

Your Move

Study, integrity, and the future they're actually walking into — for Years 10–12

Series 4 of 5 · Senior Secondary (Years 10–12) · Free preview — C4Sight

In one breath

This is the free preview pack for Your Move, our Years 10–12 series on AI, study and jobs. Inside is one complete class exercise — the Automation Map, card deck included — that you can run this week with no tech and no cost. If you want us in the room, the full series starts at \$950 for a single year group.

This pack is yours to keep and share with your staff. It covers what the series is, how to run the Automation Map yourself, and an honest account of what the full session adds.

What this series is

The core question: *What does this mean for your study, your integrity, and your future?*

Senior students don't need another awareness talk. They're already using these tools, they've heard both "you're all doomed" and "it's all hype", and their marks are on the line right now. So this series treats them like the adults they nearly are:

1. **We use the real tool, properly.** The presenter uses AI as a genuine study and thinking aid, live and responsibly — not a slide about it. Students watch it happen, then we talk about where the line is.
2. **We talk about assessment integrity, honestly.** What schools are actually doing, where the line actually sits, and why "the detector will catch you" is a lie that helps nobody. Their marks depend on this, so they listen.
3. **We look at the future of work without the doom.** What actually changes, what stays stubbornly human, and how to be the person who uses the tool rather than the person the tool replaces. Every big question we put up comes with its counter-argument — nothing bleak is left hanging.
4. **We finish on pathways.** What this opens up, not just what it closes, and which skills hold their value. Our practitioner's own path is the live example: he builds AI systems for commercial clients *and* he's a UWA JD (law) student — and both halves matter.

The main activity in the full session is SHIP IT: the presenter builds a real, working automation live, in front of the room, on a task the students pick. Not a demo video — a working thing, made in minutes, with every choice explained out loud as it's made, including the safety and governance choices. It's hard to treat "AI will change work" as just a headline once you've watched it happen.

Our integrity stance, in one line: detectors do not work; design beats detection. We say it to students and staff alike. Pretending otherwise breeds false confidence in some students and quiet cynicism in others, and a mark that depends on a detector's verdict is a mark nobody can defend. When the conversation is this honest, students actually change how they work.

Two people deliver it — a working AI practitioner and a registered teacher, in the room together. That pairing is a big part of what you're buying.

The safety promise — in every C4Sight session, without exception

- No student devices needed, and no student ever touches an AI tool.
- No student data goes into any system — ever.
- No student images are captured, generated or uploaded.
- A school staff member is present the whole time.
- Where a camera is used, it points at objects — never faces.
- Everything runs on our own device and our own connection, never your school network. The live classifier is fully offline.

Run this yourself: the Automation Map

A group exercise that fits one class period. Everything you need — including the full task-card deck — is in this pack. No technology at any point.

Year levels	10–12 (works unchanged in a careers class; adaptation notes below)
Time	30 minutes core · 15-minute compressed version (steps 1–3 with six cards per group) · full period with the "your move" round
Group	Groups of 3–4, then whole class
Materials	The card deck below, printed and cut up (one set per group, 6–8 cards each, or one whole-class set); three labels for a wall or whiteboard; sticky notes or tape; blank cards for step 5
The point	The honest answer to "will AI take my job?" is neither yes nor no — it's <i>which tasks move, and which stay human</i> . Students build that answer themselves instead of being told it.

Set up

Post three labels across a wall, whiteboard or floor, left to right, as a spectrum:

A MACHINE CAN DO THIS TODAY ←—— **IT'S COMPLICATED** ——→ **STAYS HUMAN (FOR NOW)**

Deal each group a hand of task cards. The deck is shuffled on purpose — don't sort it first.

The card deck (print and cut)

These are **tasks, not job titles** — that distinction is the whole exercise. Whole jobs rarely automate; tasks do.

#	Task card	#	Task card
1	Mark 90 multiple-choice tests	13	Tutor a struggling student in fractions
2	Reassure a frightened patient	14	Route thirty delivery vans across a city
3	Transcribe a recorded interview	15	Tell a family bad news with compassion — and be accountable for it
4	Argue a novel case in court	16	Write a product description for an online shop
5	Sort 10,000 photos by what's in them	17	Notice a quiet kid is having a bad day
6	Give feedback a struggling student will actually hear	18	Draft a standard rental agreement
7	Summarise a 40-page report	19	Design a kitchen renovation with a fussy client
8	Calm a crying toddler	20	Answer "where's my order?" a thousand times a day
9	Drive a truck on a highway	21	Hold a team together after a bad loss
10	Compose a jingle	22	Spot a known pattern on a medical scan
11	Decide who gets a scholarship	23	Write a news story about last night's council meeting
12	Translate a restaurant menu	24	Negotiate peace between two feuding mates

There's no answer key, on purpose. The arguing over the contested cards is where the learning happens, and honest placements shift from year to year anyway. If a group demands the "right answer", the exercise is working.

How to run it

- 1. Set the frame (2 min).** While you talk, each group deals its hand face-up so every student is holding at least one card. Say it straight: *"Nobody in this room will be replaced by a robot with your name on it. But some of the tasks inside every job are moving. Your cards are tasks, not jobs. Place each one on the spectrum — and be ready to defend it."*
- 2. Groups place their cards (8 min).** Give every student in the group a job, and rotate the jobs after each card: one reads the card aloud, one argues where it goes, one writes the group's one-sentence reason on a sticky note and fixes it to the card. Every card arrives at the wall carrying its reason. Disagreement inside a group is good — make them resolve it, or place the card at "it's complicated" *with the disagreement written on the note.*
- 3. Argue the middle (8 min).** Bring the class to the wall. Skip the easy ends — go straight to the contested middle. For each contested card, make the whole room vote first: point left for "machine", right for "human", both hands up for "complicated". Then the group that placed it reads its sticky-note reason, and one other group has to challenge it in a sentence. Your question each time: *"What exactly is the human doing in this task that's hard to hand over?"* The answers you're after: judgement, trust, accountability, care, handling things nobody has seen before.
- 4. The re-frame (4 min).** Don't give the punchline away. Ask the room: *"How many whole jobs ended up on the machine side?"* and have one student count out loud — it's almost none. Tasks moved; jobs didn't. Then say it plainly: *"The person who hands the machine the tasks it's good at — and keeps the human ones — isn't replaced. They're amplified."* For the doom headlines, ask the room to name

jobs that exist today that nobody could have named twenty years ago. Take two or three answers, then finish the thought: that will keep happening.

5. **The "your move" round (8 min).** Each student takes a blank card and writes a job they're genuinely considering. Underneath, they break it into four or five tasks — then map *their own tasks* on the spectrum. Now pairs swap cards: your partner picks one of your placements and challenges it in a sentence, and you defend it or move it. Close with the question that gives the series its name: *"Which of these tasks will you hand over? Which will you keep? And what does that tell you about what to get good at now?"* Exit slip: **one skill I'm doubling down on.**

The spoken teaching point (say it out loud, at step 4)

"The question was never 'will a robot take my job?' It's 'which of my tasks will I hand over, and which stay mine?' The people who thrive aren't the ones who avoid the tool. They're the ones who decide what to give it and what to keep. That's your move."

Facilitator notes on the richest cards

- **"Mark 90 multiple-choice tests"** — automated for decades. Handy for calibration: automation isn't new, and the sky hasn't fallen yet.
- **"Reassure a frightened patient"** — the deepest well. Ask what's actually happening in that moment — trust, presence, accountability — then put it to a show of hands: *who would want a machine doing it?*
- **"Drive a truck on a highway"** — promised as imminent for over a decade, still contested. A live example of predictions running ahead of reality.
- **"Compose a jingle"** — AI genuinely can today, which stings for creative students. So ask them what's left: the brief, the taste, the judgement of *which* jingle, and the accountability for shipping it.
- **"Decide who gets a scholarship"** — a machine *can* rank applicants today. Take a room vote on whether it *should* decide alone; the room usually says no. That gap between "can" and "should" is the bridge to governance.

If it stalls

- **The room goes fatalistic ("machines will do all of it").** Don't argue. Hand them card 15 — *"tell a family bad news with compassion, and be accountable for it"* — and take a standing vote: stand up if you'd be fine with a machine doing this. Then ask: *"Who signs their name to this? Who do you want to?"* The discussion restarts itself.
- **The room goes dismissive ("AI can't do anything real").** Hand them cards 7, 12 and 22 — tasks it demonstrably does today — and let the evidence do the arguing.
- **Groups finish fast.** Add the time dimension: *"Now move any card to where you think it sits in five years — and justify the move."* Every group member has to move at least one card.
- **Someone asks "so is using AI on my assignment cheating?"** Don't dodge. The honest answer: it depends what the task allows, and clear rules beat guesswork. Where the line is — and why detectors can't police it — is exactly what the full session covers properly.

Adaptation

- **Year 10 / careers class:** run step 5 against their work-experience placements or subject selections. Every student maps their own placement, then answers: "which subjects build the tasks that stay human?"
- **Year 12:** compress steps 1–4 and give the time to step 5, keeping the pair-swap challenge; the exit slip becomes a genuine pathways reflection.
- **Staff meeting version:** swap the deck for teaching tasks (write a rubric, differentiate a passage, notice a struggling kid, decide a contested grade). Same rules: every teacher holds cards, and every placement carries a written reason. It becomes a staffroom conversation about which parts of teaching to hand over — and which never to. (That version is the heart of our Staff PD.)

What the full session adds (honestly)

The Automation Map is a complete lesson, and you can run it without us forever. Here's what changes when we're in the room:

In this pack	In the full session
Tasks placed on a wall	The SHIP IT moment: a real, working automation built live, in minutes, on a task the room picks — students watch "a machine can do this today" actually happen, with every choice explained as it's made
The future of work discussed	The big question done properly: the strongest "you're doomed" argument shown, paused, and answered — never left hanging
The integrity question deferred	The integrity conversation in full: why detectors do not work, what schools are doing instead, and what honest AI use looks like for <i>their</i> assessments — built on good task design rather than threats
A teacher facilitating	Two presenters: a practitioner who builds these systems for paying clients, and a registered teacher — with the practitioner's own path (commercial AI work + UWA law) as the live pathways case study
One exercise	The same session storyline in full, four steps: the tool used properly, integrity, futures, pathways
This pack	A teacher resource pack you keep: primer, teacher-facing run sheets, framed video links with discussion questions, post-session activities and the curriculum mapping

Where it sits in the curriculum

An incursion **connects to and enriches** the curriculum — it doesn't deliver a descriptor to the achievement standard, and we won't pretend otherwise. For Year 10, the series speaks most directly to (Australian Curriculum v9, Digital Technologies):

Code	Descriptor	How this series connects
AC9TDI10P10	evaluate existing and student solutions against the design criteria, user stories, possible future impact and opportunities for enterprise	The Automation Map <i>is</i> this evaluation: future impact and enterprise opportunity, argued card by card.
AC9TDI10P14	apply the Australian Privacy Principles to critique and manage the digital footprint that existing systems and student solutions collect	The governance step of the session: where data goes, who is accountable, and what a regulated profession can and cannot hand to a tool.
AC9TDI10P02	analyse and visualise data interactively using a range of software, including spreadsheets and databases, to draw conclusions and make predictions by identifying trends and outliers	The "real tool, used properly" study-aid demonstration.

For **Years 11–12**, the Australian Curriculum v9 bands end at Year 10. This series connects instead to WACE course contexts, to career-education and pathways learning, and most heavily to the **general capabilities** carried through from Level 6: **Critical and Creative Thinking**, **Ethical Understanding**, and **Personal and Social capability**. The series is also built to be consistent with the **Australian Framework for Generative AI in Schools** — particularly its *Teaching and Learning* (academic integrity), *Human and Social Wellbeing*, and *Accountability* principles.

The full descriptor-by-descriptor mapping lives in the C4Sight Curriculum Alignment Matrix, which every student-facing booking receives.

Where we stand on AI

You are about to put this in front of children, so you are entitled to know what the people who wrote it actually think.

We are not AI evangelists. Caleb uses these tools most working days and still would not call himself a fan. It is a drill: you pick it up when it suits the job and put it down when it doesn't. The moment it starts doing your thinking instead of your work, it has stopped being useful. That is the view underneath every one of these packs, and it is why the activities are built to make students sceptical rather than impressed.

Two things we think schools should keep well away from it: **creativity and judgement**. Drafting is labour and a machine can carry some of it. Deciding is different, and a student who never sits in the not-knowing does not build the muscle that hard problems need later. The struggle was the point of the lesson.

What that means for a C4Sight session, without exception:

- No student devices. Everything hands-on is unplugged, or driven by the presenter.
- No student data is entered into any system, ever.
- No student images are captured, saved or shown. The camera frames only the objects students hold up.
- A school staff member is present throughout.

- The tool runs on the presenter's own device and hotspot, never your network, and the classifier runs fully offline.

And the thing schools least enjoy hearing from us: AI detectors do not reliably work. They flag honest work as cheating and wave real AI writing straight through, and the students who cop it worst are often the ones who speak English as a second language. We will not sell you one, and we will say so in front of your staff. What does work is changing how the task is set, and that is teachable.

All of it is published, dated, and open to being checked: c4studios.com.au/how-we-use-ai

If your school would rather keep AI outside the fence entirely, that is a fair position and we will not argue you out of it. We would rather you knew where we stood before you booked us than after.

Bring the full series to your school

All prices exclude GST · Perth metro · two presenters unless noted.

Format	What it is	Reaches	Price
Single Year Group	2 × 60 min sessions (one presenter)	Up to 60	\$950
Half Day	3 sessions	Up to 90	\$1,750
Full Day	5 sessions + a free 45-min after-school staff briefing	Up to 150	\$2,850
Term Program	6 weekly sessions with one year group, ending in a student showcase	One year group	\$7,500

Single Year Group, Half Day and Full Day bookings include the teacher resource pack. For senior year groups, many schools pair the student day with **Staff PD (\$2,200, or \$3,400 extended)** — the assessment-integrity redesign lands best when students and staff hear the same honest story — and the whole-school questions it raises are what our **AI Policy Engagement (from \$5,500)** exists to answer.

Or start free

Book the free 30-minute Taster. One class or a short assembly, one presenter, no cost. The rules: one per school, ever; a decision-maker (Principal, Deputy, HOLA or Digital Technologies coordinator) in the room; and it ends with a scheduled conversation about where AI fits at your school.

→ caleb@c4studios.com.au · c4studios.com.au

Who you'd be booking. We don't ask you to take claims on faith. Things you can check for yourself: we run a Perth studio building AI automation for commercial clients — real, current work. Our practitioner is a UWA JD (law) student, so the governance, copyright and regulation content is genuine, not borrowed. We produce the C4Sight explainer series — public work you can watch before you book. And we deliver alongside a TRBWA-registered teacher.

C4Sight is a C4 Studios venture · Caleb Scott · ABN 26 477 523 297 · Perth, WA
