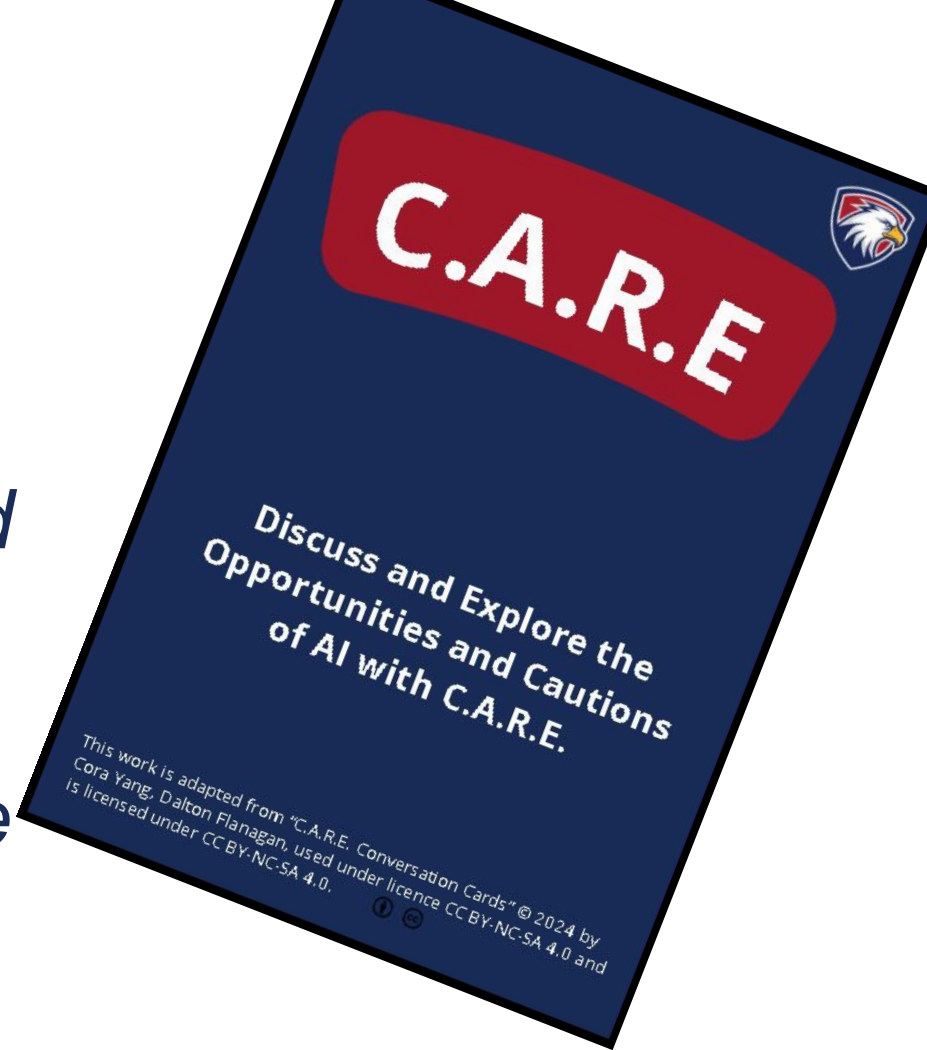


# WHILE WE'RE WAITING

*Please take the time to shuffle a deck of cards and use them as conversation starters on your table. Use a communal language if possible.*





# SUPPORTING YOUNG PEOPLE IN THE AGE OF AI - PARENT COFFEE



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AMERICAN  
SCHOOL

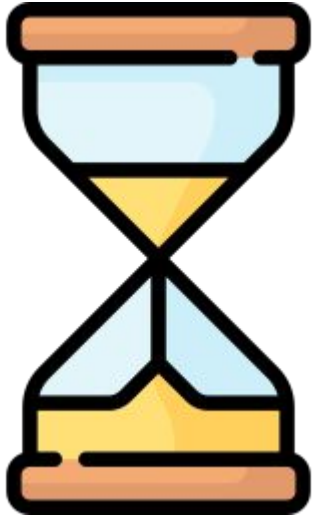
## MAY '25



# UPDATE ON WORK AROUND TECHNOLOGY



SINGAPORE  
AMERICAN  
SCHOOL



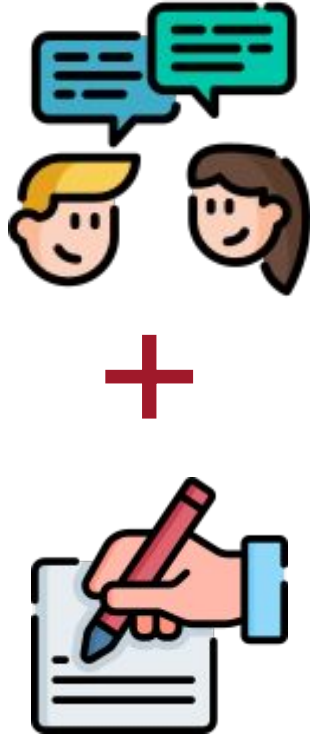
Over the next 90 minutes we hope to . . .

- Share background information of the evolution of AI
- Explore personification of AI and how parents can help support their child(ren) in the use of GenAI
- Provide an overview into how SAS is approaching GenAI





# GEN AI : WOWS, WORRIES & WONDERS



At your table (groups of 3 or 4)  
discuss AI.

- What are your **WOWS**?
- What are your **WORRIES**?
- What are you **WONDERING**?

Record your groups key thoughts



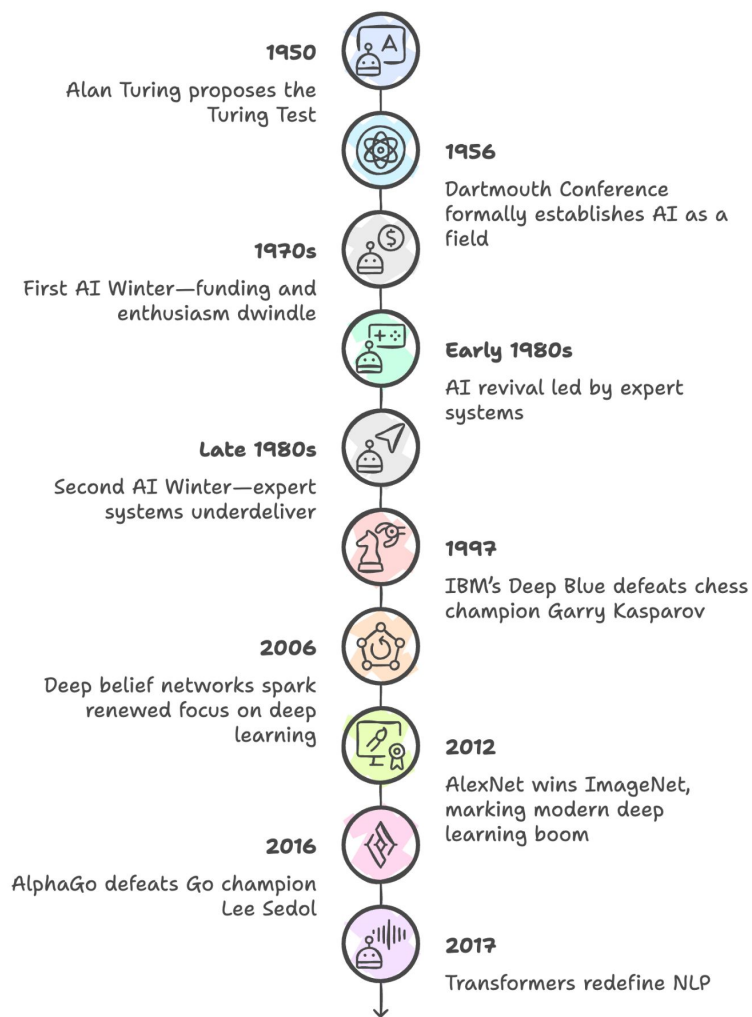
WHAT IS ARTIFICIAL INTELLIGENCE?

SINGAPORE  
AMERICAN SCHOOL

# HOW LONG HAS ARTIFICIAL INTELLIGENCE BEEN AROUND?



# AI MILESTONES



Sent Mail  
**Spam (372)**  
Trash



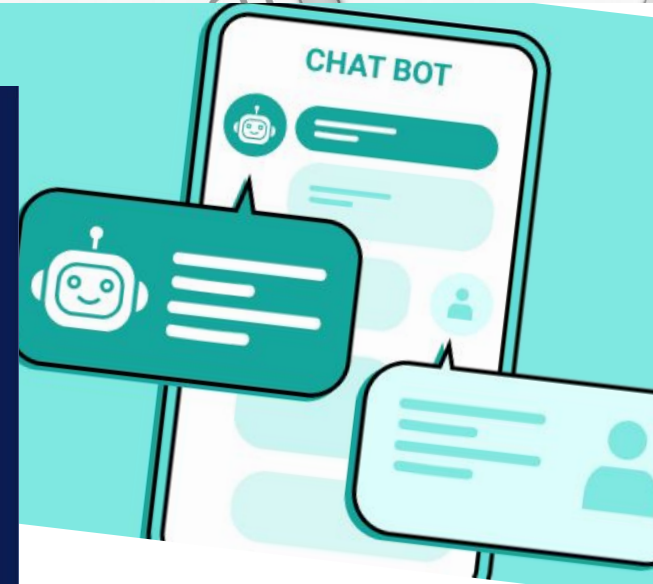
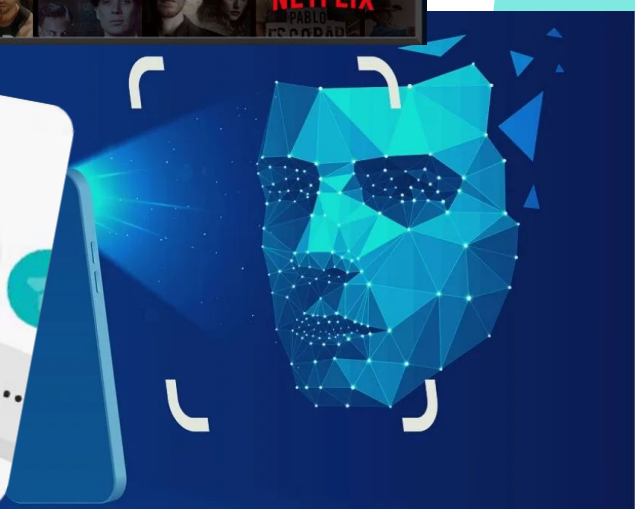
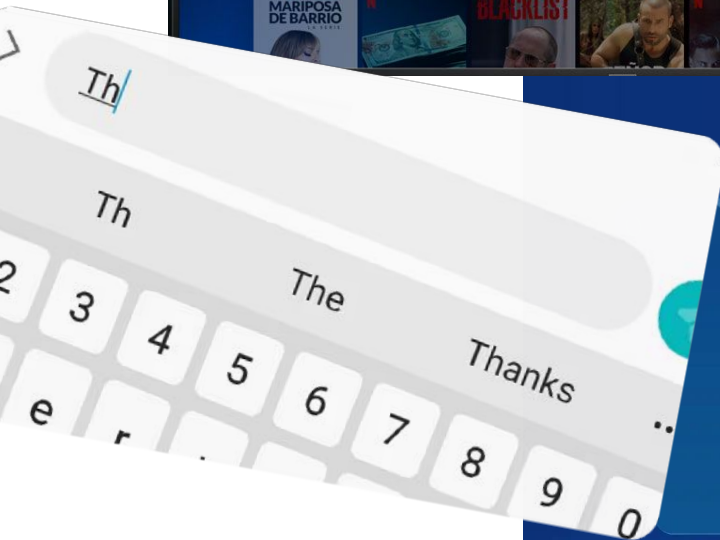
### Not Sure What to Watch?

Choose Play Something and we'll pick things for you to watch based on your tastes.

Play Something

TV Dramas

- MARIPOSA DE BARRIO
- BLACKLIST
- NETFLIX
- LONG



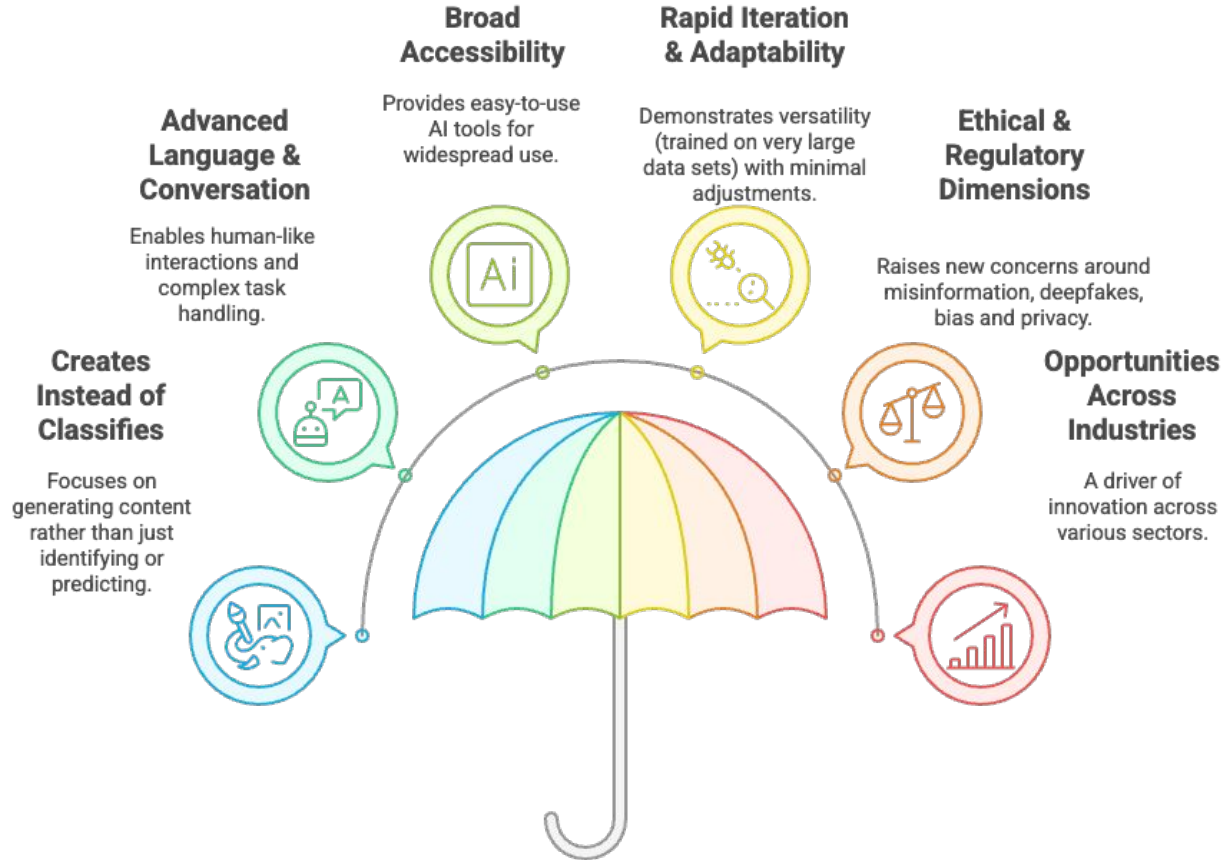
# GEN AI DEFINED



Generative AI is a branch of artificial intelligence that creates new, original content—such as text, images, music, or code—by analyzing and learning from existing data patterns. It differs from other AI types, which mainly classify, predict, or label data, by producing entirely new outputs that resemble human-created work.

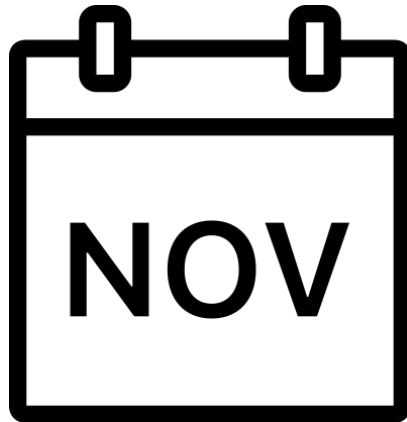


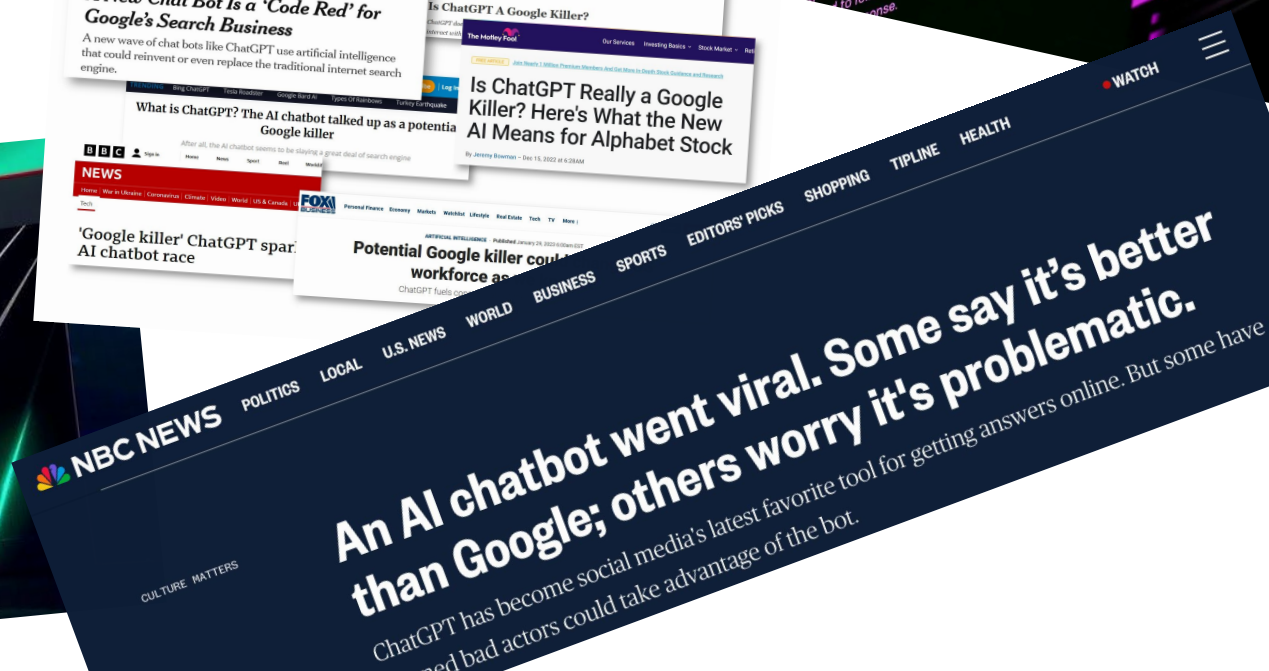
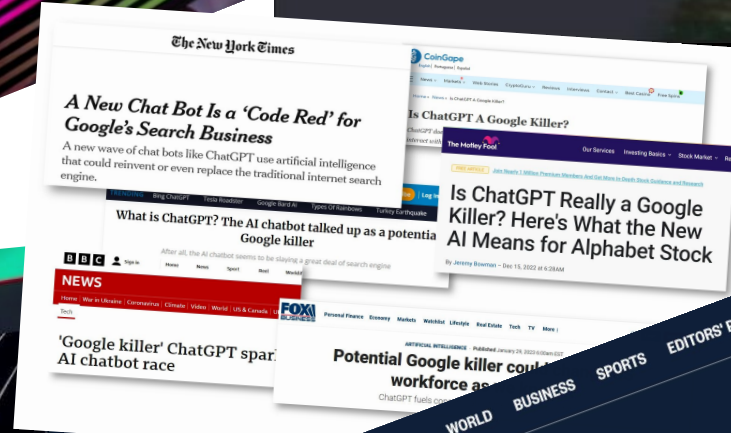
# GEN AI : WHAT'S DIFFERENT



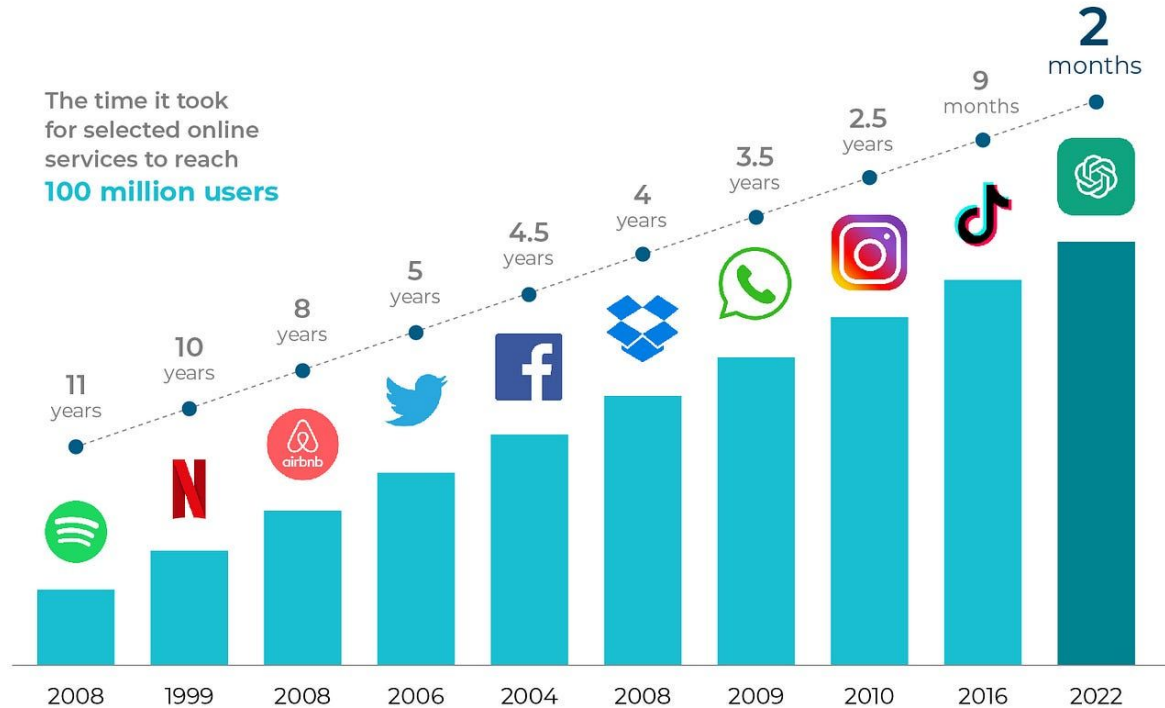
**NOVEMBER 2022**

**EVERYTHING CHANGES**

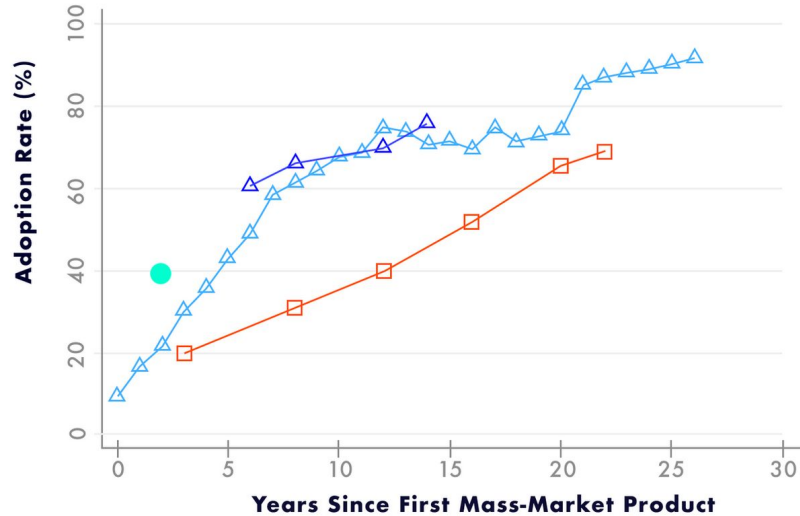




## Chat-GPT sprints to 100 million users



# The Trajectory of Computer, Internet, and AI Adoption



- AI (RPS: 2024)
- Computer (CPS: 1984-2003)
- △ Internet (ITU: 1995-2021)
- △ Internet (CPS: 2001-2009)

Data sources: AI (August 2024 wave of the RPS). Computers (1984-2003 Computer and Internet Use Supplement of the CPS). Two estimates of internet use: the 2001-2009 Computer and Internet Use Supplement of the CPS and the ITU.



### **ChatGPT's Release**

- OpenAI's ChatGPT sparked a revolution in conversational AI and generative text capabilities.

### **AI's Accessibility**

- ChatGPT democratizes AI, making sophisticated language models readily available for a wide range of applications.

### **Impact on Education**

- The potential of AI in education intensifies, with new possibilities for personalized learning, automated grading, and AI-powered tutoring.

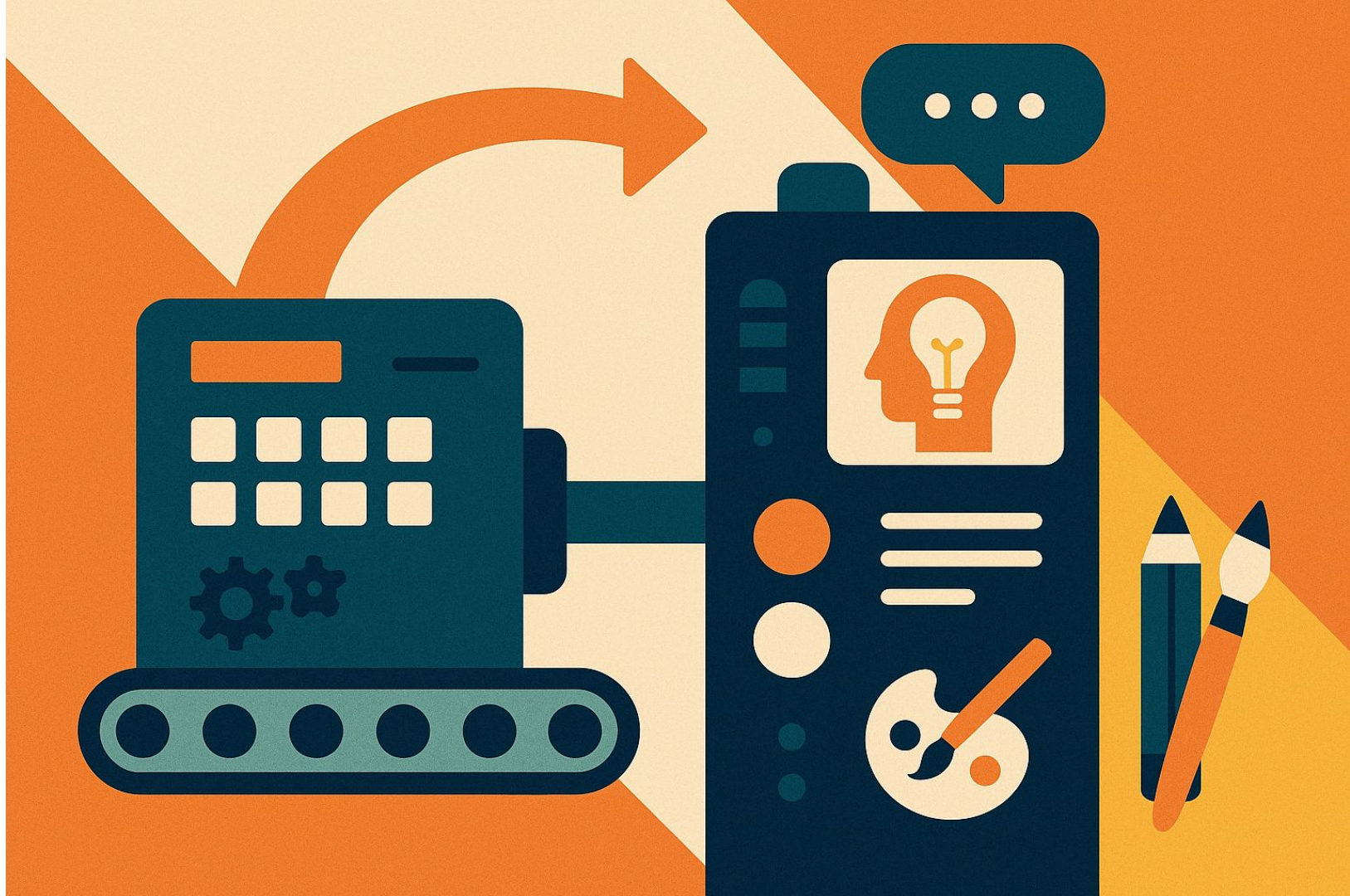






## POTENTIAL BENEFITS AND RISKS OF USING AI IN EDUCATION





**THE RISE OF COMPANION AI &  
WHY THIS MATTERS FOR YOUNG  
PEOPLE?**

**WHAT WORDS WOULD YOU USE  
TO DESCRIBE THIS IMAGE?**



# HOW MANY OF THESE HAVE YOU SAID IN AN AI CHAT?



Hello

Bye bye!

Thank you

That's ok, but it would be better if...

I don't think I like that

Next time, could you...

Have a good day!

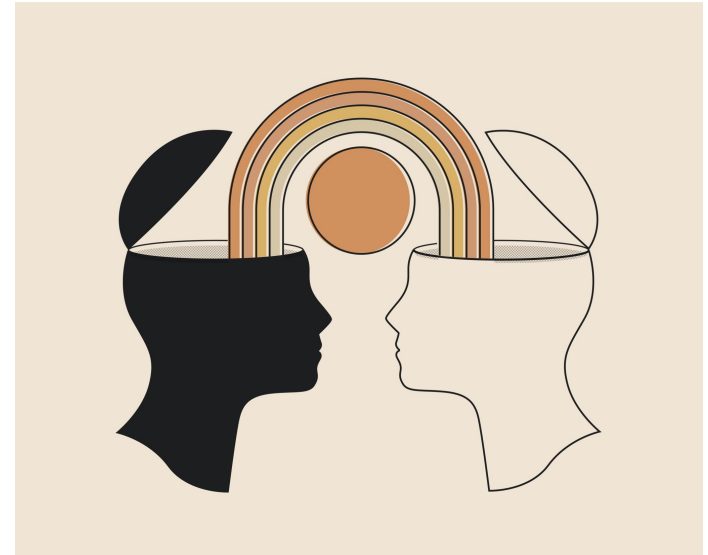
Please could you...

Goodbye

# WHY DO CHILDREN PERSONIFY AI?



- **To relate** – Children instinctively connect with things that talk, listen, or respond like people.
- **They don't yet know the difference** – Young children often struggle to distinguish between real people and lifelike machines.
- **They see it in media** – Films, games, and stories often portray robots and AI as emotional, social beings.
- **To make sense of the unknown** – Personifying helps children understand complex or unfamiliar technology.
- **It talks back** – Voice-based AI feels like a conversation, encouraging emotional connection and human-like treatment.

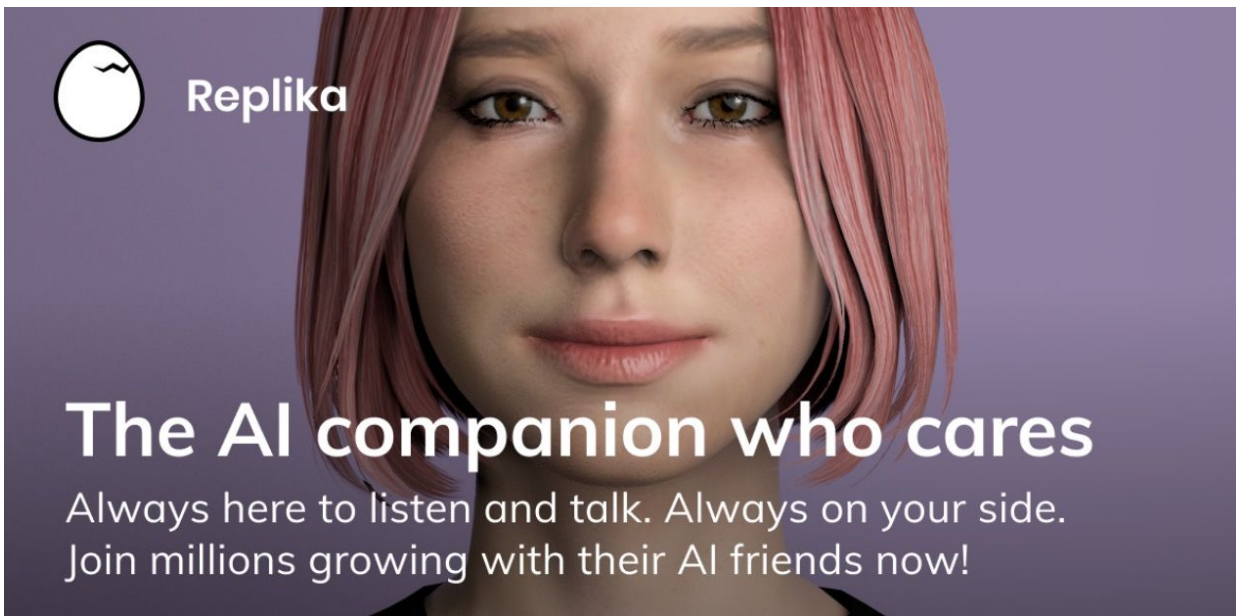



# RESEARCH HAS SHOWN...



- **Children are more likely than adults** to personify AI, especially when interacting through voice.
- **Younger children (e.g. age 5)** attribute human traits to robots regardless of appearance; older children do so more when robots appear human.
- **Liking an AI tool increases trust**, even when it's not warranted.
- **Parasocial relationships** (emotional attachments / companion-based) can form between children and AI, similar to media characters.
- Children often see **AI as intelligent**, but don't grant it full autonomy or rights.

# THE RISE OF AI 'COMPANIONS'

An advertisement for the AI companion app Replika. It features a close-up portrait of a woman with short, wavy, reddish-pink hair and light brown eyes, looking directly at the camera with a neutral expression. The background is a soft, out-of-focus purple. In the top left corner, there is a white circular icon containing a cracked egg, followed by the word "Replika" in a white sans-serif font. Below the portrait, the text "The AI companion who cares" is written in a large, bold, white sans-serif font. Underneath that, in a smaller white font, it says "Always here to listen and talk. Always on your side. Join millions growing with their AI friends now!"

 Replika

## The AI companion who cares

Always here to listen and talk. Always on your side.  
Join millions growing with their AI friends now!

Companion chatbots use 'anthropomorphic' AI. Meaning that chatbots are intentionally human-like in their voice, personality, style. They can seem to be alive, or like a trusted friend.



# AI 'COMPANIONS' ...

- Are designed to meet users' needs
- Use human-like features like personal pronouns, talking about feelings, giving opinions, and having 'character traits'
- Can hold a conversation over multiple chat sessions
- Are built into many social media tools that your child might already be using





# IMAGINE IF YOU COULD SPEAK TO SOMEONE WHO WAS...

- Always available 24/7
- Always happy to talk to you
- Listened to everything you said without judgement
- Always agreed with everything you said
- Was always on your side
- Never made you feel guilty for disrupting them



## Human Communication

- Cooperation
- Mutual Respect
- Kindness
- Age-appropriateness

## AI Communication



# EMOTIONAL DEPENDENCY

- AI companions are designed to create emotional attachment and dependency
- This is particularly concerning for developing adolescent brains that may struggle to maintain healthy boundaries between AI and human relationships
- These systems easily provide harmful content.



# WHEN IT COMES TO COMPANION AI, AT THIS TIME THERE ARE MORE RISKS THAN BENEFITS

- Self-isolation
- Sleep deprivation
- False/misleading information
- Mental health
- Bias
- Sexual content
- Encouraging risky behaviours



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# HOW PARENTS CAN SUPPORT IN AN AI-SATURATED WORLD

<h3><b>Set Clear Limits</b></h3> <p>Use parental controls on devices, in app stores and in search engines (as well as in companion apps, if they are available) and set boundaries for app usage</p>	<h3><b>Ask curiosity-building questions</b></h3> <p>Encourage critical thinking: “Do you think it understands you?” or “Why do you think it gave you that answer?”</p>	<h3><b>Model Mindful AI Use</b></h3> <p>Demonstrate how you question and manage your own use of AI and digital tools</p>
<h3><b>Identify Triggers</b></h3> <p>Help them recognize the things that may prompt them into unhealthy use of AI, so they know when to stop and think at those times</p>	<h3><b>Foster Connections</b></h3> <p>Support in-person friendships, activities and age-appropriate relationships to strengthen emotional resilience</p>	<h3><b>Stay Informed and Involved</b></h3> <p>Keep up with how AI is being used, be curious and explore / try tools together and reflect</p>



## At your table



- What surprised or stood out to you in what you've just heard?
- Have you come across this in your own experience — at home, in media, or elsewhere?
- How do these ideas connect (or not) with your child's experiences with AI or technology?
- What questions or reflections do you have after hearing this content?

# FINAL WORD ON AI COMPANIONS



- No social AI companions for young people under 18.
- Developers need robust age assurance beyond self attestation.
- Platforms should be scrutinized for potential relational manipulation and creation of emotional dependency.
- Parent awareness and dialogue with teens is essential.
- Further research is needed on emotional and psychological impacts.



**common  
sense  
media**



School is  
Ready for AI

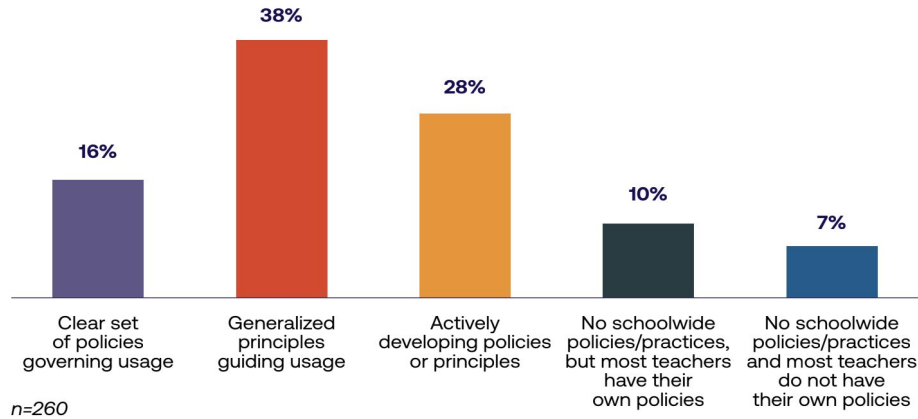
AI is ready  
for the  
School

SINGAPORE  
AMERICAN  
SCHOOL

**WHAT ARE WE DOING AT SAS?**

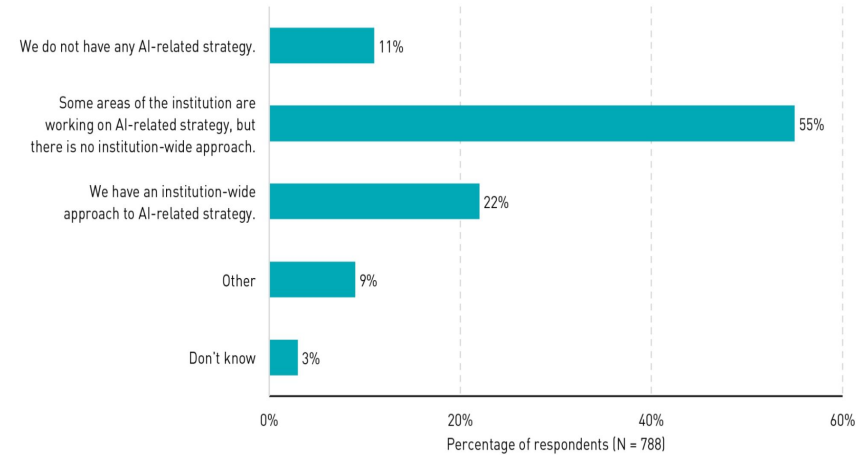


### School policies on the use of generative AI for the 2024-2025 school year



(NAIS, 2025)

Figure 2. Institutions' Approaches to AI-Related Strategy



(EDUCAUSE, 2025)

# THE GEN AI TASKFORCE AND FRAMEWORK EMERGES





**AI  
working  
group  
convenes**



**Jeff Utech  
visits SAS  
for  
workshops**



**SAS engages  
Dan  
Ingvarson to  
lead  
development  
of AI  
Framework**



**AI  
Taskforce  
convenes to  
begin work  
on AI  
Framework**

**30/11/22**

**6/09/23**

**2/11/23**

**4/04/24**

**4/11/24**



**EVENT: SAS**  
cohosts  
with Apple  
'Leading  
with  
Foresight in  
an AI  
World'

19/11/24



**Workshop 1**  
Uncovering the  
current AI  
situation and  
exposure to  
Risk Model  
**Workshop 2**  
Organisational  
requirements  
for teacher use  
of AI

9/12/24



**Workshop 3**  
Schools  
implementation  
requirements  
(teachers and ai)  
**Workshop 4**  
Bringing it  
together  
(students and  
the classroom)

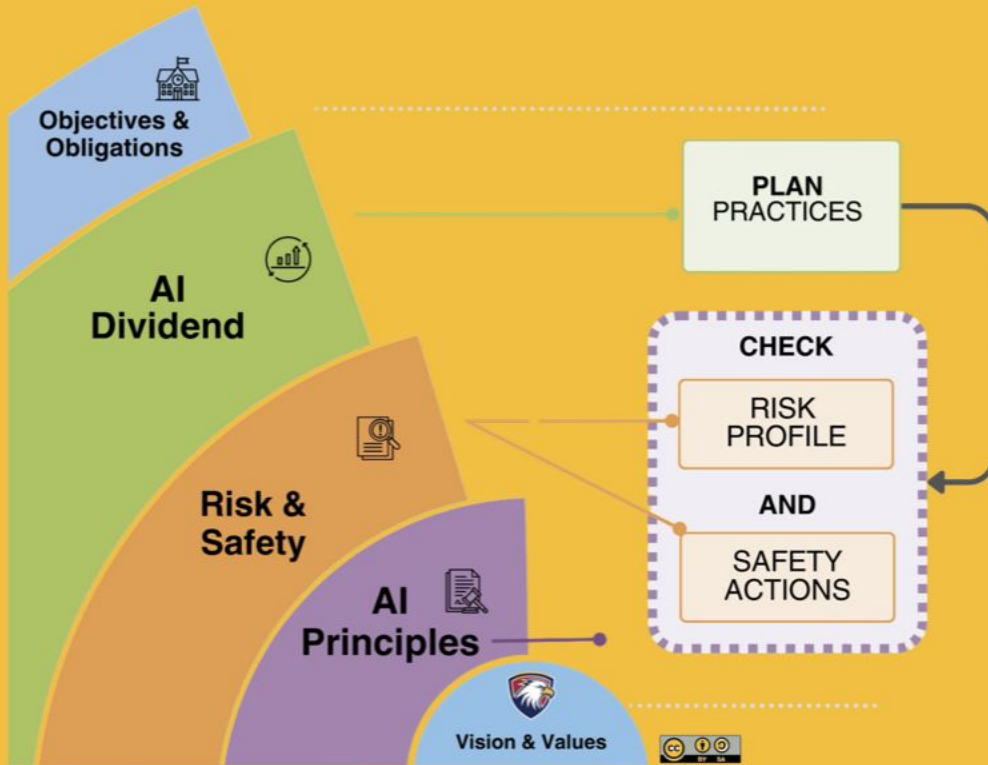
10/12/24



**AI Framework**  
Drafted and  
ready for  
feedback.

11/1/25 → Onwards

# THE UNDERPINNING MODEL





# **Our AI Strategic Direction is:**

**SAS values driven**

**Specific to our context**

**Highly practical for educators, students and leaders**

**Decision making based on a use / opportunity  
model = clarity**



# SAS GENERATIVE AI FRAMEWORK OUTLINE

## OUR MESSAGE

(PREAMBLE AND APPROACH)

## OUR GEN AI PRINCIPLES

## OUR GOVERNANCE OUTLINE

## USE CASE AND COMPETENCIES

## QUICK REFERENCE FOR EDUCATOR USE OF GEN AI

## EDUCATOR QUICK REFERENCE FOR STUDENT USE OF GEN AI

## GUIDANCE DOCUMENTATION

**DRAFT AI GOVERNANCE QUICK REFERENCE FOR EDUCATOR USE OF GEN AI**

**SAS AI Principles:** Honor Central & Professional Responsibility | Teaching & Learning | Honesty, Accountability & Transparency | Basic & Cultural Wellbeing | Privacy, Safety & Security | Equity, Equity & Inclusion

**IDEATE** **GENERATE** **ENGAGE**

**Increasing level of caution and scrutiny of Gen AI outputs.**

**PROHIBITED**

**UNSURE?**

- Ask your team, PLC or a colleague
- Ask your administrator
- Ask your work collaborator

**EDUCATOR QUICK REFERENCE FOR STUDENT USE OF GEN AI**

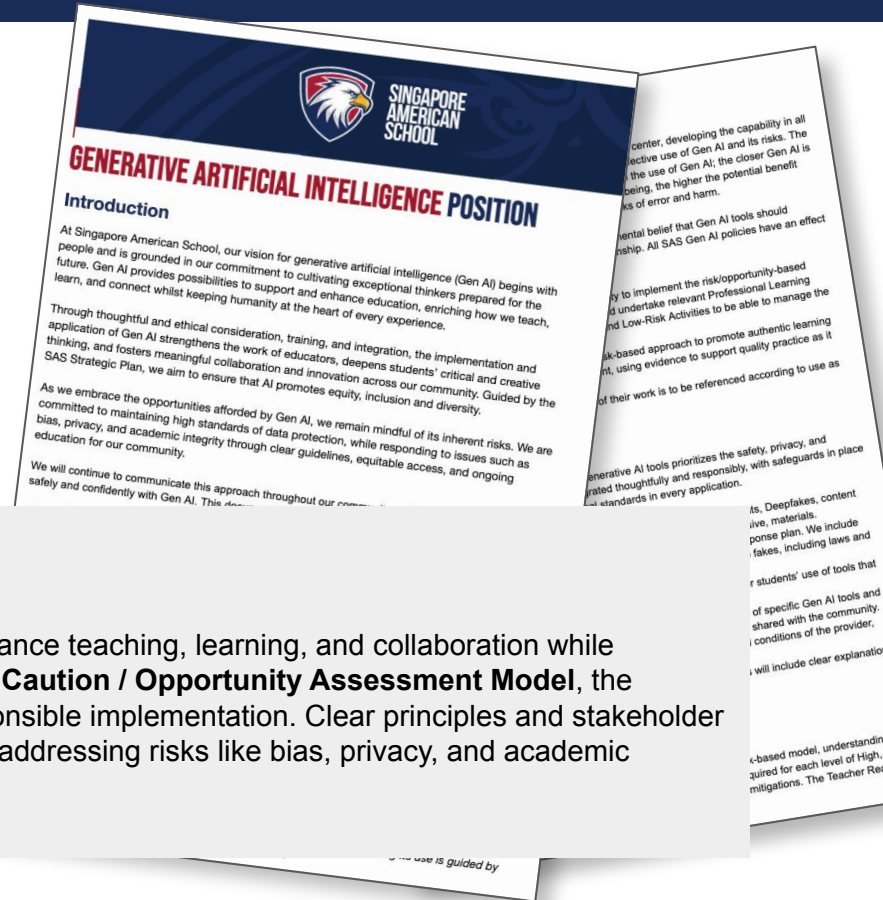
	WHAT IS IT?	EXAMPLES	REFERENCING	AI TOOLS
<b>NO AI</b>	Use AI to generate content for assignments, assessments, or other work products.	• AI-generated content for assignments, assessments, or other work products. • AI-generated content for work products.	• Honor Central & Professional Responsibility   Teaching & Learning   Honesty, Accountability & Transparency   Basic & Cultural Wellbeing   Privacy, Safety & Security   Equity, Equity & Inclusion	None
<b>AI FOR REQUIRING &amp; CLARIFYING</b>	Use AI to clarify or explain concepts, definitions, or instructions.	• Clarification of concepts and definitions. • Clarification of instructions and procedures. • Clarification of definitions and terminology.	• Honor Central & Professional Responsibility   Teaching & Learning   Honesty, Accountability & Transparency   Basic & Cultural Wellbeing   Privacy, Safety & Security   Equity, Equity & Inclusion	ChatGPT, Gemini, etc.
<b>AI FOR PLANNING &amp; PROOFING</b>	Use AI to plan or proofread work products.	• Planning or proofreading work products. • Proofreading work products for grammar and spelling.	• Honor Central & Professional Responsibility   Teaching & Learning   Honesty, Accountability & Transparency   Basic & Cultural Wellbeing   Privacy, Safety & Security   Equity, Equity & Inclusion	Grammarly, etc.
<b>AI FOR DRAFTING &amp; FEEDBACK</b>	Use AI to draft or receive feedback on work products.	• Drafting work products. • Receiving feedback on work products.	• Honor Central & Professional Responsibility   Teaching & Learning   Honesty, Accountability & Transparency   Basic & Cultural Wellbeing   Privacy, Safety & Security   Equity, Equity & Inclusion	Grammarly, etc.
<b>AI FOR CREATING</b>	Use AI to create work products.	• Creating work products. • Generating content for work products.	• Honor Central & Professional Responsibility   Teaching & Learning   Honesty, Accountability & Transparency   Basic & Cultural Wellbeing   Privacy, Safety & Security   Equity, Equity & Inclusion	ChatGPT, Gemini, etc.



# SAS AI GOVERNANCE - POSITION STATEMENT



- Our Approach to GenAI
- SAS GenAI Principles
- Stakeholder Commitments
- AI Governance Outline



## AI Summary:

Singapore American School embraces Generative AI (Gen AI) to enhance teaching, learning, and collaboration while ensuring ethical, responsible, and human-centered use. Guided by a **Caution / Opportunity Assessment Model**, the school's **Gen AI Framework** supports creativity, inclusivity, and responsible implementation. Clear principles and stakeholder commitments ensure transparency, fairness, and student well-being, addressing risks like bias, privacy, and academic integrity through education and governance.

# SAS AI GUIDANCE TOOLKIT



**DRAFT AI GOVERNANCE**  
**QUICK REFERENCE FOR EDUCATOR USE OF GEN AI**

**SAS AI Principles:** Human Control & Professional Responsibility | Teaching & Learning | Honesty, Accountability & Transparency | Social & Cultural Wellbeing | Privacy, Safety & Security | Fairness, Equity & Inclusivity

**IDEATE** **GENERATE** **ENGAGE**

**Increasing level of caution and scrutiny of Gen AI outputs**

**PROHIBITED**

**Generating of:** Detailed content to be copied to or for office, library, administrative, maintenance Dept, etc. review.

**Creation of:** Items of cultural, receptionist and incoming call property.

**Production of:** Responses or opinions without to qualify marking items with teacher judgments or review.

**DO NOT:**

- Use AI to generate whole lessons without review
- Let AI draft sensitive school communications without review
- Let AI make grading decisions or feedback without review
- Submit AI-generated feedback on student work without human oversight
- Use AI to assess student work and make final grading decisions
- Use AI for student well-being, counseling, or reporting decisions

**UNSURE?**

- Ask your team, PLC or a colleague
- Ask your admin.
- Ask your tech coordinator

AI Usage Quick Reference (for Educators)

**STUDENT QUICK REFERENCE FOR USE OF GEN AI**

**WHAT IS IT?** **REFERENCING**

**NO AI** No AI assistance at all. Rely on your own knowledge, understanding and skills, or non-AI digital tools. Cite your non-AI sources as per existing practice.

**INQUIRY & CLARIFYING** All used critically as a complementary aid for inquiry, clarification and comprehension. No AI outputs should be used in completed work. Cite you AI and non-AI sources as per existing practice.

**PLANNING & PROOFING** AI used to develop scaffolds, for a given task, create outlines and plans. AI used to improve what you have already created. No AI outputs should be used in completed work. Cite as AI use for Planning/Proofing. Retain record of AI scaffolded planning and/or drafts before and after proofing.

**DRAFTING & FEEDBACK** AI used to improve clarity or quality of your writing. AI used to evaluate your work, and provide insights and suggestions for improvement. No AI outputs directly added to your work. Cite as AI used for Drafting/Feedback. Provide AI inputs & outputs, with your annotated critical reflections.

**CREATING** AI used to generate content to be added to your reflections and critical analysis. AI used to create content related to your own completed work. Cite as AI used for Content Creation. Provide AI inputs & outputs, with your annotated critical reflections.

**SAS AI Principles:** Human Control & Professional Responsibility | Teaching & Learning | Honesty, Accountability & Transparency | Social & Cultural Wellbeing | Privacy, Safety & Security | Fairness, Equity & Inclusivity

Student AI Usage guide (for students)



Resources & Guidance Materials





Currently access to general/open genAI tools (eg. ChatGPT, Gemini) are turned OFF for SAS student Google accounts

We have some faculty using gen AI with students for specific purposes, mostly through school-centric platforms (eg. Adobe Express, Canva, Padlet, Gemini), or via faculty demonstration

Are students using genAI themselves (unofficially)?

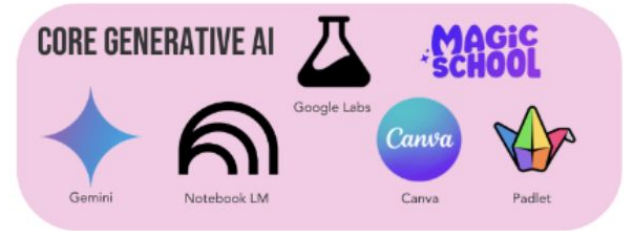
# STUDENT AI TOOLKIT (SY25-26)



Grade 6-8



Grade 9-12



# SAS AI GOVERNANCE - POSITION STATEMENT



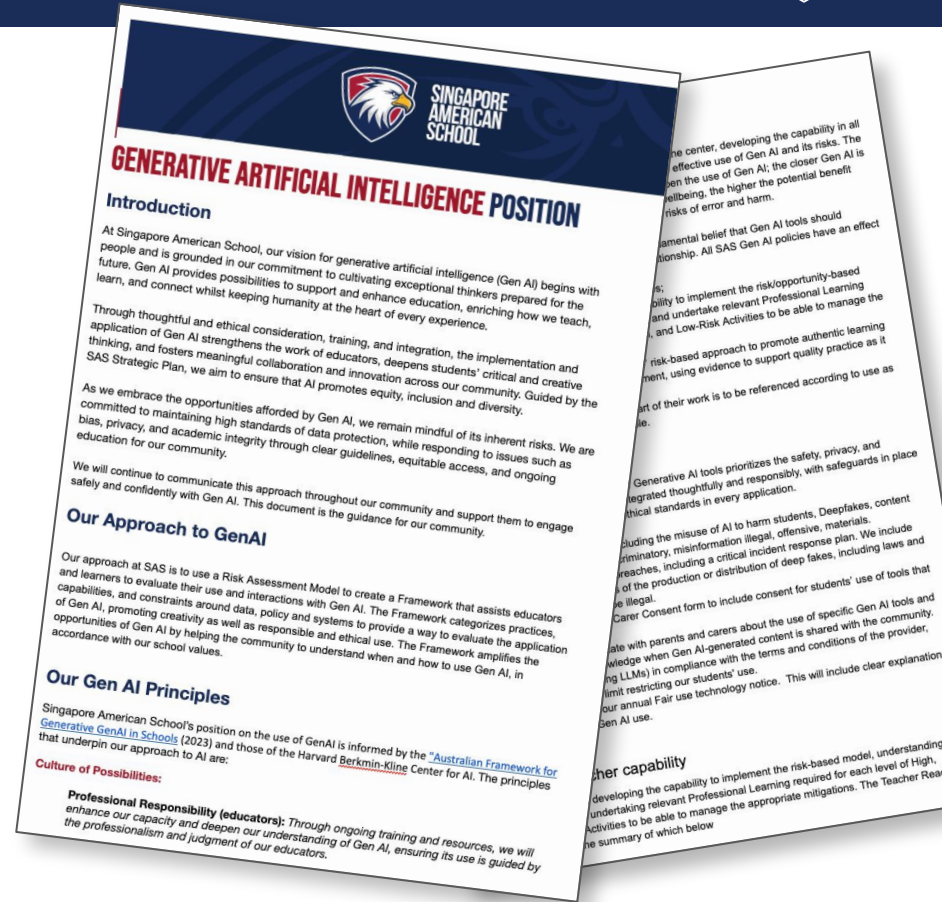
04:59

5 minutes  
Reading time

09:59

10 minutes  
Response

**WOWS, WORRIES & WONDERS**  
On a notecard or markup a  
printed copy



# SOURCES & FURTHER RESOURCES



<https://digitalwellnesslab.org/research-briefs/children-artificial-intelligence/>

<https://www.common sense media.org/ai-ratings/social-ai-companions?gate=riskassessment>

<https://www.internetmatters.org/resources/parent-guide-to-artificial-intelligence-ai-tools/#guide-to-artificial-intelligence>

<https://www.common sense media.org/ai>

<https://www.thats-ai.org/fr-CH/units/parenting-in-the-age-of-ai>

Bauer, E., Greiff, S., Graesser, A.C. et al. Looking Beyond the Hype: Understanding the Effects of AI on Learning. *Educ Psychol Rev* 37, 45 (2025).

<https://doi.org/10.1007/s10648-025-10020-8>

The Future of Child Development in the AI Era: Cross-Disciplinary Perspectives Between AI and Child Development Expert.

<https://arxiv.org/pdf/2405.19275>

Thank you for  
your partnership!



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