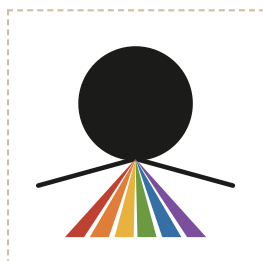


Pathika पथिक

The Staffroom Loop — a ten-hour workbook for one teacher



Ten hours. One teacher. Your own lessons. Paper and pen first.
Every hour leaves something you can hold. Nothing in this book is scored.

This book belongs to

How to use this book

Six lines. Then the two rules, on the next page.

1. **One hour, one sitting.** Each hour is two pages. The left page tells you what to do. The right page is where your hand goes.
2. **Work on a real lesson.** Tomorrow's lesson. This week's worksheet. Never made-up homework.
3. **Say what it will get wrong before you press run.** Out loud. Then run it.
4. **Mark every line you change.** A tick in the margin, a different pen, anything. Your marks are the evidence.
5. **Nothing is scored. Nobody counts.** There is no marks column in this book, and no page anyone else fills in.
6. **Photocopy it. Change it.** This book is free to copy. Keep the last page when you do.

WHO WALKS WITH YOU

Some hours you work alone with this book. Some hours you sit with your guide — the person running this with you. The top of each hour says which. In a batch, your guide posts a short voice note in the WhatsApp group each morning. Reactions are welcome. Nothing is counted.

WHAT YOU NEED FOR THE WHOLE BOOK

A pen. Paper. Your lesson plans for the next two weeks. Your phone or a laptop, with the AI (artificial intelligence) tool you already use, or one your guide helps you set up. A timer. Two or three colleagues, for one hour, near the end.

WHERE THE HOURS GO

The ten hours fit in about two weeks for one teacher working with a guide, or across four weeks for a batch of teachers in one staffroom. Two pause pages sit where the school calendar pauses — exams, a festival. The book breathes with the school year. It does not fight it.

The two rules

Written in full here. Repeated at the top of every hour that uses a tool.

1 No student's name, marks, photo or work goes into any prompt. Not once. Not "just this time." Not a first name. Not a class list. Not a photo of a notebook page. If a child could be found from it, it does not go in.

2 Before you press run, say out loud what it will get wrong. Then run it. Then look at what actually came back. The gap between the two is the most useful thing in this book.

WHY THESE TWO, AND WHY NOW

Rule 1 is about children. A tool kept on a company's server remembers what you type. A child cannot say no to that. So we do not ask them to. Rule 1 holds before you know anything else about how these tools work — that is why it is on page 3, and not on page 20 where we learn what leaves your phone.

Rule 2 is about you. A tool that is always right makes you stop thinking. A tool you have to guess first makes you think harder. Every hour in this book asks for your guess before the tool's answer.

THREE THINGS THIS BOOK WILL NEVER DO

- It will never let a tool mark a child's work. Rubrics in this book are written by you. The tool never applies them to a student.
- It will never watch you. Your log is never shown to the principal. Nobody tracks your pages but you.
- It will never give you a score. Not for an hour, not for the book. The school receives a letter listing what you made — never hours claimed, never marks.

Ten hours, one road

Tick an hour when its page is full. Write the date. Only you fill this in.

☉ The Compass — where you are	☐	_____
◆ Hour 1 · The goal in your hand · with your guide	☐	_____
▲ Hour 2 · Close the gap · alone	☐	_____
◆ Hour 3 · Two classrooms · the shelf · alone	☐	_____
▲ Hour 4 · Catch it · with your guide	☐	_____
◆ Hour 5 · Airplane-mode hour · alone, paper only	☐	_____
— Pause · exams or a festival	☐	_____
◆ Hour 6 · What leaves your phone · with your guide	☐	_____
▲ Hour 7 · Five replies · say your thinking · with your guide	☐	_____
▲ Hour 8 · Plan your mistake · with your guide	☐	_____
● Hour 9 · Teach-back · with 2–3 colleagues	☐	_____
— Pause · before the close	☐	_____
◆ Hour 10 · Close the loop · with your guide	☐	_____
☉ The Promise — your next thirty days	☐	_____

The four shapes are the four directions from the Compass. ◆ Understanding · ▲ Craft · ● Belonging · ◆ Sustainability. They are explained on page 6. On a black-and-white copy, the shape is all you need.

Words used here

Every short form spelled out. Every program word in plain words. Hindi and Marathi beside each.

WORD	WHAT IT MEANS HERE	हिंदी · मराठी
Pathika	The walker — the person walking this book, one sheet at a time. It is the name of every workbook Leap of Faith Labs makes. You are the Pathika of this one.	पथिक
AI	Artificial intelligence. A computer program that writes, answers or draws when you type to it. It guesses the next likely word. It does not know your students.	कृत्रिम बुद्धिमत्ता
Prompt	What you type to the tool. Your question or instruction.	सूचना · सूचना
Trace	The thing an hour leaves behind. A filled page, a photo, a line in this book. Evidence you can show, not a claim anyone has to take on faith.	निशान · खूण
Lens	One old idea, named at the top of each hour, that helps you see the hour's work clearly.	दृष्टि · दृष्टी
Your guide	The person running this with you. For the first run, M from Leap of Faith Labs. Later, a teacher who has walked this book once.	मार्गदर्शक
Batch · group	A batch is one run of 8–15 teachers from one staffroom. The group is their WhatsApp group.	तुकडी · गट
Airplane mode	Phone on, internet off. Hour 5 is done this way, with paper and pen.	विमान मोड
Override log	Your own list of times you rejected or changed what the tool gave you, and why. It opens in Hour 4 and never closes.	नकार-सूची
CPD	Continuous Professional Development — the training record every school keeps for each teacher. The letter listing what you made goes in it.	सतत व्यावसायिक विकास
UNESCO	The United Nations body for education. In 2024 it published a framework of what teachers should know about AI. This book follows it, and says no to three of its lines on purpose (page 38).	यूनेस्को
CC-BY-SA	Creative Commons Attribution–ShareAlike. A licence that says: use it, change it, say where it came from, share it the same way.	मुक्त परवाना

The Hindi and Marathi words are a first draft by the makers of this book, not by a language teacher. If a word is wrong for your staffroom, cross it out and write the right one. That correction is a trace too.

The Compass

Where you are with AI in your classroom, in your own words. Then four directions, and the one that is thin.

Lens: *Sankalp* — a quiet, clear intention, said before the work begins. संकल्प

You need: this book · a pen · one real lesson you will teach in the next week · your phone, as it is today.

0–10 min · Your sentence. Where are you with these tools right now, and what are you trying to move toward? Write it on the right. Your words, not a job title and not a tool's name. Honest beats impressive.

10–20 min · One real lesson. Name one lesson you will actually teach in the next seven days. Subject, class, the one thing the children should be able to do after it. This lesson is what Hours 1 to 5 will work on.

20–30 min · What runs on your phone. With your guide, open the tool you already use, or set up one that runs on the phone itself without sending your words anywhere. Write what you have. "Not sure" is an honest answer.

30–50 min · The four directions. Read the four boxes on the right. Write a line or two in each. These are not grades. They are a way of seeing your own working life with these tools.

50–60 min · The thin direction. Which of the four most needs tending right now? How can you tell? Write it in the framed box. Words, never a number. You will carry this one line through all ten hours.

Don't write what you think your guide wants to read. Don't name a tool as your goal — tools change every few months; your judgment does not. Don't put any child in any box.

Evidence this hour leaves: your sentence, the lesson named, the thin direction. This is your baseline — you will read it again in Hour 10. UNESCO block touched: "AI enabling lifelong professional learning" — knowing your own gap.

Your sentence.

Where are you with AI in your classroom, and what are you trying to move toward? Your words.

One real lesson, next seven days.

Subject · class · the one thing the children should be able to do after it.

What runs on my phone today.

The four directions.

A line or two in each.

◆ Understanding

Do you know *why* these tools answer the way they do — or only how to get an answer out of them?

▲ Craft

What can your hands make for a lesson that no tool can make for you?

● Belonging

In your staffroom, who do you talk to about this — and in what words?

◆ Sustainability

Does the way you use it give you back time and judgment, or take them from you?

The thin direction, in words.

Which direction most needs tending right now, and how you can tell. Words, never a number.

Honest beats impressive. Nobody reads this page but you and the people you choose.

The goal in your hand

Write the goal by hand. Write the first prompt from it. Say what it will get wrong. Then run it.

The two rules stand. No student's name, marks, photo or work in any prompt. Say your prediction before you run.

Lens: *Lakshya* — the aim, held in the hand before the arrow moves. लक्ष्य

You need: the lesson you named on page 7 · the tool from page 7 · a pen · a timer.

0–10 min · The goal, by hand. Write tomorrow's lesson goal on the right, in one or two lines. Not the chapter name. What should a child be able to *do* at the end of the period? Write it before you open anything.

10–25 min · The first prompt. From that goal, write your first prompt — the question or instruction you will type. Write it on paper first. Ask for one thing only: a worksheet, a set of questions, a rubric you will fill in yourself. Never a mark for a child.

25–30 min · Say what it will get wrong. Out loud, to your guide. Then write it down. Two lines: what will be too hard or too easy, what it will not know about your class, which word it will use wrongly.

30–45 min · Run it. Read all of it. Type the prompt as written. Read the whole answer once without touching it. Then read it again with a pen, marking what you would keep.

45–60 min · The gap. One line: what you predicted versus what it gave you. Where was your prediction right? Where was it wrong? That one line is the artefact of this hour. Hour 2 starts from it.

Don't ask the tool what the goal should be — the goal is yours. Don't run before you have said your prediction. Don't fix anything yet; that is Hour 2.

Evidence this hour leaves: prompt v1 and the prediction-versus-result gap. UNESCO blocks: "AI-assisted teaching" — whether and which tool belongs in this lesson · "Basic AI techniques and applications" · "Human agency" — benefits and limits of one real tool.

The direction I'm tending.

Tomorrow's goal, in my hand.

What a child should be able to do at the end of the period.

My first prompt.

Written here before it is typed anywhere.

What it will get wrong.

Said out loud first. Then written.

What it actually gave me.

Three words to a line is enough.

The gap, in one line.

Where my prediction was right, where it was wrong.

What I made: prompt v1 and the gap line, above.

☐ Photo of this page sent to the group by evening ☐ Stays in this book

A prediction that turns out wrong is not a failure. It is the first thing you learned today.

Close the gap

One hour. Alone. On the lesson you already have to teach.

The two rules stand. No student's name, marks, photo or work in any prompt. Not once. Not "just this time." Say out loud what it will get wrong, then run.

Lens: *Abhyās* — practice; the same thing again, a little better. अभ्यास

You need: your Hour-1 prompt and the gap line under it · tomorrow's (or this week's) lesson · your phone or laptop with the tool you chose · a pen · a timer.

0–10 min · Read your gap. Read the Hour-1 line: what you predicted versus what it gave you. Underline the one place the prediction failed hardest. That is the only thing you fix this hour.

10–30 min · One change at a time. Change the prompt in *one* place that addresses the underlined failure. Predict again (say it). Run it. Write one line: closer / same / worse, and why. Do this at most three times. Three tries and still flat? Stop — write "it can't do this part" on the page. That sentence is worth more than a fourth try.

30–50 min · Build v1, by hand. Take the best output. Make the worksheet or rubric you actually need for this lesson. Edit it on paper or on screen — but **mark every line you changed** (a tick in the margin, a different colour, anything). If it is a rubric: *you* wrote the levels; the tool will never apply them to a student. That is not the tool's job in this program, ever.

50–60 min · The revision list. Five lines on the right, no more.

Don't paste a student's answer in to "test" the rubric. Don't let it fill in the marks column. Don't spend the hour making it pretty.

What "done" looks like: a worksheet or rubric you would be willing to use in a real class this week, and a list that shows where your hand went in. If you would not use it in class, say so — that is also an artefact. Evidence this hour leaves: an artefact built, revisions made. UNESCO blocks: "AI-assisted teaching" · "Application skills".

The direction I'm tending.

The one place my prediction failed hardest.

Three tries, at most.

What I changed · closer / same / worse · why.

The revision list.

Five lines, no more.

I kept

I cut

I rewrote

It couldn't

Next time I'll ask

The one thing this hour taught me.

What I made: worksheet or rubric v1, changed lines marked.

☐ Photo of v1 (changed lines visible) + this page sent to the group by evening ☐ Stays in this book

Three tries and still flat? Stop. "It can't do this part" is worth more than a fourth try.

Two classrooms · the shelf

Two halves. First, the same lesson for a different class. Then, an honest shelf of what ran where.

The two rules still stand. No student's name, marks, photo or work in any prompt. Say your prediction before you run.

Lens: *Vivek* — telling apart; seeing which part is yours and which is the tool's. विवेक

You need: Hour-2's v1 · a second class in mind — a different grade, level or section · the tools you have used so far · a pen · a timer.

PART A — TWO CLASSROOMS (0–30 MIN)

0–5 · Name the other class. Not by student — by what is different: grade, language comfort, pace, what they already know.

5–10 · Predict. Two lines: what must change for that class, and what the tool will not know about them. (It knows nothing about them. Every line it writes about "your students" is a guess. Notice which guesses it makes.)

10–25 · Make the variant. Ask for v1 adapted to the second class. One run, one fix at most. Edit by hand; mark your changes as in Hour 2.

25–30 · Side by side. Put v1 and the variant next to each other. Circle the three places *you* changed that the tool didn't. That circle is your judgment, visible.

PART B — THE SHELF (30–60 MIN)

Fill the table on the right: what you actually used across Hours 1–3. Be exact about what ran on your own phone and what went to a company's server. If you're not sure, write "not sure" — that is the honest cell. "Why" is one phrase: *speed · the local one was flat · no signal · habit · it was open already*. Then the last line: *of N tasks, M stayed on my device*. A count, not a score. Nobody grades it. It only becomes interesting next to your own line in Hour 10.

Don't build a third variant. Don't try to make the count "better" — an honest 0-of-3 is a better artefact than a polished 3-of-3.

What "done" looks like: a variant you would teach from, three circles that show where your hand went in, and a shelf with no empty "why" cells. UNESCO blocks: "AI-pedagogy integration" — designing for different learners · "Basic AI techniques and applications" — your own collection of trustable tools · "Application skills".

The direction I'm tending.

The other class — what is different.

What must change · what the tool will not know about them.

The three circles — where my hand went in and the tool's did not.

The shelf.

TASK	RAN ON MY PHONE (NO INTERNET)	NEEDED THE CLOUD	WHY
Hour-1 prompt			
Hour-2 v1			
Hour-3 variant			
...			

Of ____ tasks, ____ stayed on my device.
 A count. Not a score. You will write this line again in Hour 10.

What I made: the variant, three circles, the shelf.

☐ Both versions side by side + this page sent by evening (a 30-second voice note about the shelf is welcome) ☐ Stays in this book

"Not sure" is the honest cell. Write it.

Catch it

Three outputs. What is wrong with each, and why it happens. Your override log opens today.

The two rules stand. No student's name, marks, photo or work in any prompt. Say your prediction before you run.

Lens: *Pariksha* — testing a thing before trusting it. परीक्षा

You need: your guide · three outputs — your guide brings one flawed one, you bring two from Hours 1–3 · a pen · a timer.

0–15 min · Watch your guide catch one. Your guide takes a flawed output and talks through it out loud: what is wrong, and *why the tool does that*. Mistakes included. Don't take notes yet. Just watch how the catching is done.

15–50 min · Catch three yourself. One output at a time. For each, write two lines on the right: **what is wrong** (a fact that is false, a level that is off, a word a child would not know, something that judges a child) and **why it happens** (it guesses the next likely word · it has never met your class · it was trained on text from somewhere else · it was asked for one thing and gave another). Say the "why" out loud before you write it.

50–60 min · Open the override log. The override log is your own list of times you rejected or changed what the tool gave you, and why. Write the first entry on the right. From today it never closes — every later hour adds to it. It lives in this book, on page 34, after today.

Don't say "it's wrong" without a why. Don't fix the output — this hour is for catching, not repairing. Don't let the tool explain its own mistake to you; your explanation is the one that matters.

Evidence this hour leaves: override log v1 — three outputs critiqued, reasons named. UNESCO blocks: "Human accountability" — resisting outputs that take over the teacher's decision · "Human agency" · "Basic AI techniques" — how these systems are built, so why they fail.

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The direction I'm tending.

Three outputs, caught.

WHAT IS WRONG	WHY IT HAPPENS
1	
2	
3	

Override log — entry 1.

Date · what the tool gave · what I did instead · why.

The mistake pattern I will watch for.
 One line. The kind of wrong this tool keeps making with my subject.

What I made: three catches with their why; the override log, opened.

☐ A 30-second voice note on one catch, to the group
 ☐ Stays in this book

A tool that is never disagreed with is a tool that is quietly deciding for you. The log is where you disagree, on paper.

Airplane-mode hour

Phone on, internet off. Paper, pen, one hour. This is the hour the whole book is built around.

Lens: *Maryada* — the boundary line; knowing where yours is. मर्यादा

Why this hour exists, in one line. After four hours with a tool, you need to find out what is still yours. The place where your own judgment ends and the tool begins is the most useful thing you will learn this week — and you can only find it with the tool switched off.

You need: paper · a pen · the same lesson as Hour 2 · your Hour-2 v1, printed or written out — *don't open the screen* · a timer. Nothing else. Keep at least one full day between Hour 2 and this hour.

0–40 min · Redo Hour 2 by hand. Make the worksheet or rubric again, from the lesson goal, with no AI. Don't copy v1 from memory — build it as you would have a year ago. It will be slower. Slower is the point. Where you get stuck, write "stuck: ..." in the margin and carry on.

40–55 min · Compare, and draw the line. Put the hand-made one next to v1. Go line by line and mark each line with one of three letters:

Y — *yours*: you would have written this anyway; the tool added nothing.

T — *tool*: you could not have produced this line yourself today (a phrasing, an example, a level you hadn't thought of).

N — *never*: a line you would never let the tool decide, whatever it wrote (anything that judges a child; anything you would have to defend to a parent).

55–60 min · The boundary sentence. One sentence, in your own words, beginning "My judgment ends where ...". Write it in the framed box on the right. Date it.

Don't peek at the screen "just to check a phrase". Don't tidy the handwriting. Don't skip the Y/T/N marks and write a summary instead — the marks *are* the artefact.

Evidence this hour leaves: the boundary named; the override log checked. UNESCO blocks: "Human agency" — over-reliance undermines thinking · "Human accountability" · "AI enabling lifelong professional learning" — reflection. If it is Teachers' Day or the school has events, move this to Sunday morning.

The direction I'm tending,

Where I got stuck, by hand.

Copy your "stuck: ..." margin notes here.

The Y / T / N count.

How many lines of each. A count, not a score.

Y — yours

T — tool

N — never

My judgment ends where ...

DATE

Gate — the judgment floor. You check this yourself.

Two questions. Answer honestly.

☐ Is the override log alive? Since Hour 4, have I written down at least one time I rejected or changed what the tool gave — and why?

☐ Can I name the boundary? Does my sentence say something specific, or is it a slogan?

If either is "no", the next sitting is a redo of Hours 4 and 5, not Hour 6. That is the plan working, not failing. Say so in the group — nobody is counting.

What I made: the hand-made version, the Y/T/N marks, the boundary sentence.

☐ Photo of the paper sent to the group by evening ☐ Stays in this book

Slower is the point.

The pause

Exams, a festival, the end of the month. The book goes quiet on purpose. So does the group.

A pause is not a gap. It is the week the school calendar already takes. The program breathes with it instead of fighting it. Three things only, for one or two weeks:

1. **Teach one real class with your own Hour-2 or Hour-3 artefact.** The worksheet, the rubric, the variant. Changed by your hand, used in your room.
2. **Two minutes a day on the override log** (page 34). One line when the tool gave you something you did not take. No line on days you did not use it. Both are honest.
3. **One voice note from your guide, mid-pause.** Nothing to reply to.

CLOSE CARD — READ THE FIVE HOURS BACK

Three questions. Answer on the right, in the pause, not before.

1. Of everything I made in Hours 1–5, which one thing did I actually use in a class?
2. When did I disagree with the tool and turn out to be right? When was I wrong?
3. Look at page 7. Is the thin direction still the thin one?

Nothing is sent during the pause unless you want to send it. Silence here is the feature.

WB-A-X1 · The Staffroom Loop workbook v0.1 · Leap of Faith Labs · CC-BY-SA 4.0 · from the spec's "The Pause — Embed"

The class I taught with my own artefact.

Date · which artefact · what happened in the room, two lines.

1. The one thing I actually used.

2. When I disagreed with the tool — and was right. And when I was wrong.

3. Is the thin direction still the thin one?

Yes, or a new word.

What I noticed in the pause.

The pause is where the first five hours either become habit or quietly leave. Noticing which is the whole task.

What leaves your phone

The data walk. The never-paste rule, practised on a real paragraph. The law, in plain words.

The two rules stand. You have kept Rule 1 for five hours without knowing why in full. This is the hour you find out.

Lens: *Raksha* — protection; keeping safe what was given in trust. रक्षा · रक्षण

You need: your guide · one real paragraph you might have typed into a tool — a note about a lesson, a message to parents, a remark for a report · the tool's own page about privacy, which your guide brings printed · a pen · a timer.

0–15 min · The data walk. With your guide, trace one prompt from your fingers to the company's server and back. What travels with your words? Your account name. Your phone. Often your location. The time. Everything you typed, kept. Write the list on the right, in your words.

15–35 min · The never-paste rule, by hand. Take your real paragraph. With a pen, cross out every word that could point to a child: a name, a class and section, a mark, a health word, a family detail, a photo. What is left is what may go into a tool. Look at how much is gone. That is the rule, seen.

35–50 min · The law and the vendor, in plain words. India has a law on personal data — the Digital Personal Data Protection Act, 2023. Your guide brings a one-page plain reading of what it means for a school and for a child's data. Read it together. Then read the tool's own privacy page: what does it say happens to your chats? May they be read? Kept? Used to train the next version? Write what you find on the right.

50–60 min · The rule, in your words. Write Rule 1 again on the right — but in your own words, the way you would say it to a colleague in the corridor.

Don't type the paragraph into any tool, before or after crossing out. Don't take the vendor's page on trust — read the actual words. Don't write a rule you would not keep.

Evidence this hour leaves: the redacted paragraph and the rule in your words. UNESCO blocks: "Safe and responsible use" — never disclose personal data to a prompt; local regulation; students' data · "Ethical principles" · "Human agency" — data in the AI lifecycle.

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The direction I'm tending.

What travels with my words.

The list, in my words.

What I crossed out of my paragraph.

Kinds of things, not the things themselves. ("two names, one section, one mark")

What the tool's own page says about my chats.

What the law says a school must do, as I understood it.

Rule 1, in my own words.

As I would say it in the corridor.

What I made: the crossed-out paragraph, the rule in my words.

☐ Photo of the crossed-out paragraph sent to the group ☐ Stays in this book

Nothing leaves the teachers' jurisdiction. That is the promise this program makes — and this hour is how you check it yourself.

Five replies · say your thinking

One real dilemma from your school, worked through in five parts. Then two minutes of your own thinking, said aloud.

The two rules stand. The dilemma is real. The people in it are not named — not here, not in the group.

Lens: *Vichar* — thinking a thing through, from more than one side. विचार

You need: your guide · one real dilemma about AI from your school, with no names (a parent's question, a colleague's shortcut, a child's homework that came from a chatbot) · one real decision you made with or against the tool in the last two weeks · a pen · a timer.

0–5 min · State the dilemma. Two lines. What happened, what the question is. No names.

5–35 min · Five replies. Work through the five parts on the right, one line or two each, in this order. In a batch, each part is one reply in the WhatsApp thread.

What I think — my position.

What I saw — the evidence; what actually happened, not what I fear.

The best case against me — said as well as the other side would say it.

Where we agree — what both sides would sign.

What stays unsettled — the disagreement, written down as-is, not smoothed over.

35–50 min · Say your thinking. Take your one real decision. Talk your guide through it for two minutes: what the tool gave, what you did, why. Not what you wish you had done. Then write the narration on the right in three lines. In a batch, you swap this as a two-minute voice note with one colleague.

50–60 min · Your role. One line: what is my part in how my students meet these tools? Not the school's part. Mine.

Don't skip "the best case against me" — it is the part that makes this thinking and not just opinion. Don't name anyone. Don't let the tool write any of the five replies.

Evidence this hour leaves: the five-part note and the narrated decision, in your words. UNESCO blocks: "Human accountability" — does this tool reduce my accountability · "Ethical principles" applied to one case · "AI to enhance organizational learning" — my role in students' use of AI.

The direction I'm tending.

The dilemma, no names.

Five replies.

What I think

What I saw

The best case against me

Where we agree

What stays unsettled

One real decision, said in two minutes.

What the tool gave · what I did · why.

My part in how my students meet these tools.

What I made: the five-part note; the narrated decision.

☐ Five replies in the thread; a two-minute voice note to one colleague ☐ Stays in this book

A disagreement written down as-is is worth more than an agreement that was smoothed to get there.

Plan your mistake

A fifteen-minute piece of a lesson, with one AI mistake planned on purpose — and how you will catch it in front of the children.

The two rules stand.

Lens: *Leela* — play; trying a thing out where the stakes are small, so it holds when they are not. लीला

You need: your guide · one lesson coming up in the next week · one mistake from your override log that a child could catch · a phone that can record two minutes of audio, or a mirror · a pen · a timer.

0–15 min · Watch your guide recover. Your guide runs a short piece of a lesson, lets a tool's mistake surface, and recovers from it out loud — showing the children how the catching is done. Watch for the move, not the content.

15–45 min · Plan your fragment. A fragment is fifteen minutes of one lesson, not the whole period. Write the five parts on the right: the goal of those fifteen minutes · what the tool will show or produce · the one mistake you have planned for it to make (a real one, from your log) · how a child could catch it — what question you will ask · how you recover, and what that teaches.

45–60 min · Rehearse once. Say the fragment aloud, timed, to a phone recording or a mirror. Fifteen minutes, including the catch. Then one line on the right: what ran long, what felt false.

Don't invent a mistake the tool does not actually make — use a real one you caught. Don't plan a fragment that needs the tool to work perfectly. Don't let the recovery be "so never trust it" — the recovery is "here is how we check".

Evidence this hour leaves: the fragment plan. UNESCO blocks: "AI-assisted teaching" — a prepared piece of teaching · "AI enabling lifelong professional learning" · "Human agency" — modelled, not yet witnessed; that is Hour 9.

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The direction I'm tending.

The fragment plan.

The goal of these 15 minutes

What the tool will show or produce

The mistake I have planned

How a child could catch it — my question

How I recover, and what that teaches

After one rehearsal.

What ran long. What felt false.

The one move I most want the children to see.

What I made: the fragment plan, rehearsed once.

☐ Photo of the plan sent to the group ☐ Stays in this book

Plan one mistake on purpose and how to catch it. Then teach it to two colleagues. That is the whole program in one sentence.

Teach-back

Teach your fragment to two or three colleagues, in person. They write three lines each. Nobody scores.

Lens: *Sahakar* — working alongside; the staffroom as the place where this lives. सहकार

You need: two or three colleagues who can give one free period • your Hour-8 fragment • a room • your guide, if they are near — watching, never scoring • three slips of paper for the observers • a timer.

0–5 min • Set it up. Tell your colleagues: "I am going to teach fifteen minutes of a lesson. Somewhere in it, the tool will make a mistake on purpose. Watch how I catch it. Afterwards, write three lines on your slip. You are not grading me."

5–20 min • Teach the fragment. As planned, as rehearsed. Let the mistake surface. Ask the catching question. Recover.

20–35 min • Three lines each, on paper. Each observer writes, on their slip:

1. What I saw you do when the mistake appeared.
2. Where I think a child would have caught it — or not.
3. One question I still have.

No marks, no "good/bad". They sign the slip with their own name, as an adult who was there.

35–50 min • Read them aloud, together. Each observer reads their three lines. You do not defend. You write, on the right, the one line from each slip that surprised you.

50–60 min • Paste the slips in. The three slips go on the right page, or are copied there in the observers' hand. These notes are the only evidence this book accepts that the staffroom saw you. WhatsApp reactions are not that.

Don't do this over a video call — in person only. Don't fake it if colleagues fall through; Hour 9 waits, the page stays blank, and that is honest. Don't let your guide or principal grade it.

Evidence this hour leaves: the peer observation slips — the only evidence this book accepts for Belonging. UNESCO blocks: "AI to enhance organizational learning" — the staffroom as a learning community • "AI-assisted teaching" — implemented and watched • "Human agency" shown to peers.

WB-A-09 • The Staffroom Loop workbook v0.1 • Leap of Faith Labs • CC-BY-SA 4.0 • from the ten-hour-arc map, Hour 9, and Loop card 12 • first cut, awaiting T1's run

The direction I'm tending.

Who was in the room.

Colleagues' names, written by them. Adults only.

The three slips.

Paste them here, or copy them in the observer's own hand.

THREE SLIPS · 1. WHAT I SAW · 2. WHERE A CHILD WOULD CATCH IT · 3. ONE QUESTION

The line from each slip that surprised me.

What the staffroom saw that I did not.

What I made: fifteen minutes taught, three slips, signed by the people who watched.

☐ Photo of the slips sent to the group (no children in frame) ☐ Stays in this book

Whether two colleagues watching is the staffroom changing, or a rehearsal of it, stays an open question. Write it down as one.

The second pause

A few days, not weeks. Enough to read the book back before Hour 10.

Before the last hour, read your own pages from 7 to 27 once, in order, with a pen. Do not rewrite anything. Nothing in this book is erased. Where something is now untrue, write a dated line beside it. That is how the book shows growth instead of hiding it.

CLOSE CARD — READ THE NINE HOURS BACK

Three questions. On the right.

1. Read your sentence on page 7 and your boundary sentence on page 17. What changed between them?
2. Count the entries in your override log on page 34. Not to score — to see whether disagreeing has become a habit.
3. Which artefact from this book will you still be using in a month? Which one will you never use again, and why?

BEFORE HOUR 10, HAVE READY

- Your shelf line from page 13, and a new one for everything since.
- One practice of your own — something you did in these ten hours that another teacher could do in fifteen minutes. Hour 10 turns it into a card.
- A first thought about your promise: one behaviour, thirty days, your words. Only a thought. The writing happens on page 30.

1. Between my sentence (page 7) and my boundary (page 17), what changed?

2. The override log — has disagreeing become a habit?

Entries counted: ____ . Then one line.

3. The artefact I will still use in a month. The one I will never use again, and why.

Of ____ tasks since Hour 3, ____ stayed on my device.

Your second shelf line. Beside the first on page 13 — a pair of counts, not a score.

A practice of my own, for Hour 10.

Something I did in these ten hours that another teacher could do in fifteen minutes.

What I noticed in the pause.

Where something on an earlier page is now untrue, write a dated line beside it. Never cross it out.

Close the loop

Read your own book aloud. Make one card from your own practice. Then turn the page and write your promise.

Lens: *Lokasangraha* — holding the world together; what you learned goes back into the commons. लोकसंग्रह

You need: your guide · this book, read back once in the pause · the practice you named on page 29 · a pen · a timer.

0–20 min · Read the book aloud. Page 7 (your sentence), page 17 (your boundary), the override log on page 34, and the trace log on page 34. Your guide listens and does not score. Where you want to, say what you would do differently. Say it; don't write over anything.

20–45 min · Make one card. A card is one practice another teacher can do in about fifteen minutes with what is already at home, that leaves something behind. Fill the card on the right, by hand: a name · the direction it serves (♦ ▲ • ♦) · the act, in five lines · what it leaves behind · who it is for. Your guide will type it up in the shared style, with your name on it if you want it there, and it goes into the open collection under the same licence as this book. From your staffroom to the next.

45–55 min · Redraw the path. Go back to page 4. Beside each hour, in one word, what it actually was for you: *easy · hard · skipped · redone · the one.*

55–60 min · Turn the page. The promise is next. It is yours alone to write. Your guide leaves the room, or looks away.

Don't let the tool write your card. Don't make a card you have not done yourself. Don't rewrite earlier pages to look better — a dated line beside them is the honest move.

Evidence this hour leaves: one card, the path redrawn, and the promise on the next page. UNESCO blocks: "AI enabling lifelong professional learning" — before and after · "Creating with AI" — a contribution to the commons · "Co-creating ethical rules" — a rule you made yourself.

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The direction I'm tending.

A CARD FROM MY OWN PRACTICE ◆ ▲ ● ◆ circle one

Name of the card.

The act — about fifteen minutes, with what is already at home.

What it leaves behind.

Who it is for.

Made by _____ · date _____ · shared CC-BY-SA, with my name ☐ yes ☐ no

What I would do differently, said aloud, not written over.

In one line: what these ten hours were.

The card is the only thing in this book that leaves it. Everything else stays yours.

The Promise

One small step, in your own words — about your own behaviour, no one else's. Thirty days.

I promise, about my own next thirty days:

One behaviour. Something you can do, not something you can hope.

The part of me that isn't sure says:

Write the doubt down as-is. A promise that has heard its own doubt is stronger, not weaker.

What I will have to show at the end.

A filled page, a photo, a line in the log — the thing the thirty days leave behind.

My follow-up moment.

Who I'll show, when, and what. Name one colleague — or look for someone in the group who will say yes. Not your guide, not the principal.

SIGNED — ONLY BY ME

DATE

No one signs this for you, and no one checks it but the person you chose. If you change direction later, that's a new promise beside this one — never a failure to hide. One weekly self-check in the thirty days, tracked by nobody else.

WB-A-P · The Staffroom Loop workbook v0.1 · Leap of Faith Labs · CC-BY-SA 4.0 · Promise shape from Maṭīga v0.1 Sheet 3 (same licence)

You leave with

A list of things you made. Not a certificate. Tick what is in your hands.

◎ Your sentence, and the thin direction	☐
◆ A prompt and the gap it opened	☐
▲ A worksheet or rubric, v1, your changes marked	☐
◆ A variant for a second class, and your shelf	☐
▲ Three catches with their why, and an open override log	☐
◆ A hand-made version, Y/T/N marks, a boundary sentence	☐
◆ A crossed-out paragraph, and Rule 1 in your words	☐
▲ A five-part note on a real dilemma, and a decision narrated	☐
▲ A fragment plan with one planned mistake	☐
● Three slips from colleagues who watched	☐
◆ One card, in the open collection	☐
◎ One promise, signed only by you	☐

THE LETTER TO YOUR SCHOOL

Your guide writes one letter for your CPD (Continuous Professional Development) file. It lists the things above that you made. It never lists hours, marks or a level. Your pages are not attached to it. Your log is never shown to the principal.

IF YOU WANT TO GO ON

Teachers who taught a fragment are invited — never selected — to walk beside the next teacher as their guide. Say so to your guide, or don't. Both are fine.

Trace log · Override log

Dates and nouns. No stars, no marks. Yours alone.

TRACE LOG — WHAT EACH HOUR LEFT BEHIND

hour	date	what i left behind	who saw it (me / one colleague / the group)
☉ C			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
☉ P			

OVERRIDE LOG — OPENED IN HOUR 4, NEVER CLOSED

Date · what the tool gave · what I did instead · why. Two minutes a day in the pause. Continue on page 38 if you run out.

date	what it gave · what i did · why

Who walked beside me

Adults only, written by them. Nothing here is about a child.

My guide.

Colleagues who watched Hour 9.

In their own hand.

The person I chose for my follow-up moment.

IF A TRACE FROM THIS BOOK IS TO BE SHOWN OUTSIDE THE GROUP

Nothing from this book is shown outside your WhatsApp group — not in a talk, not on a page, not in a report — unless the person who made it says yes, here, having seen exactly what will be shown. A photo of a page is a trace. A sentence quoted from it is a trace. Children are never in any of it.

WHAT WILL BE SHOWN	WHERE	YES — SIGNED · DATE

You may say no, or say yes to one thing and no to another, or take a yes back. Each of those is written here too.

Nothing leaves the teachers' jurisdiction. This page is where you decide what does.

Make your own hour

The same slots, empty. Write the hour this book is missing for your subject, your class, your staffroom.

The two rules stand here too.

Lens: _____ — one old idea, glossed in plain words

You need:

0—__ min ·

__—__ min ·

__—__ min ·

__—60 min ·

Don't

Evidence this hour leaves: _____

WB-A-11 · written by _____ · date _____ · CC-BY-SA 4.0 if you choose to share it

The direction I'm tending,

The one thing this hour taught me.

What I made: _____

☐ Sent to the group ☐ Stays in this book

A rule for the foot of this page, in your words: _____

Where this book came from

Who made it, from what, and who still has to say yes.

Made by Leap of Faith Labs, Pune — a small public-interest studio. This is version 0.1, dated 2026-10-04. It has not yet been walked by a teacher. The first teacher to walk it will change it; version 0.2 will say how.

The shape — Compass, Practice, Promise — comes from *Mārga* (मार्ग, "the path"), the studio's three-sheet career conversation, also CC-BY-SA. The ten hours come from the studio's ten-hour arc for teacher AI literacy and its thirteen daily cards for a staffroom batch. Hours 2, 3 and 5 were written first, on 2026-08-31, and rebuilt on 2026-09-07; the rest were written for this book.

The framework this book follows is UNESCO's *AI competency framework for teachers* (2024), free to reuse under the same kind of licence. Each hour names the blocks it touches, in UNESCO's own words with a plain gloss. This book says no to three of the framework's lines on purpose, and says so plainly: no AI watches anyone; no profiling or recommending of students or teachers; no AI marking of children and no scores for teachers.

The school and the teachers are not named here. They will be, if and when they say yes, on page 35. Until then: one teacher, in Pune, whose real lessons the first run was built on.

The Hindi and Marathi words are a first draft by the makers, not by a language teacher. Corrections welcome, and they become part of the next version.

SHEET IDS IN THIS BOOK

WB-A-C (Compass) · WB-A-01 to WB-A-10 (the hours) · WB-A-X1, WB-A-X2 (pauses) · WB-A-P (Promise) · WB-A-11 (yours). Each sheet's text has a fingerprint (a sha256 hash) recorded in the book's ledger file, so a copy can be traced back to this version. The ledger lives with the source files, not in this book. Corrections, your Hour 11, and the next version: explore@lofl.world.

THE SOURCE

This book is one web page you can print. The page, its outline, and the *Mārga* sheets it is built on live in the studio's folder for this work. The next version will sit beside this one — nothing is erased.

OVERFLOW

Override log, continued — or anything else.

Copy this book

Photocopy allowed. Change the hours. Keep this page.

This book is shared under **CC-BY-SA 4.0** — Creative Commons Attribution–ShareAlike. In plain words, four lines:

1 Use it. Copy it, print it, hand it to every teacher in your staffroom. Free.

2 Change it. Rewrite an hour. Add Hour 11. Translate it. Cut what does not fit your school.

3 Say where it came from. Keep this page, or one line: "From The Staffroom Loop workbook, Leap of Faith Labs, CC-BY-SA 4.0."

4 Share it the same way. Whatever you make from it is shared under the same licence, so the next staffroom can do what you did.

TWO THINGS THE LICENCE DOES NOT COVER

Your own pages. What you wrote in this book is yours, not the studio's, and is not shared unless you say so on page 35.

Children. Nothing about any child is in this book, and nothing about any child goes into any copy of it.

PRINTING

A4, both sides, fold and staple in the middle. It prints fine in black and white — every shape and rule is readable without colour. If your copier drops the hairline under the titles, nothing is lost.

WHAT THIS BOOK WAS BUILT TO BE

Copied. A workbook that only works as the original is not a workbook; it is a product. This one was made so that the fifth copy, changed by the fourth staffroom, is as real as the first.



The Staffroom Loop

Ten hours. One teacher. Your own lessons. Nothing scored.

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