

Practical examples for teachers

Related content: M1-T2-MLC2 – Agents and Automation Workflows

Exercise 1 – for the teacher's own learning

Objective: to identify safe and useful automation opportunities in one's own work and to try one low-risk agent task under close supervision.

Title: Automation audit and a first supervised agent task

Exercise: mapping a week of routine tasks, rating them with the five questions, and running one task with an agent on copies of files.

Duration: 45 minutes

Form of work: individual work

Tools: a list of your weekly tasks; an AI assistant with agent mode or a desktop agent app (e.g. ChatGPT, Claude, Codex); a test folder with copies of non-personal files

Instructions:

1. List 8–10 recurring digital tasks from a typical week (e.g. sorting materials, reminders, worksheet versions, checking submissions).
2. Rate each task with the five questions of the “Should I automate this?” box and mark it green (good candidate), yellow (drafts only) or red (keep manual).
3. Choose one green task that involves no personal data. Copy the necessary files into a separate test folder.
4. Set the agent to the most restrictive permission level. Write a prompt that names the folder, asks for exploration first and defines one output and clear limits.
5. Watch the agent's steps, approve or stop them, and note: time saved, errors found, where you had to intervene, and what you would change in the prompt.

Lessons learnt:

- Not every routine task is a good candidate – the five questions make the decision conscious.
- Clear prompts and narrow permissions prevent most problems.
- Watching the agent at first shows how it “thinks” and when it can be trusted more.

Exercise 2 – working with colleagues

Objective: to design a shared, safe automation workflow for a recurring department task, with clear roles, data rules and human approval checkpoints.

Title: Automation card for our department

Exercise: a small team maps a recurring workflow (e.g. communication with company mentors about apprenticeship placements) and designs where AI may help and where humans decide.

Duration: 60 minutes

Form of work: group work (3–5 colleagues)

Tools: flipchart or shared document, sticky notes in three colours, the school's data protection rules, an approved AI tool for a short demonstration

Instructions:

1. Choose a recurring task that several colleagues share and draw its steps from trigger to final result.
2. Mark each step: AI can do it (green), AI drafts – human decides (yellow), human only (red). Justify the red steps (relationship, judgement, personal data, irreversibility).
3. Define the permissions the agent needs (which folders, which mailbox, read or write) and keep them to the minimum. Mark where the approval checkpoints are and who approves.
4. Write the data rules: what data may be used, in which tool, and how learner names are replaced by codes.
5. Summarise everything on a one-page “automation card” and agree on a two-week trial with a short review afterwards.

Lessons learnt:

- Shared workflows need shared rules: who approves, which tool, which data.
- Most steps can be supported, but decisions and relationships remain human.
- A short trial with a review is safer than introducing automation at once.

Notes for teachers:

- Never use real learner data in the exercises; use copies, codes or invented examples.
- Agree with the school management and the data protection officer before connecting an agent to school accounts.

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