

Asahijuku Secondary School
Guidelines for the Use of Generative AI

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1. Overview of Generative AI

- (1) Generative AI is a type of artificial intelligence technology that stimulates human intellectual capabilities on a computer, and is being developed and applied across a wide range of fields. Generative AI is characterized by its ability to produce creative artifacts.
- (2) Generative AI predicts the next word or sentence and generates a "plausible answer" based on a large-scale language model (LLM).
- (3) While more accurate responses can be obtained by refining the instructions (prompts), there is always a possibility that the answers may contain errors or include content that is entirely untrue or contextually irrelevant—commonly referred to as “hallucinations.”
- (4) Transparency concerns have been raised regarding what data the AI is trained on, how the training data is created, and what algorithms are used to generate responses.
- (5) Reliability concerns include the potential leakage of confidential information, inappropriate use of personal data, and biases in the generated responses.

2. Basic Concept

- (1) It is important for both students and teaching staff to develop their own ideas after being exposed to diverse “perspectives”. The responses generated by generative AI can help broaden this diversity.
- (2) The capabilities of generative AI are improving rapidly, and in the future society in which students will live, they are likely to use it regularly – even unconsciously. Therefore, it is important to provide students with opportunities to learn how to use it appropriately during their education.
- (3) Responses generated by generative AI should not be considered as the original work of the individuals who prompted them, even if those individuals provided specific instructions.
- (4) Generative AI models rely on large volumes of unstructured data and often prioritize information with high statistical likelihood. However, because not all data is reliable, it is important to recognize that AI-generated responses may include incorrect or misleading information.

3. Protection of Personal Information and Privacy-Related Data

- (1) There is a risk that personal information or privacy-related data entered into a generative AI system may be used for machine learning and later appear in generated responses. Additionally, generative AI may produce responses containing inaccurate or misleading personal or private information.

(2) In light of these risks, the following points should be kept in mind in school settings—both when students use generative AI at school or at home, and when teaching staff use it for classes or administrative tasks:

- Do not input personal or privacy-related information when entering prompts into generative AI tools.
- If a response generated by AI contains personal or private information, refrain from using that content.
- When setting up an account and starting to use a generative AI system, ensure that the prompts you input are not being used for training or machine learning purposes.

4. Copyright Protection

(1) Basic concept

- The purpose of copyright is to protect works that “creatively express ideas or emotions”. Copyright does not extend to mere data (facts) or ideas (such as writing style or painting style).
- In principle, permission of the copyright holder is required when using (reproducing, uploading, etc.) someone else’s copyrighted work, which is protected under rights such as reproduction and public transmission as defined in the Copyright Act. However, certain exceptions apply, such as private use or reproduction for educational purposes, where permission may not be required.

(2) Notes for Using Generative AI in School

- When schools use text generated by AI, care must be taken to avoid infringing on existing copyrights. If the generated content is similar in creative expression or clearly derived from someone else’s work, it may constitute copyright infringement.
- Under Article 35 of the Copyright Act, reproduction and public transmission of copyrighted works are permitted without the rights holder’s consent when used in the context of school classes. Therefore, even if AI-generated content resembles existing works, it may be used within the scope of classroom instruction. However, if the content is to be used beyond the classroom — for example, by posting it on a publicly accessible school website or submitting it to an external competition — permission from the copyright holder is required.

5. Checklist for Student Use of Generative AI

*Excerpt from "Guidelines for the Use of Generative AI at the Elementary and Secondary Education Level (Ver. 2.0)"

☐ Are the terms and conditions set forth by the provider of the generative AI tool being followed, including age restrictions and parental consent requirements?

- ChatGPT (OpenAI) : 13 years or older; parental consent required for users under 18
- Copilot (Microsoft) : 13 years or older; parental consent required for users under 18
- Gemini (Google) : 13 years or older for personal Google accounts

(For school Google accounts, consent from the school administrator is required.)

☐ Has adequate guidance been provided on the nature of generative AI, including its benefits, limitations, and the importance of verifying information?

- ☐ Has the school assessed whether the use of generative AI supports its educational goals?
- ☐ Has sufficient guidance been provided to ensure students do not enter personal, privacy-related, or confidential information into AI tools?
- ☐ Has guidance been given to prevent potential copyright infringement when using generative AI?
- ☐ Are students taught the importance of forming their own ideas and judgments rather than relying entirely on AI?
- ☐ Are students instructed to clearly indicate when they have used generative AI and to properly cite any content generated by it in their work?
- ☐ For assignments during long school holidays, are students informed that submitting AI generated content as their own work is inappropriate, dishonest, and not beneficial to their learning?
- ☐ Has the school selected AI tools with consideration for the potential financial burden on families?
- ☐ Has the school communicated with guardians to raise awareness about the risks of inappropriate AI use outside school settings?

6. Checklist for Teaching Staff Using Generative AI in School Work

*Excerpt from "Guidelines for the Use of Generative AI at the Elementary and Secondary Education Level (Ver. 2.0)"

- ☐ Are teaching staff using only work devices or terminals authorized by the school's information security administrator?
- ☐ Are teaching staff aware of, and compliant with, the most recent terms of use provided by the generative AI tool's provider?
- ☐ Are teaching staff making informed decisions about whether to adopt AI-generated content — based on their understanding of the limitations of generative AI, such as the risks of hallucinations and bias?
- ☐ Are teaching staff refraining from entering highly sensitive information (e.g., student grades) into prompts?

*Except in cases where appropriate security measures are in place to handle such sensitive information.

- ☐ Are teaching staff refraining from entering personal data into prompts?
Except in cases where the AI provider guarantees that any personal data entered will be used solely for generating responses and not for any other purpose
- ☐ Are teaching staff taking care not to use generative AI in ways that could result in copyright infringement?

[Supplementary Material]

Examples of Appropriate and Inappropriate Use of Generative AI in Learning Scenarios

*Excerpt from "Guidelines for the Use of Generative AI at the Elementary and Secondary Education Level (Ver. 2.0)"

Box-5. Examples of Appropriate and Inappropriate Use in Learning Scenarios
<p><u>(Examples of Uses Considered Appropriate)</u></p> <ul style="list-style-type: none">• As part of information ethics education, use outputs containing errors generated by AI as teaching materials to help students recognize the nature and limitations of AI.• Use generative AI as a resource when students are actively involved in thinking and discussing social issues surrounding generative AI.• During group activities, use AI to identify missing perspectives and deepen discussions after the group has initially discussed and summarized the ideas.• Use it as an English conversation partner, or to improve one's English expressions and create the lists of words and example sentences tailored to their interests.• Use it to support Japanese language learning and learning activities for students with foreign backgrounds.• For the purpose of learning how to use generative AI, have students submit the process and result of refining a self-written essay by using generative AI to correct it and then repeatedly revising it on their own, using the track changes function of a word processing software.• In programming classes, use it to help students create programs to realize their ideas.• Evaluate problem-finding and problem-solving skills using generative AI through performance tests.• To help students understand the content of textbooks, etc., according to their level of understanding, generate explanations and images to help them gain a deeper understanding of the content. <p><u>(Examples of Potentially Inappropriate Use)</u></p> <ul style="list-style-type: none">• Allowing unrestricted use before students have developed sufficient information literacy skills, including information ethics, such as adequate knowledge about the nature, merits, and demerits of generative AI itself.• Submitting material generated almost entirely by AI as one's own work for various contests, reports, essays, etc. (If recommending participation in contests, sufficient guidance is necessary, taking the contest guidelines into account).• Using AI in situations where it is desirable to develop sensitivity and originality, such as creating poems or haiku, or expressing or appreciating music or art, or when asking for initial impressions.• Using AI when researching topics, before using quality-assured materials such as textbooks.

- Relying solely on AI output in situations where teachers should provide comments and evaluations based on their accurate knowledge.
- Using AI for regular exams or quizzes (This does not meet the purpose of understanding and evaluating learning progress and outcomes. Even when conducting CBT, sufficient care must be taken to ensure that generative AI cannot be used through filtering, etc.).
- Evaluating student learning based solely on AI output without teacher judgment.
- Relying solely on AI for educational guidance that teachers should provide through their expertise and human interaction.