** the framework's three levels for these two competences — Basic, Intermediate and Advanced — and how the same lesson looks at Basic and at Advanced level, with a class of eight-year-olds and one of fifteen-year-olds as examples
 - **Output:** lesson 1 of your unit — with a device version and a paper version
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Day 2

Engage with AI: judging what AI gives you

- **Warm-up:** “Would you hand it in?” — in pairs, participants read three short AI answers to a homework question and decide, for each, whether a student could hand it in as it is; the pairs compare their reasons
 - Engage with AI 3 — deciding whether an AI output should be accepted, revised or rejected: a set of sample answers, some correct, some partly wrong, some confidently wrong, and a routine students can use with any tool
 - Engage with AI 6 and 7 — how AI can repeat and amplify unfairness, and whether a use of AI fits ethical principles: examples from school life (a translation, an image generator's idea of “a scientist”, an automatic mark)
 - Engage with AI 4 and 5 — how recommendations can widen or narrow what we see, and the energy and resources AI uses: one short activity each, so students know the questions exist (how feeds are built belongs to our Digital Literacy course)
 - **Building your lesson:** choose the competences your students need most and turn today's activities into one lesson for your class
 - **Output:** lesson 2 of your unit — a judging routine your students can use with any AI answer, with a paper version using printed answers
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Day 3

Create with AI: the ideas stay the students'

- Create with AI 1 and 2 — using AI to explore new perspectives and to try out ideas: students bring their own idea first, then use AI to see it from other sides; the teacher drives the tool on the class screen where students are too young for their own account
- Create with AI 3 — asking AI for feedback and using it to reflect, not to replace the work: the difference between “write it for me” and “what is weak in my draft?”
- Create with AI 4 — whose work is it? Authorship, originality and other people's content — and a simple way for students to say which part AI did

- **Designing the lesson:** a creative task from your own subject, with a clear line between the students' part and the AI's part
- **Output:** lesson 3 of your unit — a creative task with an AI step and a paper alternative for the same step

Day 4

Manage AI: deciding when to use it

- Manage AI 1 — deciding whether to use AI at all, based on the task: students sort school tasks into “AI helps”, “AI gets in the way”, “AI is not allowed”, and explain why
- Manage AI 2 — choosing the right kind of AI system for a task: a chatbot, a translator, an image tool and a search engine are not the same, and students learn what each is good at
- Manage AI 3 and 4 — breaking a project into parts, deciding which parts people do and which parts AI may help with, and checking along the way whether it is working
- **A student's AI-use note:** a short, honest note students add to their work — what they used, for what, and what they changed
- **Building your lesson:** turn today's sorting and planning activities into one lesson for your class
- **Output:** lesson 4 of your unit — a project plan students split between people and AI, and the AI-use note template

Day 5

Shape AI: how people build it — and your unit

- **Opening session — Shape AI 1 and 2:** students investigate what a system is for, who it is for and where it fails, then test it with their own test cases
- **Shape AI 3 and 4, hands-on:** in small groups, participants train a simple image or sound model in the browser with a free tool such as Teachable Machine, which needs no account; then they change the training examples and watch the model change — and discuss how to make it fairer or more useful. The paper version: the Monday classifier game, played again with a deliberately unbalanced set of cards
- **Output:** lesson 5 of your unit — a lesson where students train and test a model, with the card game as its paper version
- **Your unit:** the four lessons from Monday to Thursday and today's lesson put in order, each linked to its competences, each with its paper version; placed at your students' level with the framework's learner expectations
- **Your first lesson:** choose the one lesson you will teach first when you are back, and plan the first ten minutes in detail
- **Selected work in plenary:** two or three participants who want to present their unit do so, by choice
- Course evaluation and feedback
- Certificate ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- The AI literacy framework itself — free to download from the OECD and the European Commission — with a one-page map of the 19 competences and the day each one is taught
- Picture cards for the “human classifier” game on Monday and Friday
- A set of sample AI answers for judging on Tuesday — invented for teaching and marked as such
- A lesson plan template: competence, age group, device version, paper version
- A student's AI-use note template
- Your unit of five lessons — built by you during the week

07 How to prepare

- There is nothing to study before the course, and you do not need any technical background. It may help to think of one class you teach and roughly how old the students are — every lesson this week is adapted to them.
- A laptop is useful on Friday, when you train a simple model in the browser; if you do not have one, you work in a group with someone who does. On other days a phone is enough, and every activity has a paper version.
- No account needs to be created for any activity in the course.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide opens its digital transformation priority with the sentence “To support the successful digital transformation and address societal challenges such as AI or disinformation more effectively Europe needs education, training and youth systems that are fit for the digital age”, and goes on to describe the programme as playing “a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content” (Erasmus+ Programme Guide 2026, Part A - Priorities of the Erasmus+ Programme, p. 8). This course works through the AI literacy framework for primary and secondary education published jointly by the European Commission and the OECD in 2026, and returns a unit of lessons that teaches students to understand, question and use AI, which a school can put into its own digital education plan.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2
Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

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