



EVERYDAY AI *for* JOB READINESS AND WORKPLACE SUCCESS

A PRACTICAL CHRISTIAN AI CURRICULUM



DIGITAL SKILLS
THAT BUILD



PROMPTS
THAT GUIDE



READINESS
THAT PREPARES



WISDOM
THAT PROTECTS



A FUTURE
THAT OPENS

EVERYDAY. AI. WORK.

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Everyday AI for Job Readiness and Workplace Success: Instructor Guide

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Artificial intelligence and automated hiring tools can produce incomplete, biased, outdated, or incorrect results. Participants should protect personal information, follow employer instructions, verify important information through official sources, request qualified assistance when needed, and keep human judgment at the center of employment decisions.

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SESSION 1 | 90 MINUTES

Lesson 1: Understanding AI in Hiring and the Workplace

A 90-Minute Instructor Guide with Expanded Teaching Script, Hands-On Activity, Group Practice, Printable Participant Handouts, Quiz, Practical Assignment, and Employment Portfolio Application

Category	Lesson Details
Target Audience	Adults in Christian adult education, compassion ministry, job readiness, recovery, reentry, residential programs, mentoring, GED®/HiSET®, ESL, and workforce preparation.
Suggested Length	90 to 120 minutes; shorter classes may use the opening, two teaching points, one activity, and the portfolio task.
Lesson Purpose	Participants learn where AI may appear during job searching, hiring, training, and work, while recognizing that technology is a tool rather than a final authority.
Main Scripture	Proverbs 4:7 - “The beginning of wisdom is this: Get wisdom.” (NIV)
Learning Objectives	Explain the skill; identify safe and unsafe use; practice the core tool; apply the skill to employment; complete a portfolio product.

Opening Welcome

Today we are learning about understanding AI in hiring and the workplace. This is not a test of who already understands technology or employment systems. We will learn one practical skill, practice it safely, and create one item for the Employment Readiness Portfolio. Participants may use a device, work with a partner, or practice on paper.

Opening Prayer

Lord, give us wisdom, courage, truthfulness, and patience as we prepare for work. Help us use technology wisely, recognize our strengths, protect what is private, and take the next faithful step. Amen.

LESSON 1 | INSTRUCTOR GUIDE

Expanded Instructor Teaching Guide

Teacher Preparation and Lesson Walk-Through

This first lesson establishes the language and boundaries leaders will use throughout the course. Many participants may have heard the words AI, algorithm, chatbot, or automated screening without knowing what happens behind the screen. The instructor does not need to be a technology expert. The instructor needs to be able to explain the hiring journey slowly, separate computer assistance from human responsibility, and help participants recognize where they may encounter automated tools.

Preparation Area	What the Leader Should Do
Review before class	Read the sample hiring journey and practice explaining AI in one sentence without technical language.
Prepare to demonstrate	Use a fictional job opening and show the path from job posting to application, screening, interview, and hiring decision.
Listen for	Fear that a computer “knows everything,” shame about technology, or the belief that one automated rejection proves the participant is unemployable.
Leader reminder	Do not promise that every employer uses the same system. Explain common possibilities and teach participants to follow each employer’s instructions.

Suggested Teaching Sequence

1. Introduce the lesson in plain language and connect it to a real hiring or workplace task.
2. Demonstrate the process with fictional information while naming every step.
3. Invite questions and check understanding before participants work independently.
4. Use the hands-on and group activities to practice the skill with peers.
5. Complete the participant handout and employment portfolio product.
6. End with one practical assignment and one source of human support.

Teaching Point 1: AI may appear before a job seeker speaks to a person.

Leader script: “A modern job search often begins with technology. A company may post an opening online, collect applications through a website, send automatic confirmation messages, ask basic screening questions, schedule interviews, or organize resumes in a computer system. The first message a job seeker receives may be written or sent automatically. That does not mean a machine has made every decision, and it does not mean a person will never review the application.”

Walk through a simple example. Say that Maria sees a cashier opening, clicks Apply, creates an account, uploads a resume, answers availability questions, and receives an automatic email. Ask the class to identify which steps were completed by Maria, which steps may have been automated, and where a hiring manager might become involved. Emphasize that the participant's responsibility is to provide accurate information, follow instructions, protect private information, and keep a record of what they submitted.

New leaders should avoid presenting AI as mysterious or magical. Use ordinary language: the system looks for information, organizes it, compares it with instructions, and sends results to people. The exact process varies by employer. The practical goal is not to understand the computer code. The goal is to recognize the steps and prepare for them.

Leader Walk-Through	Guidance
Explain in plain language	AI may appear before a job seeker speaks to a person.
Demonstrate	Use the fictional cashier posting to draw the hiring journey on a board: posting, application, screening, interview, decision, onboarding.
Ask the group	• Where might technology be used before an interview? • What part of the process still requires the applicant to make a decision? • What record should the applicant keep after submitting an application?
Reinforce	The participant remains responsible for truth, privacy, employer instructions, and the final decision.

Likely Misunderstanding and Leader Response

What the leader may hear	How the leader can respond
Misunderstanding	"If I receive an automatic email, a person has already rejected me."
Leader response	Explain that automatic messages often confirm receipt or request another step. Read the message carefully before drawing a conclusion.

Teaching Point 2: AI can assist a process without understanding a whole person.

Leader script: "A computer system can notice words, dates, answers, patterns, or whether a required field was completed. It cannot fully know a person's perseverance, growth,

compassion, reliability, faith, or obstacles they have overcome. It may help an employer organize information, but it does not hold the whole story of a person.”

Invite participants to name strengths that do not always appear in a simple application: caring for a family member, returning to school, rebuilding life after a hard season, volunteering faithfully, learning to use public transportation, or showing up consistently for a ministry program. Explain that later lessons will help turn appropriate parts of those experiences into clear job-related evidence. The goal is not to tell an employer every private detail. The goal is to make relevant skills visible and truthful.

For new leaders, this is an important dignity-building moment. Some participants may interpret an automated rejection as proof that they have no value. Say clearly that a hiring outcome is information about one application in one process. It is not a complete judgment of the participant’s worth or future. The next step may be revising the resume, applying for a better match, asking for human assistance, or building one missing skill.

Leader Walk-Through	Guidance
Explain in plain language	AI can assist a process without understanding a whole person.
Demonstrate	Place two columns on the board: “What a system may see” and “What a whole person brings.” Let participants sort examples.
Ask the group	• What can a system notice? • What important qualities might be missed? • How can we make a real strength more visible without sharing private history?
Reinforce	The participant remains responsible for truth, privacy, employer instructions, and the final decision.

Likely Misunderstanding and Leader Response

What the leader may hear	How the leader can respond
Misunderstanding	“The computer decides whether I am a good person.”
Leader response	Separate job-match information from personal worth. Reinforce that systems can be incomplete and that employment preparation is a process.

Teaching Point 3: Automated tools can be useful and can also miss context.

Leader script: “Automation can make some parts of hiring faster. It can also misunderstand unusual wording, employment gaps, disability-related needs, limited

internet access, or experience that does not fit a standard job title. A tool may be useful without being perfect.”

Explain that participants may need to slow down and seek help when a site is inaccessible, a timed assessment does not work with a disability, a question is confusing, or an application will not accept accurate information. The participant may look for a help link, contact the employer, ask a workforce professional, or request a reasonable accommodation when appropriate. The instructor should not provide legal advice, but should help the participant identify the proper human contact.

New leaders should model calm problem-solving. Instead of saying, “The system is unfair, so there is nothing we can do,” say, “Let us document what happened, read the instructions, look for a contact, and decide the next appropriate step.” This gives the participant a process to repeat. It also prevents the leader from making promises about how an employer will respond.

Leader Walk-Through	Guidance
Explain in plain language	Automated tools can be useful and can also miss context.
Demonstrate	Show a fictional timed assessment that freezes. Model taking a screenshot or writing down the error, locating contact information, and composing a brief help request.
Ask the group	• What problem should be documented? • Who could provide human assistance? • When might an accommodation be requested?
Reinforce	The participant remains responsible for truth, privacy, employer instructions, and the final decision.

Likely Misunderstanding and Leader Response

What the leader may hear	How the leader can respond
Misunderstanding	“Asking for help will automatically remove me from consideration.”
Leader response	Explain that applicants may need technical help or an accommodation. Help them ask clearly and professionally without oversharing.

Teaching Point 4: The job seeker remains responsible for truth, privacy, and preparation.

Leader script: “AI may help us organize, practice, or draft. It does not take responsibility for what we submit. The applicant is responsible for telling the truth, protecting private

information, reading employer instructions, and reviewing every answer before sending it.”

Use a simple responsibility test: Did I write or approve this? Is it true? Does it answer the employer’s question? Did I remove information that does not belong? Did I save a copy? Encourage participants to pause before clicking Submit. A polished answer is not automatically an honest or appropriate answer. If AI creates experience the participant did not have, the participant must delete it.

Close the lesson by explaining the course pathway. Participants will learn digital basics, privacy, prompts, strengths, job exploration, postings, ATS systems, resumes, applications, interviews, workplace communication, ethical AI use, scam prevention, and action planning. Each lesson will create one item for the Employment Readiness Portfolio. The leader’s role is to walk beside participants, demonstrate each step, and connect them with real people and local resources.

Leader Walk-Through	Guidance
Explain in plain language	The job seeker remains responsible for truth, privacy, and preparation.
Demonstrate	Model the five-question responsibility check on a fictional AI-written application answer containing one false claim.
Ask the group	• Who is responsible for the final application? • What should happen when AI adds something untrue? • Why should a participant save a copy of what they submit?
Reinforce	The participant remains responsible for truth, privacy, employer instructions, and the final decision.

Likely Misunderstanding and Leader Response

What the leader may hear	How the leader can respond
Misunderstanding	“If AI wrote it, I am not responsible for it.”
Leader response	Reinforce that submitting or approving information makes the applicant responsible for its accuracy.

Pause Before Moving to Practice

Ask one participant to explain the lesson in their own words and another to name one privacy or truthfulness boundary, and invite the class to identify the real-world person or official source that can provide help. Correct misunderstandings gently before beginning the hands-on activity.

Instructor Coaching Notes and Real-World Application

Coaching Focus 1

Use a fictional example related to understanding AI in hiring and the workplace before asking for personal application.

Coaching Focus 2

Demonstrate each digital step and name it aloud. Avoid saying “just click,” “just upload,” or “everyone knows.”

Coaching Focus 3

Ask participants to explain the result in their own words. Unfamiliar wording should be changed, not memorized.

Coaching Focus 4

End by identifying an employer instruction, official source, instructor, mentor, or workforce professional who can provide human follow-up.

Instructor Language to Model

“We are not trying to impress a computer. We are making your real experience clear, protecting your information, following instructions, and preparing you to speak confidently with a person.”

LESSON 1 | INSTRUCTOR GUIDE

Biblical Foundation and HUMAN Check

Read the main Scripture aloud: Proverbs 4:7 - “The beginning of wisdom is this: Get wisdom.” (NIV)

Ask learners to listen for a word connected to wisdom, truthfulness, preparation, perseverance, work, or responsibility. Faith does not remove practical preparation; it shapes how preparation is carried out.

Biblical Principle	Employment Application
Wisdom	Slow down, gather facts, and seek counsel.
Truth	Describe experience and qualifications honestly.
Stewardship	Use time, skills, technology, and opportunity responsibly.
Dignity	Treat the learner as a whole person, not a score or deficit.
Perseverance	Learn from setbacks and continue with support.

HUMAN Check

Step	Practice
H	Hiring technology may be present.
U	Understand what the tool is doing.
M	Match it to a safe task.
A	Assess the answer, score, or message.
N	Never surrender truth, privacy, or human judgment.

Practice sentence: I can use technology to help me prepare, but I will protect private information, tell the truth, check important details, follow employer instructions, and keep the final decision human.

LESSON 1 | PRACTICE

Hands-On Activity: Hiring Step or Human Decision?

Purpose: Practice the lesson skill in a visible, low-pressure way before personal use.

Materials

- Printed cards or fictional job materials
- Pens, pencils, and highlighters
- Participant practice page
- Shared device when available
- Paper-only option

Directions

1. Sort cards under Technology May Assist, Human Must Decide, or Both.
2. Defend two choices using a fictional hiring process.
3. Identify where human help or an accommodation may be needed.
4. Correct the idea that an automated score is always fair or final.

Expanded Leader Script

Begin by showing the complete task with fictional information. Name each step aloud and explain why the step matters. Then repeat the task more slowly, pausing for participants to identify private information, employer instructions, facts that require checking, and the decision that remains human. Allow participants to work on paper, observe, or practice with a partner before using personal information. Circulate with coaching questions rather than taking over the device. When a participant makes a mistake, treat it as a chance to practice correction: stop, read the message or output, identify what changed, and try the step again. Close by asking each participant to name what they completed and what they checked, and what they will do in a real job-search setting.

Debrief

- What felt useful?
- What needed checking or human help?
- What needed to stay private?
- What would you do differently in a real situation?

LESSON 1 | GROUP PRACTICE

Group Activity: Map the Modern Hiring Journey

Directions

1. Arrange steps from job discovery through the first day of work.
2. Mark where AI or automation might appear.
3. Add a human-help card wherever support may be needed.
4. Name one point where a job seeker should slow down.

Instructor note: keep discussion focused on fictional situations. Do not pressure disclosure of trauma, criminal history, health information, family conflict, immigration information, or private workplace experiences.

Scenario Practice

#	Scenario	Group Response
1	A participant is unsure how to apply this lesson in a real employment situation.	What can technology help prepare? What must a person check, protect, or decide?
2	An AI response sounds polished but includes a fact the participant did not provide.	What can technology help prepare? What must a person check, protect, or decide?
3	An employer instruction is unclear or different from the class example.	What can technology help prepare? What must a person check, protect, or decide?
4	A participant has limited device access or needs help completing the digital step.	What can technology help prepare? What must a person check, protect, or decide?
5	A rushed deadline creates pressure to skip checking or ask the tool to decide.	What can technology help prepare? What must a person check, protect, or decide?

Debrief Questions

- What made the situation difficult?
- What was the first safe step?
- What employer instruction or official source matters?
- Who can provide qualified human support?

Instructor Notes

Use this space for brief teaching and follow-up notes. Avoid recording sensitive personal information.

Strengths or progress observed

Question or skill to revisit

Support or referral to follow up

Next practical step

LESSON 1 | PRINTABLE PARTICIPANT PAGE

Participant Handout: My Starting Point for Lesson 1

Complete privately. Share only what you choose. Use fictional examples and do not write passwords, identification numbers, financial information, or private information about another person.

Today's Big Idea

Participants learn where AI may appear during job searching, hiring, training, and work, while recognizing that technology is a tool rather than a final authority.

Reflection Area	My Notes
One idea I understand better	
One employment task where this may help	
One privacy, honesty, or safety limit	
One fact or instruction I need to check	
One person or official source I can use	
One next step this week	

My Practice Sentence

LESSON 1 | PRINTABLE PRACTICE PAGE

Practice Tool: HUMAN Check

Step	Reminder	My Notes
H	Hiring technology may be present.	
U	Understand what the tool is doing.	
M	Match it to a safe task.	
A	Assess the answer, score, or message.	
N	Never surrender truth, privacy, or human judgment.	

My Privacy and Checking Plan

Information I will remove, generalize, or make fictional:

Employer instruction, fact, date, or claim I will verify:

Person or official source I can ask:

LESSON 1 | REAL-WORLD PRACTICE

Practical Assignment and Employment Portfolio Application

This Week's Practical Assignment

Explain two places AI may appear in a job search and write one question you could ask when the process is unclear.

Portfolio Product

Begin the Employment Readiness Road Map with one job goal, one digital skill to strengthen, and one trusted support person.

Application Steps

Step	Directions / Notes
1	Choose one realistic job, posting, document, or workplace situation.
2	Use the lesson tool and protect private information.
3	Check the result against employer instructions or an official source.
4	Ask a trusted person for feedback when appropriate.
5	Place the completed item in the Employment Readiness Portfolio.
6	Record the next action and date.

Instructor Coaching Check

- A real skill was completed.
- The document or answer remains truthful.
- Privacy and employer rules were followed.
- The participant can explain the result.
- A human follow-up step is identified.

LESSON 1 | REVIEW

Review, Quiz, Exit Ticket, and Closing

Quiz or Review Questions

1. What is the main purpose of understanding AI in hiring and the workplace?

2. Name one way technology or AI may assist with this skill.

3. Name one privacy, honesty, accessibility, or safety limit.

4. What employer instruction, fact, or claim should be checked?

5. What does the HUMAN Check tool help the participant remember?

Exit Ticket

Prompt	Learner Response
One idea I learned	
One safety or honesty habit	
One employment step I will take	

Closing Encouragement and Prayer

Job readiness grows through practice, truthfulness, support, and returning after setbacks. Progress may be one professional email, one corrected resume statement, one clear question, or one scam refused. One wise step matters.

Lord, help us practice what we learned. Give us wisdom, courage to tell the truth, patience to keep learning, and strength to take the next faithful step. Amen.

Connection to the next lesson: Digital Foundations for Job Seekers