

A woman with long dark hair, wearing a green polo shirt, is sitting on the left, looking at a laptop. A young girl with long dark hair, wearing a light blue long-sleeved shirt, is sitting on the right, holding a smartphone and looking at it. They are both looking towards the laptop. The background is a plain, light-colored wall.

2024

The Dawn of the AI Era:

Teens, Parents, and the Adoption of
Generative AI at Home and School

 common sense®

COMMON SENSE IS GRATEFUL FOR THE GENEROUS SUPPORT AND
UNDERWRITING THAT FUNDED THIS RESEARCH REPORT

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Credits

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Table of Contents

Introduction	1
Key Findings	4
Part 1: How Teens and Parents Use Generative AI Tools	17
How and Why Teens Use Generative AI	20
Part 2: How Teens Use and Experience AI in School and for School	25
Generative AI in the Classroom.	26
Generative AI School Rules and Policies	31
Part 3: Generative AI in Education: Exploring the Benefits, Risks, and Impacts on Equity with Teens and Parents	34
Part 4: How Generative AI Changes Youth and Parent Perspectives on the Future	43
Conclusion	47
Methodology	49

Introduction

When OpenAI's ChatGPT platform was released to the public in November 2022, many pundits and politicians were quick to herald the great promise of generative AI.¹ Other prominent voices swiftly highlighted the potential pitfalls of this new technology: Economists warned of a rapid loss of jobs due to automation,² and nonprofits highlighted the risks of unfettered development without guardrails. Global leaders expressed concern that society would face existential risks³ associated with an unprecedented deluge of disinformation, normalization of bias, and longer-term threats to human agency. However, while these debates about potential impacts played out, educational institutions were thrust onto the front lines in navigating this change overnight.

Many of the immediate impacts of ChatGPT and other generative AI tools that followed suit were felt in colleges and K-12 schools, where students quickly found they could retrieve months' worth of research and writing in a matter of seconds. Teachers were left scrambling⁴ to identify whether students had submitted AI-generated content as original work, and students posted scores of tutorials on social media describing ways to circumvent tools designed to detect AI-driven plagiarism.

More recently, schools have faced emerging challenges that include generative AI content being used to impersonate staff⁵ and the amplification of various forms of harassment, including the production of deepfake imagery of students.⁶

At the same time, schools have also been a testing ground for experimentation with the positive potential for generative AI to augment and support student learning. Recent studies have suggested that initial fears about widespread increases in cheating may have been overblown,⁷ and national surveys that report students' attitudes about acceptable uses of gen AI tools in school suggest⁸ that most consider them to be acceptable partners for research and editorial support, but draw the line at generating essays on their behalf.

Some schools and districts that initially rejected any use of ChatGPT later shifted to embrace the tool⁹ so that teachers and students could learn to integrate it into the classroom. At the university level, many schools have issued guidance to students and teachers, and have suggested a range of beneficial use cases,¹⁰ such as brainstorming new ideas, practicing a new language, developing lesson plans, helping to write and correct computer code, and identifying patterns in large data sets.

¹ Rotman, D. (2023, March 25). ChatGPT is about to revolutionize the economy. We need to decide what that looks like. *MIT Technology Review*. <https://www.technologyreview.com/2023/03/25/1070275/chatgpt-revolutionize-economy-decide-what-looks-like/>

² Greenhouse, S. (2023, February 8). US experts warn AI likely to kill off jobs—and widen wealth inequality. *The Guardian*. <https://www.theguardian.com/technology/2023/feb/08/ai-chatgpt-jobs-economy-inequality>

³ Roose, K. (2023, May 30). AI poses 'risk of extinction,' industry leaders warn. *The New York Times*. <https://www.nytimes.com/2023/05/30/technology/ai-threat-warning.html>

⁴ Meckler, L., & Verma, P. (2022, December 28). Teachers are on alert for inevitable cheating after release of ChatGPT. *The Washington Post*. <https://www.washingtonpost.com/education/2022/12/28/chatbot-cheating-ai-chatbotgpt-teachers/>

⁵ Griffith, K., & Fenton, J. (2024, April 25). Ex-athletic director accused of framing principal with AI arrested at airport with gun. *The Baltimore Banner*. <https://www.thebaltimorebanner.com/education/k-12-schools/eric-eiswert-ai-audio-baltimore-county-YBJNJAS6OZEE5OQVF5LFOFY6M/>

⁶ Hadero, H. (2023, December 2). Teen girls are being victimized by deepfake nudes. One family is pushing for more protections. *The Seattle Times*. <https://www.seattletimes.com/nation-world/nation/as-teen-girls-in-wa-new-jersey-are-being-victimized-by-deepfake-nudes-one-family-is-pushing-for-protections/>

⁷ Spector, C. (2023, October 31). *What do AI chatbots really mean for students and cheating?* Stanford Graduate School of Education. <https://ed.stanford.edu/news/what-do-ai-chatbots-really-mean-students-and-cheating>

⁸ Sidoti, O., & Gottfried, J. (2023, November 16). *About 1 in 5 U.S. teens who've heard of ChatGPT have used it for schoolwork*. Pew Research Center. <https://www.pewresearch.org/short-reads/2023/11/16/about-1-in-5-us-teens-whove-heard-of-chatgpt-have-used-it-for-schoolwork/>

⁹ Jones, B., Touré, M., & Perez Jr., J. (2023, August 23). More schools want your kids to use ChatGPT. Really. *Politico*. <https://www.politico.com/news/2023/08/23/chatgpt-ai-chatbots-in-classrooms-00111662>

¹⁰ Center for Teaching Innovation. (2023). *Generative artificial intelligence*. Cornell University. <https://teaching.cornell.edu/generative-artificial-intelligence>

Yet even with all the added power of data collection and synthesis, the future of generative AI tools is still uncertain. Many questions remain about what will happen to critical skills, like decision-making and writing. Others wonder how human intelligence and our capacity for creativity and learning might change alongside these powerful agents. Acknowledging these and other open questions, the U.S. Department of Education released guidance last fall that raised a number of inquiries about the quality of the underlying data used to train large language models and the resulting tendency to produce biased results.¹¹

And as with many commercial technology applications used in schools, teachers and administrators must consider the privacy implications of student and institutional data that may be collected through their engagement with gen AI platforms.¹²

This research report is intended to provide additional data and support for those who are developing educational, research, and policy initiatives to better understand and represent the interests of middle and high school students and their parents or guardians at a time of great debate over the integration of artificial intelligence technologies in schools. Drawing on new, nationally representative survey data from 1,045 teens and their parents, the findings illustrate the growing role of generative AI platforms in the lives of families today.

Parents' and their teens' awareness and use of generative AI differ, as do their attitudes about the perceived effects of these technologies on education, learning, and work. These attitudes vary significantly based on the level of experience that respondents have had with these AI tools, a family's racial and ethnic background, and their socioeconomic status. Generally speaking, young people and their caregivers recognize a mix of potential benefits and risks associated with educational applications of generative AI platforms, and many think these technologies will impact their future education plans and job prospects.

Summary of methodology

- This is a nationally representative survey that includes responses from 1,045 general population U.S. adults (age 18 or older) who are parents or guardians of one or more teens age 13 to 18, and responses from one of these teens. All 18-year-old respondents were still in high school.
- Paired (dyad) parent and teen surveys included responses from 1,045 adolescents age 13 to 18 and oversamples to obtain 250 Black and 300 Latino teen respondents.
- Data was collected by Ipsos Public Affairs on behalf of Common Sense Media from March to May 2024.
- The survey was conducted online, in English or Spanish.
- Differences between subgroups were tested for statistical significance at the level of $p < .05$.
- Total amounts may not sum to 100% from the reported subtotals due to rounding and nonresponse.
- For additional details, please see the Methodology section of this report.

¹¹ Office of Educational Technology. (2023, May). *Artificial intelligence and the future of teaching and learning: Insights and recommendations*. U.S. Department of Education. <https://tech.ed.gov/files/2023/05/ai-future-of-teaching-and-learning-report.pdf>

¹² Division of Information Technology. (2023, May 26). *Using generative AI while respecting privacy*. University of Maryland. <https://it.umd.edu/news/using-generative-ai-while-respecting-privacy>



Key Findings

1. Seven in 10 teens age 13 to 18 say they have used at least one type of generative AI tool. Search engines with AI-generated results and chatbots are considerably more popular than image- and video-generating tools.

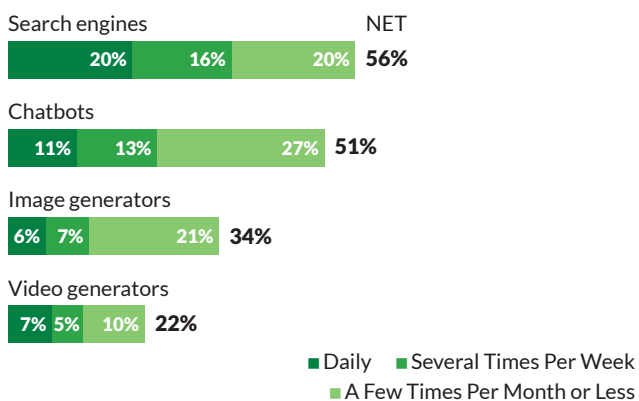
Similar to the dramatic growth of social media, most teens have been quick to adopt generative AI tools. Unlike other digital technologies, the use of generative AI—including search engines with AI-generated results, chatbots, and text generators as well as image and video generators—is consistent across teens of all ages, genders, and racial and ethnic backgrounds. And while 70% of teens say they have used at least one type of gen AI tool, teens with a parent who has a college degree are significantly more likely than those with a parent who has not completed college to have used at least one type of generative AI (74% vs. 66%).

Among teens age 13 to 18, AI-supported search and chatbots are more likely to be used, while image and video generators are less common:

- 56% of teens say they have used search engines with AI-generated results, such as Bing, Google SGE, or Brave Summarizer.
- 51% have used chatbots/text generators, such as ChatGPT, Google Gemini, or Snap's My AI.
- 34% have used image generators, such as DALL-E, Photoshop AI, or Bing Image Creator.
- 22% of teens have used AI video generators, such as Midjourney, Stable Diffusion, or Google VideoPoet.

Teens most often use AI-supported search

Percent of teens who use the following types of generative AI tools



Note: Total amounts may not sum to 100% from the reported subtotals due to rounding and nonresponse. Q: "How often, if ever, have you used the following kinds of generative AI systems?" The respondents included in this chart were 1,045 young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Noteworthy differences emerge based on race/ethnicity in the type of generative AI tools used. Black and Latino teens are significantly more likely to use image and video generators compared to their White peers (39% of Black teens and 40% of Latino teens vs. 30% of White teens for image generators, and 32% of Black teens and 31% of Latino teens vs. 16% of White teens for video generators).

2. Teens say they are using generative AI for a variety of purposes, but using it for help with homework is the most common.

Beyond which AI platforms teens choose to use, they use generative AI for a variety of tasks and purposes. The most commonly reported activities are using gen AI for homework help (53%), to stave off boredom (42%), and to translate something from one language to another (41%).

We asked about 14 different activities in this survey that fall into two categories: formal or educational activities, and separately, personal activities. Formal or educational activities include summarizing or translating content, making images or videos, brainstorming ideas, helping with homework, and writing documents, email, and code. Most of these activities are carried out by about one-third and up to one-half of all teens, with the exception of writing code, which only about 12% of teens have ever engaged in with the assistance of gen AI.

In this survey, we also asked about gen AI-supported personal activities such as staving off boredom and loneliness, creating content as a joke or to tease someone, creating new content using someone else's voice or image, planning activities, and seeking personal or health advice. Fewer youth turn to generative AI for personal activities. Between 12% and 19% engage in these activities with the assistance of gen AI. The one exception to this trend is using gen AI to relieve boredom, which more than two in five teens report.

In keeping with historical patterns for mobile phones and other screen media, Black and Latino teens are more likely to engage in a wider variety of activities with gen AI than their White peers.¹³ Larger shares of both Black and Latino youth compared with White youth say they have used generative AI tools to:

- Create content as a joke or to tease another person (24% of Black teens and 24% of Latino teens vs. 15% of White teens)
- Help them plan an activity (24% and 22% vs. 10%)
- Keep them company (26% and 18% vs. 11%)
- Seek health-related advice (16% and 22% vs. 8%)
- Generate new content from a person's voice or image (20% and 17% vs. 9%)

Black youth are more likely than White youth to use generative AI to:

- Get help with homework (59% of Black teens vs. 47% of White teens)
- Get advice on a personal issue (25% vs. 14%)
- Help them write code or create an app (17% vs. 7%)

Latino youth, by comparison, are more likely than White and Black youth to use generative AI to translate something from one language to another (53% vs. 37% and 31%, respectively). Latino youth are also more likely than White youth to use gen AI to write a document or email (41% vs. 29%) and to create a new image or video (43% vs. 27%).

¹³ See Pew Research Center. (2023, December 11). *Teens, social media, and technology 2023*. <https://www.pewresearch.org/internet/2023/12/11/teens-social-media-and-technology-2023/>

Teen purpose of generative AI use, by race/ethnicity

Among teens who use gen AI, the percentage who have ever used it to assist them in the following ways...	Teens who use gen AI, by race/ethnicity			
	Total	White	Black	Latino
Help with homework	53%	47% ^a	59% ^b	57% ^{ab}
Keep me from being bored	42%	39% ^a	42% ^a	48% ^a
Translate something from one language to another	41%	37% ^a	31% ^a	53% ^b
Brainstorm ideas	38%	35% ^a	37% ^a	43% ^a
Write a document or email	35%	29% ^a	39% ^{ab}	41% ^b
Create a new image or video	33%	27% ^a	32% ^{ab}	43% ^b
Summarize or synthesize information	33%	31% ^a	30% ^a	35% ^a
Create content as a joke or to tease another person	19%	15% ^a	24% ^b	24% ^b
Get advice on a personal issue	18%	14% ^a	25% ^b	22% ^{ab}
Plan an activity	16%	10% ^a	24% ^b	22% ^b
Keep me company	15%	11% ^a	26% ^b	18% ^b
Seek health-related advice	14%	8% ^a	16% ^b	22% ^b
Generate new content from a person's voice or image	12%	9% ^a	20% ^b	17% ^b
Write code or create an app	12%	7% ^a	17% ^b	12% ^a

Note: Items with different superscripts differ significantly across rows within each category ($p < .05$). Q: "Have you ever used generative AI to assist you with any of the following?" The respondents included in this table were 763 young people age 13–18 who have ever used generative AI. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

3. Two in five (40%) teens report using generative AI for school assignments, with a nearly even split between those who use gen AI with their teacher's permission and those who do not.

While 70% of teens report using generative AI, a smaller proportion of teens use gen AI specifically for schoolwork.

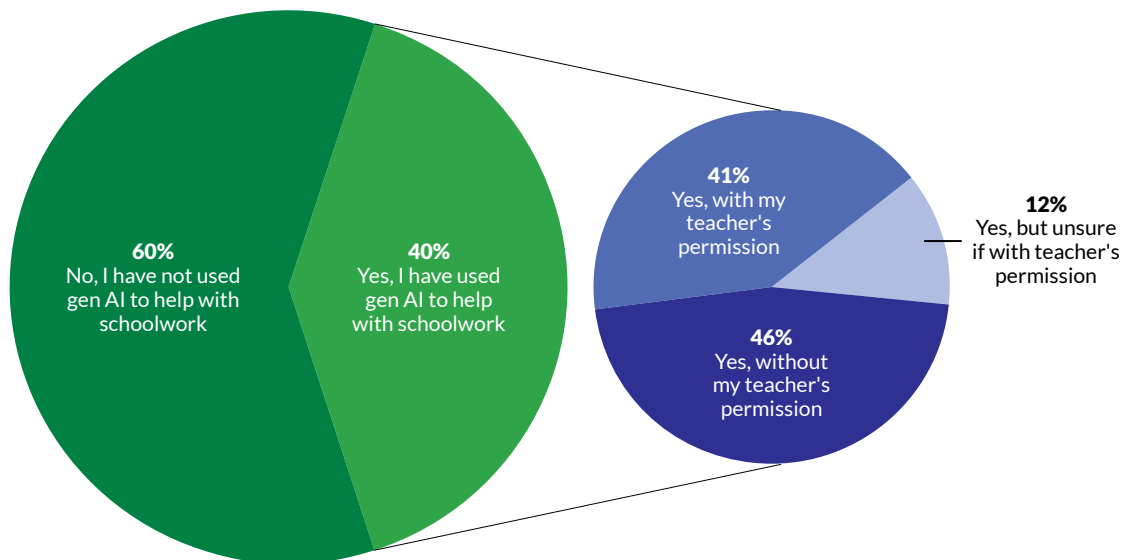
- Two in five (40%) teens report having ever used gen AI to help with school assignments, while 60% say they have never used gen AI to help with schoolwork.
- Latino teens were more likely to say that they have used gen AI to help with school assignments compared to their White peers (45% vs. 36%).

Teens who reported using generative AI to help with school assignments were prompted to think about the most recent time they used gen AI to help with schoolwork and whether using gen AI was with their teacher's permission or not.

- About two in five (41%) teens who used gen AI to help with schoolwork did the most recent assignment with their teacher's permission.
- Almost the same proportion of teens, 46%, used gen AI for the assignment without the teacher's permission.
- About 1 in 10 (12%) teens were not sure whether they used gen AI for the assignment with their teacher's permission or not.¹⁴

Two in five teens use generative AI for schoolwork, with a nearly even split between those using with and without teacher permission

Percent of teens who have used gen AI for school assignments, and those who did so with or without teacher's permission



Note: Total amounts may not sum to 100% from the reported subtotals due to rounding and nonresponse. Q: "Have you ever used generative AI to help with your school assignments?" If a teen answered "yes," they were given the following question: "As a reminder, this survey is entirely confidential. Thinking about the most recent time when you used generative AI to help with a school assignment, was it with your teacher's permission or not?" The respondents included in this chart were 452 young people age 13–18 who have ever used generative AI to help with school assignments. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

¹⁴ Another possible option is that teens may not have been given explicit permission or specifically denied permission to use these tools. We attempted to capture this using the "not sure" option. The sample sizes for certain subgroups were relatively small for this question, and there were no significant differences by age, grade, gender, race/ethnicity, or LGBTQ+ identity.

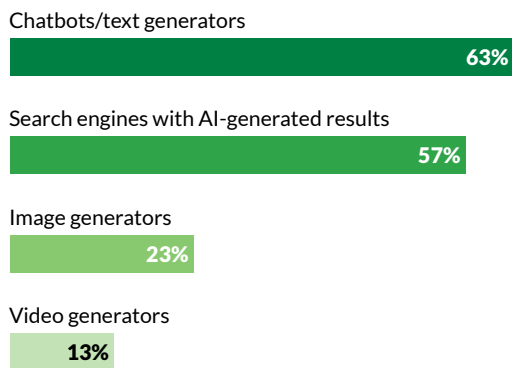
4. Among teens who have used generative AI for school assignments, 63% say they have used chatbots or text generators, while a little more than half (57%) have used search engines with AI-generated results.

Teens who have used generative AI to help with school assignments use various types of systems to support their schoolwork:

- 63% have used chatbots or text generators.
- 57% have used search engines with AI-generated results.
- 23% have used image generators for their schoolwork.
- 13% have used video generators for school.
- White teens are more likely to have used chatbots/text generators (68%) compared to Latino teens (53%).
- Latino teens are more likely to have used image generators for schoolwork (30%) than White teens (18%).
- Black (20%) and Latino teens (18%) are about three times more likely than White teens (6%) to say they have used video generators for school.

Chatbots/text generators are the most common platform teens use for schoolwork

Percent of teens who have used various types of generative AI to help with school assignments



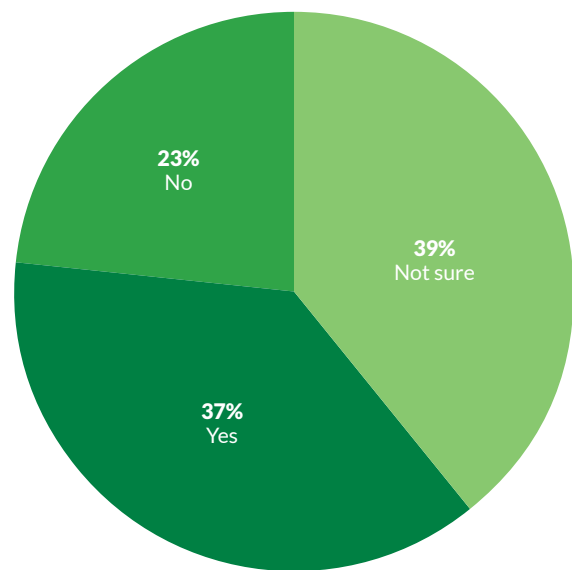
Note: Q: "What types of generative AI have you used for school assignments?" The respondents included in this chart were 420 young people age 13–18 who have used generative AI to help with school assignments. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

5. Most parents are in the dark about their child's generative AI use; just 37% of parents whose teen reported using at least one gen AI platform thought their child had already used gen AI.

There are significant gaps in parents' awareness of their child's use of generative AI. Among parents whose teen indicated using at least one generative AI platform, only 37% thought their child had used gen AI. About one in four (23%) of these parents believe their child *had not* used any of these platforms, while 39% were not sure whether their child had used these tools.

Most parents are out of the loop around their teen's use of generative AI

Percent of parents whose teen has used at least one gen AI platform who indicate awareness of that use



Note: Q: "To your knowledge, has your 13- to 18-year-old child ever used generative AI?" The respondents included in this chart were 763 young people age 13–18 who have used at least one generative AI platform and their parents. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Although most parents are aware of gen AI tools—87% have heard at least "a little" about gen AI—many have not discussed the topic with their teen. Almost half (49%) say they have not talked about gen AI, while 45% have had discussions about the technology with their child.

6. About 6 in 10 teens report either that their school has no rules for how generative AI can be used or that they're not sure if there are rules. And most parents say that schools have not communicated with families about gen AI policies.

Based on teen reports, many schools and teachers may not have clearly communicated about or implemented rules for generative AI. And many teens still report uncertainty about school policies and teacher permissions.

- 37% of teens are not sure whether their school has gen AI rules.
- 35% say their school does have rules for how gen AI can be used.
- 27% report that their school has no rules.

Most teens report that teachers do NOT allow generative AI

Percent of teens who indicate that their teachers have discussed use of gen AI in the following ways

Mostly do not allow students to use gen AI

42%

Teachers have not mentioned gen AI

27%

Mostly allow students to use gen AI

7%

Not sure

23%

Note: Q: "When it comes to generative AI, do your teachers ... ?" The respondents included in this chart were 1,045 young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Communication and permission from teachers in regard to generative AI for schoolwork vary significantly. And most parents say their child's school has not communicated with them about generative AI at all. Yet even in cases where there may not be schoolwide rules, students report that their teachers have implemented a range of restrictions:

- 42% of teens say their teachers mostly do *not* allow students to use generative AI. In a separate Common Sense 2023 survey,¹⁵ a majority of students age 12 to 18 (51%) felt that schools should limit the use of gen AI programs, such as ChatGPT, until safeguards and rules are in place.
- 27% of teens in the current survey say their teachers have not mentioned generative AI, and 23% were not sure whether their teachers allow gen AI use.
- 7% report that their teachers mostly allow students to use generative AI.
- Notably, Black teens (13%) are more likely to say their teachers mostly allow students to use generative AI when compared with White (7%) and Latino teens (7%).

The large majority of parents of teens (83%) say that their child's school has *not* communicated with them about generative AI, compared with 16% of parents who report that the school has communicated. Just 10% say schools have communicated with them specifically about how AI will be used in the classroom, and 4% say the school has communicated about a generative AI ban.

¹⁵ Common Sense Media and Impact Research. (2023, May 10). *Parents and students are optimistic about AI, but parents have a lot to learn to catch up to their kids—and want rules and ratings to help them.*

<https://www.commonsensemedia.org/sites/default/files/featured-content/files/common-sense-ai-polling-memo-may-10-2023-final.pdf>

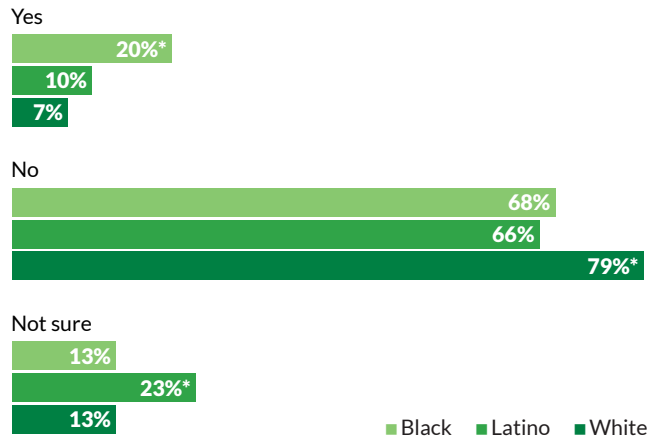
7. Black teens are about twice as likely as their peers to report that teachers flagged their schoolwork as being created by generative AI when it was not.

Among teens who reported that teachers had talked to their class about allowing or restricting the use of generative AI, 29% say that at least one teacher had used software to detect the use of generative AI in students' writing. Although these tools are not always accurate in their attempts to identify AI-generated content, some teachers rely on them. Among all teens, 10% say that at least one teacher had flagged their work as generated by AI when it was not. About 70% of young people who had their work flagged by a teacher have also had their work submitted to an AI detection software, while 27% of them say their work had not been submitted.

However, Black teens are more than *twice as likely* as White or Latino teens to say that teachers flagged their schoolwork as being created by generative AI when it was not (20% vs. 7% and 10%, respectively). This suggests that software to detect AI, as well as teachers' use of it, may be exacerbating existing discipline disparities among historically marginalized groups,¹⁶ particularly Black students.¹⁷ In the United States, Black students face the highest rate of disciplinary measures in both public and private schools—despite being no more likely to misbehave¹⁸—which contributes to negative impacts, such as lower academic performance.¹⁹

Black teens are most likely to have schoolwork incorrectly flagged as created by generative AI

Percent of teens whose teacher(s) flagged their schoolwork as being created by gen AI when it was not, by race/ethnicity



Note: Total amounts may not sum to 100% from the reported subtotals due to rounding and nonresponse. Bars with an asterisk differ significantly from the other bars within each response option ($p < .05$). Q: "Thinking about the following, have any of your teachers ... ?" The respondents included in this chart were 771 young people age 13–18 whose teachers mostly do or do not allow students to use generative AI. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

¹⁶ Woelfel, K. (2023, December 18). *Brief - Late applications: Disproportionate effects of generative AI-detectors on English learners*. Center for Democracy & Technology.

<https://cdt.org/insights/brief-late-applications-disproportionate-effects-of-generative-ai-detectors-on-english-learners/>

¹⁷ Peterson, E. (2021). *Racial inequality in public school discipline for Black students in the United States*. Ballard Center.

<https://ballardbrief.byu.edu/issue-briefs/racial-inequality-in-public-school-discipline-for-black-students-in-the-united-states>

¹⁸ Institute of Education Sciences. (2019, February). *Indicator 15: Retention, suspension, and expulsion*. National Center for Education Statistics.

https://nces.ed.gov/programs/raceindicators/indicator_rda.asp

¹⁹ Morris, E. W., & Perry, B. L. (2016). The punishment gap: School suspension and racial disparities in achievement. *Social Problems*, 63(1), 68–86.

<https://doi.org/10.1093/socpro/spv026>

8. About half of teens (49%) say they have checked other sources to verify the accuracy of generative AI outputs used for school assignments, and 39% of teens who have used AI for school have detected problems and inaccuracies in gen AI outputs.

One major challenge facing teachers and parents is how to guide students to assess the accuracy of content dispensed from chatbots and other AI tools. Young learners may not know enough about a topic to recognize when the information they receive from a generative AI tool is biased or inaccurate. Teens in our survey express their own concerns about inaccurate content, with two-thirds (66%) of teens agreeing that gen AI could give inaccurate content to students. Large shares of parents (71%) agree that students receiving inaccurate results is a concern when considering the use of gen AI in schools.

- White youth are more likely than Latino and Black youth to report concerns about inaccuracies; 72% of White teens agree that generative AI could give inaccurate content to students versus 61% of Latino youth and 47% of Black youth.
- 39% of teens who have used gen AI for schoolwork say they have noticed a problem or inaccuracy with a generative AI output. Another 25% are not sure.

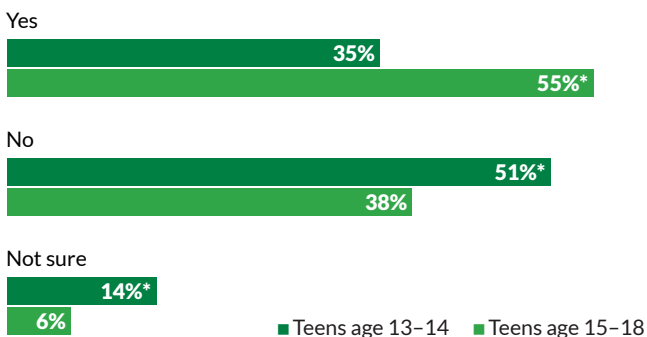
Among teens who have used generative AI for school assignments, about half have consulted other sources:

- Almost half (49%) have checked other sources to verify the accuracy of generative AI outputs created for school assignments, while 43% have not checked other sources.²⁰
- Older teens (age 15 to 18) have a higher likelihood of checking other sources to verify the accuracy of generative AI outputs created for school assignments (55%) when compared with teens age 13 to 14 (35%).

Discussions and lessons in school can help scaffold young people on how to interact with these technologies, encouraging teens to cautiously and skeptically read outputs and verify the information. Teens who had class activities focused on generative AI are more likely to report having checked other sources to verify the accuracy of their gen AI outputs than teens who have not had class discussions (55% vs. 43%).

Older teens are more likely than younger teens to verify accuracy of generative AI outputs for schoolwork

Percent of teens who have used gen AI for school assignments and who indicate whether they have checked other sources to verify gen AI outputs



Note: * Differences between teens age 13-14 and teens age 15-18 are statistically significant at the level of $p < .05$. Q: "Do you ever check other sources to verify the accuracy of your generative AI outputs created for school assignments?" The respondents included in this chart were 452 young people age 13-18 who have used generative AI to help with school assignments. **Source:** Common Sense Media survey conducted by Ipsos, March 15-April 20, 2024, with 1,045 young people age 13-18 and their parents.

²⁰ In some cases, there may be little or no need to assess the accuracy of outputs, such as with prompts that might generate creative illustrations for a report or presentation.

9. Parents of Black teens are more optimistic about the impact of generative AI on learning, skill acquisition, and inequality in education.

Overall, Black teens are more likely to report teacher involvement in generative AI compared to their White and Latino peers. Black teens are more likely than White and Latino students to report that their teachers used generative AI to brainstorm ideas in class (30% vs. 19% and 19%, respectively), and that their teachers asked them to use generative AI for help with writing, editing, or organizing thoughts (27% vs. 11% and 13%). In addition, Black teens more often report that their school has no rules about how gen AI can be used when compared with Latino teens (34% vs. 22%).

Perhaps due to greater teacher engagement, Black teens, in particular, less often point to the risks surrounding generative AI in schools. White and Latino youth, compared to Black youth, are significantly more likely to express concerns that gen AI could be used to cheat in school (81% for White youth and 77% for Latino youth vs. 60% for Black youth). The same pattern emerges with youth concerns about the use of gen AI to create bullying content (62% for White youth and 67% for Latino youth vs. 49% of Black youth). Compared to Black youth, White youth are also more likely to agree that students might not learn critical skills because generative AI does it for them (68% for White youth vs. 54% of Black youth).

Similar to teens, differences in concerns by race/ethnicity emerge among parents. Parents of Black teens are more optimistic about the possibility of gen AI use to reduce educational disparities; compared with the parents of White teens, parents of Black teens are nearly twice as likely to believe that the use of gen AI in schools will decrease inequality in education (22% vs. 13%).

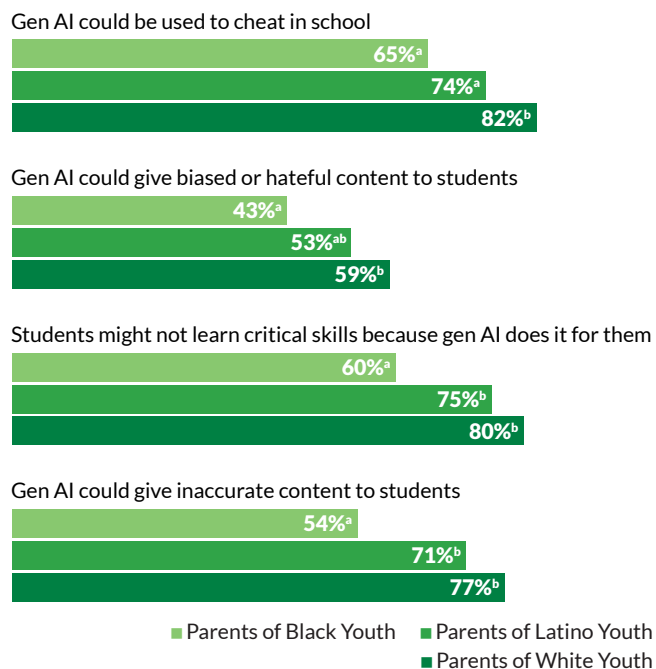
Parents of Black teens are also almost twice as likely to indicate that these platforms will have a positive impact on their teen's learning in school compared to parents of White teens (37% vs. 21%). Parents of White teens more often report that generative AI will have a negative impact on their teen's learning in school versus parents of Black teens (34% vs. 23%).

Parents of White teens, compared to parents of Black teens, are also more likely to agree that generative AI could give biased or hateful content to students (59% for parents of White youth vs. 43% for parents of Black youth), and are also more likely than parents of Black and Latino teens to say gen AI could be used to cheat in school (82% vs. 65% and 74%).

Furthermore, parents of White and Latino teens are more likely to agree that students might not learn critical skills because generative AI does it for them (80% for parents of White teens and 75% for parents of Latino teens vs. 60% for parents of Black teens), and that gen AI could give inaccurate content to students (77% and 71% vs. 54%).

Parents of Black and White youth diverge around their view of the risks of generative AI in schools

Percent of parents who somewhat to strongly agree with the following statements about the impact of gen AI in schools, by race/ethnicity



Note: Bars with different superscripts differ significantly within each category ($p < .05$). Q: "Here are some things some people say about generative AI in schools. Please tell us if you agree or disagree with each statement." The respondents included in this chart were 1,045 parents of young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

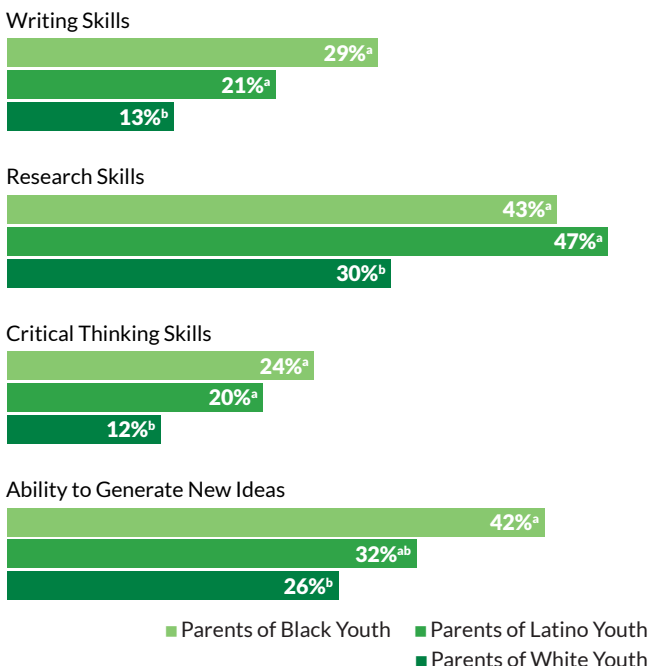
Similar patterns are in place when we look at specific types of skills that might be displaced by generative AI. When compared with parents of Black youth, parents of White and Latino youth are more likely to voice concerns about the impact of gen AI on their teen's skills. Parents of White and Latino youth more often report that their child's use of gen AI will mostly harm a wide range of skills:

- 57% of parents of White youth and 51% of parents of Latino youth say gen AI will mostly harm their child's writing skills, compared with 28% of parents of Black youth.
- 61% of parents of White youth and 57% of parents of Latino youth say gen AI will mostly harm their child's critical thinking skills, relative to 35% of parents of Black youth.
- 51% of parents of White youth and 47% of parents of Latino youth say gen AI will mostly harm their child's ability to generate new ideas, while 30% of parents of Black youth agree this is a concern.

At the same time, parents of Latino and Black youth, compared with parents of White youth, are significantly more likely to see the potential for generative AI to enhance their child's skills. Parents of Black and Latino teens are about twice as likely as parents of White teens to say their child's use of gen AI will mostly improve their critical thinking skills (24% and 20% vs. 12%) and are significantly more likely to say gen AI will improve their child's research skills (43% and 47% vs. 30%) and writing skills (29% and 21% vs. 13%).

Parents of Black and Latino youth are more optimistic about generative AI's impact on their child's skills

Percent of parents who think their child's use of gen AI will mostly improve their child's skills, by race/ethnicity



Note: Bars with different superscripts differ significantly within each category ($p < .05$). Q: "Do you think your child's use of generative AI will mostly improve, harm or not change the following ... ?" The respondents included in this chart were 1,045 parents of young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

10. Teens who've had class discussions about generative AI are more likely to have nuanced views about its usefulness and challenges, and more often say it has changed the skills, educational path, or job they plan to pursue.

Talking about generative AI in the classroom may contribute to a more nuanced understanding of perceived benefits, challenges, and uses of generative AI among teens. Teens who had discussions in class about generative AI are more likely to point to a number of benefits that generative AI may offer for learning and education. Compared to those who have not had class discussions or lessons, they are more likely to agree that gen AI tools and features could help students brainstorm ideas for school projects (84% who have had class discussions on gen AI vs. 65% for those who have not); could help personalize learning for students (71% vs. 55%); and that learning how to use gen AI could give students an advantage in their future jobs (76% vs. 56%).

Teens who have had class discussions are also more aware of certain limitations with generative AI. For instance, those who had class discussions are more likely to agree that gen AI could be used to cheat in school (87% vs. 73%) and that students might share personal information with generative AI (76% vs. 62%). Teens who had class discussions or lessons about gen AI are also more likely than teens who have not had class discussions to report having checked other sources to verify the accuracy of their generative AI outputs (55% vs. 43%).

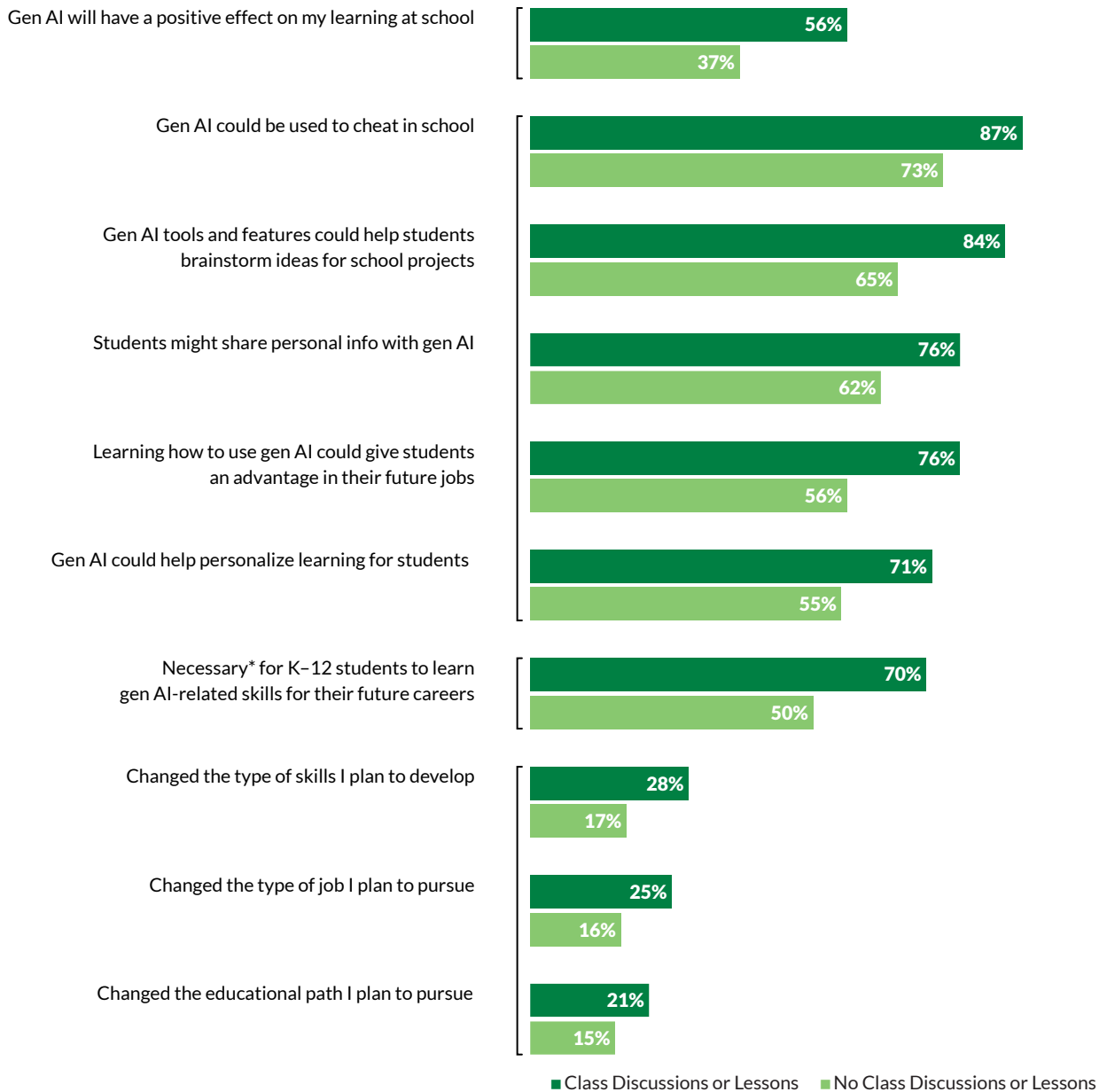
Class discussions and lessons about generative AI are also connected to a more optimistic outlook among teens about the impact of gen AI on learning. Slightly over half of teens who report that they have had class discussions or lessons about generative AI say these systems will have a positive effect on their learning at school (56%), compared with 37% who did not have discussions or lessons but felt positive about the impact of AI on in-school learning.

And not only does talking about generative AI in class shape understanding about the technology's impact on learning, but such discussions also suggest the importance of learning to use gen AI for future jobs. Seven in 10 teens who had class discussions and lessons about generative AI say that learning gen AI-related skills is necessary for K–12 students' future careers, compared to half of those who did not have class discussions.

As they look toward the future, teens who have had class discussions or lessons about generative AI are also significantly more likely than those who did not to say that the introduction of gen AI has changed how they think about their anticipated plans, including the sorts of skills they intend to develop (28% vs. 17%), their educational path (21% vs. 15%), and the type of job they would like to pursue (25% vs. 16%).

Teens who have had class discussions or lessons on generative AI are more likely to have a more balanced view of gen AI in learning and education, and see potential to shape learning and future plans

Percent of teens who somewhat to strongly agree with the following statements, by whether they had class discussions or lessons on gen AI



Note: The chart represents data from four questions, listed in order from the top of the chart to the bottom. * All data in the chart pertains to response options that include "somewhat to strongly agree," with the exception of Q3, where data in the chart represents responses that include "somewhat to very necessary." Q1: "What kind of impact do you think AI platforms like generative AI will have on your learning ... ?" Q2: "Here are some things some people say about generative AI in schools. Please tell us if you agree or disagree with each statement." Q3: "How necessary do you think it is for K-12 students to learn generative AI-related skills for their future careers?" Q4: "Has the introduction of generative AI changed the way you think about your future plans in the following ways ... ?" Differences between those who have and have not had class discussions or lessons about gen AI are statistically significant for all items at the level of $p < .05$. The respondents included in this chart were 1,045 young people age 13-18. **Source:** Common Sense Media survey conducted by Ipsos, March 15-April 20, 2024, with 1,045 young people age 13-18 and their parents.

11. Black and Latino youth are significantly more likely to say generative AI will have a positive impact on their learning in school, and that the introduction of gen AI has changed how they think about their future.

Two in five teens (44%) say generative AI will have a positive impact on their learning in school, versus 25% who report these platforms will have a negative effect.

- Black and Latino youth are significantly more likely than White youth to believe that AI tools like generative AI will have a positive impact on their learning in school (55% and 50% vs. 38%, respectively).
- Hands-on experience with gen AI makes a difference in young people's sense of its impact. Almost twice as many youth who have used gen AI for schoolwork, versus those who have not, say these systems will have a positive impact on their learning in school (62% vs. 32%).

When thinking about their future, relatively small numbers of teens say the introduction of generative AI has shaped their thinking about their future trajectory. About one in five (21%) report that it has changed the skills they want to cultivate, 17% of teens say that the advent of gen AI has changed their planned educational path, and another one in five (19%) report shifts in their future job plans.

Black and Latino youth, compared to their White peers, are more likely to say that the introduction of generative AI has changed how they think about their future, from the skills they want to develop (26% of Black youth and 25% of Latino youth vs. 16% of White youth), to their educational path (23% and 21% vs. 13%), and the job they plan to pursue (26% and 23% vs. 14%).

Part 1: How Teens and Parents Use Generative AI Tools

Seven in 10 teens age 13 to 18 say they have used at least one type of generative AI tool. Search and chatbots are considerably more popular than image- and video-generating tools for both teens and parents.

The range of generative AI tools accessible to youth grows each day, but the dominant platforms tend to fall into one of four categories:

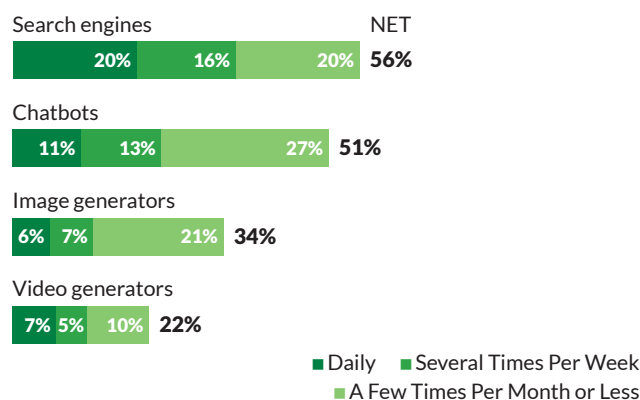
- *Chatbots/text generators*, such as ChatGPT, Google Gemini, or Snap's My AI
- *Image generators*, such as DALL-E, Bing Image Creator, or Photoshop with gen AI features
- *Video generators* such as Midjourney, Stable Diffusion, or Google VideoPoet
- *Search engines with AI-generated results* such as Bing, Google SGE, or Brave Summarizer

Overall, 70% of young people age 13 to 18 have used at least one of these types of generative AI tools.²¹

Unlike other online tools, teens of all ages, genders, and racial and ethnic backgrounds are equally likely to have used generative AI overall. However, teens who have a parent with a college degree are considerably more likely to have used at least one type of gen AI tool; 74% of such youth have used gen AI, compared with 66% of those with a parent who is not a college graduate.

Teens most often use AI-supported search

Percent of teens who use the following types of generative AI tools



Note: Total amounts may not sum to 100% from the reported subtotals due to rounding and nonresponse. Q: "How often, if ever, have you used the following kinds of generative AI systems?" The respondents included in this chart were 1,045 young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

AI-supported search

Searching for information online is a critical and near-daily use of the internet for most people, including teens. As AI-augmented and synthesized search tools become more common across different engines, they have become the most widely used generative AI tool for teens. And since this survey was fielded, Google began displaying AI-generated overviews as part of search results on their main platform, which presents all users with gen AI results by default. This change was met with criticism about inaccuracies, bias, lack of citation of source material, and suppression of the real authors' source content in search results. Similar AI-generated search results by default have been integrated into other major platforms, like Facebook and Instagram.

²¹ In a 2023 NORC survey for Hopelab and Common Sense Media conducted Oct. 4–Nov. 14, 2023, with 1,274 young people age 14 to 22 nationwide, 51% of respondents said they had used generative AI at some point. The question wording and ordering was somewhat different, asking *How often do you use generative artificial intelligence (AI) tools, such as ChatGPT?* (This was asked of all survey respondents.) Full report available here:

<https://www.commonsensemedia.org/sites/default/files/research/report/teen-and-young-adult-perspectives-on-generative-ai.pdf>

More than half of teens (56%) have used search engines with AI-generated results such as Bing, Google SGE, or Brave Summarizer, with 20% saying they use gen AI search at least once per day, 16% several times per week, and 20% a few times per month or less. Around 4 in 10 (43%) say they have never used these tools. In general, there are no notable demographic differences across different groups of teens with regard to the use of gen AI search tools.

Chatbots or text generators

While chatbots like ChatGPT may have the highest name recognition of the different types of AI tools, they are used slightly less than AI-enhanced search. Overall, 51% of teens say they have used chatbots/text generators, such as ChatGPT, Gemini, or Snap's My AI, with 11% reporting that they use them at least once a day, 13% several times per week, and 27% a few times a month or less. Just less than half of teens (48%) say they have never used chatbots or text generators.

Young people with a parent who has a college degree are more likely to have used chatbots and text generators when compared with those whose parent does not have a degree (57% vs. 45%). And while youth of all races and ethnicities are equally likely to use chatbots and text generators, larger shares of Latino and Black teens report daily use; 18% of Black teens and 16% of Latino teens use chatbots and text generators at least once per day compared with 8% of White teens.

Image generators

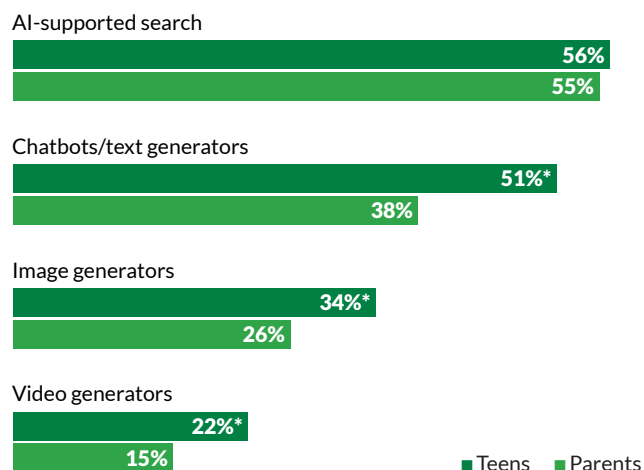
AI image generators allow users to create still images using text prompts (and in some cases, image prompts). The use of these image generators, such as DALL-E, Photoshop with gen AI features, or Bing Image Creator, is less prevalent among teens; 34% have used these tools, including 6% who use them at least once per day, 7% several times a week, and 21% a few times per month or less. About two in three (65%) teens have never used gen AI image generators. Boys are more likely to have used gen AI image generators when compared with girls (38% vs. 30%), and Black and Latino youth are more likely than White youth to have used these tools (39% and 40% vs. 30%).

Video generators

The gen AI tools used the least frequently among teens are video generators, such as Midjourney, Stable Diffusion, or Google VideoPoet—rapidly evolving tools that allow users to create videos from image or text prompts. In total, 22% of teens say they have ever used video generators, with 6% saying they use these tools at least daily, 5% several times per week, and 10% reporting that they use them a few times per month or less. About three in four (77%) teens say they have never used gen AI video tools. Black (32%) and Latino (31%) teens are nearly twice as likely to use video generators as White teens (16%).

Greater percentages of teens use different types of generative AI than parents

Percent of teens and parents who have used the following types of gen AI tools



Note: * Differences between teens and parents are statistically significant at the level of $p < .05$. Q: "How often, if ever, have you used the following kinds of generative AI systems?" The chart reflects the responses "a few times a month or less" to "several times a day." **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Teens have explored a wider array of generative AI tools when compared with their parents. While teens and their parents are equally likely to use search engines with AI-generated results (56% of teens and 55% of parents), teens are significantly more likely to have used:

- Chatbots/text generators (51% teens vs. 38% parents)
- Image generators (34% vs. 26%)
- Video generators (22% vs. 15%)

Most parents are in the dark about their child's generative AI use; just 37% of parents whose teen reported using at least one gen AI platform thought their child had already used gen AI.

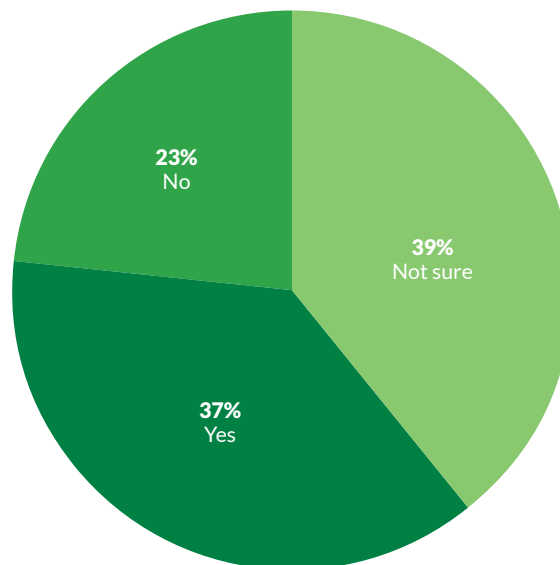
We know from decades of research that media use by children and teens has an impact on their development, cognitively and socially. And as generative AI quickly and virally enters kids' lives—both in and out of school—parents are often the first line of mediation for that use. Among all parents, 28% say that, to their knowledge, their child has used generative AI. Another 31% believe their child has not used gen AI, and 40% say they are not sure.

Parents of boys are more likely to say their child has used these tools when compared with parents of girls (33% vs. 24%). And parents of teens age 15 to 18 more often report that their child has used some type of generative AI compared with parents of teens age 13 to 14 (31% vs. 23%).

Overall, gaps in parents' awareness of their child's gen AI use are quite significant; just 37% of parents whose teen reported using at least one generative AI platform in our survey thought their child had used gen AI. About one in four (23%) of these parents believed their child had not used any of these platforms, and 39% said they were not sure whether their child had used gen AI tools.

Most parents are out of the loop around their teen's use of generative AI

Percent of parents whose teen has used at least one gen AI platform who indicate awareness of that use



Note: Q: "To your knowledge, has your 13- to 18-year-old child ever used generative AI?" The respondents included in this chart were 763 young people age 13–18 who have used at least one generative AI platform and their parents. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Even though parents are generally aware of generative AI tools—87% have heard at least "a little" about gen AI—many have not discussed the topic with their teen. Almost half (49%) say they have not talked about gen AI with their child, while 45% have had discussions about the technology. Parents with higher levels of education are notably more likely to have discussed the topic of generative AI with their teens; 52% of those with a college degree have done so, compared with 37% of parents who have not graduated college.

How and Why Teens Use Generative AI

More than two in five teens say they use gen AI for schoolwork, language translation, and addressing boredom.

Teens report many different uses of generative AI tools, ranging from practical and problem-solving to creative and comforting. We asked about 14 different activities in this survey that fall roughly into two categories: 1) formal or educational activities and 2) personal activities. Formal or educational activities focus on using generative AI to summarize or translate content, make images or videos, brainstorm ideas, help with homework, and write documents, email, or code. Personal activities include using gen AI to beat boredom, keep oneself company, get advice on personal or health issues, create content as a joke or to tease someone, and create content using a person's image or voice.

Many more young people engage in education-related activities, with between one-third and up to one-half of all teens turning to gen AI for these more formal tasks, not including writing code or creating an app (12%). Fewer young people engage in the more personal activities, with between 12% and 19% reporting these activities, with the exception of the 42% of teens who say they use gen AI to fight boredom.

Education-related and formal uses of generative AI

More than any other activity, teens report that they have turned to gen AI to *get help with homework*; 53% say they have used generative AI tools to assist them in this way. About 4 in 10 (41%) say they have used it to *translate something from one language to another*.

In keeping with other recent research²² on young people's use of gen AI, this survey finds that *brainstorming ideas* continues to be one of the more popular functions (38% of teens). Similarly, just over one-third (35%) say they have used generative AI tools to help them *write a document or email*. One in three (33%) also say they have used gen AI to *create a new image or video*, and the same share say they have used it to *summarize or synthesize information* (33%).

Looking at differences by age, several functions of more formal, school-related generative AI become more common as teens get older. Using gen AI tools to help brainstorm ideas is considerably more common among youth age 15 to 18 when compared with those age 13 to 14 (44% vs. 27%). Older teens are also more likely to use gen AI to write a document or email (39% vs. 27%) and summarize or synthesize information (37% vs. 26%).

Typically, with new and emerging technologies, the early adopters tend to be those in higher-earning households. In this case, that only applies to one gen AI activity: writing a document or email. Youth living in households earning at least \$75,000 are more likely than those in families earning less to have used generative AI tools to assist them with writing a document or email (38% vs. 29%). In contrast, a larger share of teens in families earning less than \$75,000 per year have used gen AI to create a new image or video (38% vs. 29%).

Less formal, more personal generative AI uses

In this category of AI activities, the largest group of teens (42%) say they have used gen AI to simply *keep them from being bored*. Other activities in this category are less common among teens; about one in five teens (19%) report using gen AI for less serious endeavors, noting they have used it to *create content as a joke or to tease another person*. Another group of teens say they have used AI to assist them when they needed to *get advice*, either on a *personal issue* (18%) or on a *health-related topic* (14%). Some teens also look for companionship when interacting with generative AI tools; 15% note that they have used gen AI to *keep them company* and others use it to *plan an activity* (16%).

Teens from families earning less than \$75,000 per year are more likely to have used gen AI to assist with personal tasks, such as when they want to plan an activity (20% vs. 11%) or have these tools keep them company (18% vs. 11%).

²² See Common Sense Media. (2024, June 3). *Teen and young adult perspectives on generative AI: Patterns of use, excitements, and concerns*. <https://www.common Sense Media.org/research/teen-and-young-adult-perspectives-on-generative-ai-patterns-of-use-excitements-and-concerns>

Just over 1 in 10 (12%) teens have generated new digital content using a person's voice or image.

Among the more novel uses of generative AI, 12% of teens say they have *generated new content from a person's voice or image*. The same share (12%) say they have used it to *write code or create an app*.

Notably, there are a few gender differences in the use of generative AI tools.²³ Girls are more likely than boys to have used gen AI to keep them company (17% vs. 11%), while boys are more likely than girls to have used the tools to help them write code or create an app (16% vs. 9%).

Teen purpose of generative AI use, by gender and age

Among teens who use gen AI, the percentage who have ever used it to assist them in the following ways...	Teens who use gen AI				
	Total	Girls	Boys	13 to 14	15 to 18
Help with homework	53%	55% ^a	50% ^a	49% ^a	55% ^a
Keep me from being bored	42%	38% ^a	45% ^a	44% ^a	41% ^a
Translate something from one language to another	41%	39% ^a	41% ^a	43% ^a	40% ^a
Brainstorm ideas	38%	33% ^a	41% ^a	27% ^a	44% ^b
Write a document or email	35%	36% ^a	34% ^a	27% ^a	39% ^b
Create a new image or video	33%	29% ^a	37% ^a	34% ^a	32% ^a
Summarize or synthesize information	33%	30% ^a	34% ^a	26% ^a	37% ^b
Create content as a joke or to tease another person	19%	16% ^a	23% ^a	18% ^a	20% ^a
Get advice on a personal issue	18%	18% ^a	17% ^a	18% ^a	18% ^a
Plan an activity	16%	19% ^a	13% ^a	15% ^a	17% ^a
Keep me company	15%	17% ^a	11% ^b	18% ^a	13% ^a
Seek health-related advice	14%	16% ^a	13% ^a	11% ^a	16% ^a
Generate new content from a person's voice or image	12%	12% ^a	12% ^a	12% ^a	12% ^a
Write code or create an app	12%	9% ^a	16% ^b	9% ^a	14% ^a

Note: Items with different superscripts differ significantly across rows within each category ($p < .05$). Q: "Have you ever used generative AI to assist you with any of the following?" The respondents included in this table were 763 young people age 13–18 who have ever used generative AI. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

²³ The number of youth who report a different gender identity other than boy/man or girl/woman and use generative AI ($n = 15$) was too small to report findings for this group. Similarly, the number of LGBTQ+ youth who use generative AI ($n = 64$) was below a reasonable threshold for reporting findings when compared with non-LGBTQ+ youth.

Black and Latino youth report a much wider range of generative AI use.

The relationship that Black and Latino youth have with gen AI tools is markedly different when compared with White youth.²⁴ For instance, Black youth are more likely than White youth to report using gen AI for help with homework (59% vs. 47%) and to get advice on a personal issue when compared with White youth (25% vs. 14%). They also more often report using the technology to help them write code or create an app (17% vs. 7%).

Latino youth, by comparison, are more likely than White and Black youth to use gen AI to translate something from one language to another (53% vs. 37% and 31%). Latino youth are also more likely than White youth to use gen AI to write a document or email (41% vs. 29%) and to create a new image or video (43% vs. 27%).

In addition, larger shares of both Black and Latino youth say they have used generative AI tools to create content as a joke or to tease another person when compared with White youth (24% and 24% vs. 15%). And Black and Latino youth are more likely than White youth to say they have used gen AI tools to help them plan an activity (24% and 22% vs. 10%), keep them company (26% and 18% vs. 11%), seek health-related advice (16% and 22% vs. 8%), and generate new content from a person's voice or image (20% and 17% vs. 9%).

Teen purpose of generative AI use, by race/ethnicity

Among teens who use gen AI, the percentage who have ever used it to assist them in the following ways...	Teens who use gen AI, by race/ethnicity			
	Total	White	Black	Latino
Help with homework	53%	47% ^a	59% ^b	57% ^{ab}
Keep me from being bored	42%	39% ^a	42% ^a	48% ^a
Translate something from one language to another	41%	37% ^a	31% ^a	53% ^b
Brainstorm ideas	38%	35% ^a	37% ^a	43% ^a
Write a document or email	35%	29% ^a	39% ^{ab}	41% ^b
Create a new image or video	33%	27% ^a	32% ^{ab}	43% ^b
Summarize or synthesize information	33%	31% ^a	30% ^a	35% ^a
Create content as a joke or to tease another person	19%	15% ^a	24% ^b	24% ^b
Get advice on a personal issue	18%	14% ^a	25% ^b	22% ^{ab}
Plan an activity	16%	10% ^a	24% ^b	22% ^b
Keep me company	15%	11% ^a	26% ^b	18% ^b
Seek health-related advice	14%	8% ^a	16% ^b	22% ^b
Generate new content from a person's voice or image	12%	9% ^a	20% ^b	17% ^b
Write code or create an app	12%	7% ^a	17% ^b	12% ^a

Note: Items with different superscripts differ significantly across rows within each category ($p < .05$). Q: "Have you ever used generative AI to assist you with any of the following?" The respondents included in this table were 763 young people age 13–18 who have ever used generative AI. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

²⁴ These overall trends are similar to recent data gathered from a different survey for Common Sense Media in November 2023. See Common Sense Media. (2024, June 3). *Teen and young adult perspectives on generative AI: Patterns of use, excitements, and concerns*. <https://www.commonsensemedia.org/research/teen-and-young-adult-perspectives-on-generative-ai-patterns-of-use-excitements-and-concerns>

Parents' experience with generative AI tools for specific tasks is less varied than their teens', but their patterns of use are quite similar.

Parents who say they have used gen AI were asked a similar battery of questions to teens about how they use gen AI and for what purpose. The range of activities they are likely to engage in is somewhat more limited when compared with their teens, but many of the ways that parents use generative AI tools are remarkably similar to their children. The only activity that parents are more likely to use gen AI to assist them with is seeking health-related advice; 20% of parents have done this, compared with 14% of teens who are generative AI users.

In comparison, teens are more likely than their parents to use gen AI to brainstorm ideas (38% vs. 27%), create a new image or video (33% vs. 24%), use generative AI tools to keep them company (15% vs. 7%), and create content as a joke or to tease another person (19% vs. 10%).

Teen and parent purpose of generative AI use

Among teens and parents who use gen AI, the percentage who have ever used it to assist them in the following ways...	Users of gen AI	
	Total Teens	Total Parents
Help with homework	53%	n/a
Learn a new skill	n/a	22%
Keep me from being bored	42%	n/a
Translate something from one language to another	41% ^a	39% ^a
Brainstorm ideas	38% ^a	27% ^b
Write a document or email	35% ^a	37% ^b
Create a new image or video	33% ^a	24% ^b
Summarize or synthesize information	33% ^a	30% ^a
Create content as a joke or to tease another person	19% ^a	10% ^b
Get advice on a personal issue	18% ^a	17% ^a
Plan an activity	16% ^a	19% ^a
Keep me company	15% ^a	7% ^b
Seek health-related advice	14% ^a	20% ^b
Generate new content from a person's voice or image	12% ^a	11% ^a
Write code or create an app	12% ^a	12% ^a

Note: Items with different superscripts differ significantly between rows within each category ($p < .05$). Q for teens and parents: "Have you ever used generative AI to assist you with any of the following ... ?" The respondents included in this table were 763 young people age 13–18 and 693 of their parents who have ever used generative AI. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Somewhat similar to trends among teens, parents of Black and Latino teens are more likely than parents of White teens to use generative AI tools to assist them with specific activities. For instance, parents of Black (23%) and Latino teens (18%) are about four times as likely as parents of White teens (5%) to generate new content from a person's voice or image, and nearly twice as likely to say that they use these platforms to seek health-related advice (29% for parents of Black teens and 28% for parents of Latino teens vs. 15% for parents of White teens). In addition, echoing patterns observed among teens, parents of Latino youth are more likely than parents of Black and White teens to use generative AI to translate something from one language to another (51% vs. 34% and 32%).

However, unlike teens, there are additional differences between parents of Black and Latino teens in gen AI usage. Parents of Black teens (40%) are about twice as likely as parents of Latino teens (21%) and nearly three times as likely as those of White teens (15%) to report they have used generative AI to plan an activity. They are also significantly more likely to say they have used these tools to learn a new skill (36% vs. 27% and 19%). Similarly, close to 4 in 10 parents of Black teens (37%) use generative AI to brainstorm ideas, compared with about 2 in 10 parents of Latino teens (21%).

Parent purpose of generative AI use, by child race/ethnicity, parent education, and household income

Among parents who use gen AI, the percentage who have ever used it to assist them in the following ways...	Parents by Child Race/Ethnicity, Parent Education, and HH Income							
	Total Parents	White	Black	Latino	<College Grad	College Grad+	<\$75K	\$75K+
Translate something from one language to another	39%	32% ^a	34% ^a	51% ^b	36% ^a	41% ^a	42% ^a	37% ^a
Write a document or email	37%	33% ^a	36% ^a	44% ^a	31% ^a	45% ^b	25% ^a	41% ^b
Summarize or synthesize information	30%	32% ^a	30% ^{ab}	20% ^b	23% ^a	39% ^b	26% ^a	31% ^a
Brainstorm ideas	27%	28% ^{ab}	37% ^a	21% ^b	21% ^a	33% ^b	22% ^a	28% ^a
Create a new image or video	24%	24% ^a	28% ^a	21% ^a	21% ^a	25% ^a	26% ^a	21% ^a
Learn a new skill	22%	19% ^a	36% ^b	27% ^a	20% ^a	20% ^a	24% ^a	19% ^a
Seek health-related advice	20%	15% ^a	29% ^b	28% ^b	21% ^a	15% ^a	25% ^a	16% ^b
Plan an activity	19%	15% ^a	40% ^b	21% ^a	17% ^a	19% ^a	20% ^a	17% ^a
Get advice on a personal issue	17%	13% ^a	26% ^b	20% ^{ab}	16% ^a	15% ^a	21% ^a	13% ^b
Write code or create an app	12%	7% ^a	14% ^a	13% ^a	10% ^a	13% ^a	10% ^a	12% ^a
Generate new content from a person's voice or image	11%	5% ^a	23% ^b	18% ^b	11% ^a	7% ^a	12% ^a	8% ^a
Create content as a joke or to tease another person	10%	10% ^a	17% ^a	8% ^a	8% ^a	11% ^a	11% ^a	9% ^a
Keep me company	7%	4% ^a	20% ^b	10% ^c	5% ^a	7% ^a	9% ^a	4% ^b

Note: Items with different superscripts differ significantly across rows within each category ($p < .05$). Q: "Have you ever used generative AI to assist you with any of the following ... ?" The respondents included in this table were 763 young people age 13-18 and 693 of their parents who have ever used generative AI. **Source:** Common Sense Media survey conducted by Ipsos, March 15-April 20, 2024, with 1,045 young people age 13-18 and their parents.

Part 2: How Teens Use and Experience AI in School and for School

Generative AI platforms have quickly become widely accessible and multifunctional tools for education. They can accompany teens both in the classroom and when doing homework, and can assist teachers during instruction and lesson preparation.²⁵

Generative AI has the potential to constructively scaffold learning by adapting to students' diverse needs and challenges.²⁶ While generative AI holds promise for improving student learning and supporting educators, there are concerns that advances in the technology are outpacing the development of school regulations and guidance for students and teachers,²⁷ leaving teens and families confused about permitted and appropriate uses, and exposing students to disciplinary action.²⁸

AI use in classrooms raises existential questions about the foundations of learning: Is it OK to lean on artificial intelligence to generate new ideas or synthesize the main takeaways from a book? What are the tradeoffs for learning when we cede these functions to large language models instead of exercising our own mental muscles?

Going forward, it will remain critically important to understand which gen AI tools teens currently use for school, as well as whether they check the veracity of content created by generative AI and how they navigate school regulations, if any have been implemented. Likewise, understanding teens' perspectives on teachers' lessons and discussions about generative AI within the classroom is crucial to understanding how teens perceive teachers' management and implementation of gen AI at school.

Furthermore, understanding parents' perceptions about the use of gen AI in their child's school can help bridge the communication gaps between children, parents, and schools.

Two in five teens report having ever used generative AI to help with school assignments.

While a majority of teens have used generative AI, a smaller proportion of teens use these tools for school. Among teens, two in five (40%) report having ever used gen AI to help with school assignments, while three in five (60%) say they have *never* used gen AI to help with school assignments.

Although there were no differences in school-related generative AI use by age, gender, or parent education, in terms of race/ethnicity, Latino teens are more likely to say that they have used gen AI to help with school assignments compared to their White peers (45% vs. 36%).

Having a parent who is familiar with generative AI also means a teen is more likely to use gen AI for schoolwork than teens with a parent who is less familiar with AI (47% vs. 28%).

Among teens who say they have used generative AI to help with schoolwork, more than 6 in 10 have used chatbots or text generators for that schoolwork, while a little more than half have used search engines with AI-generated text.

Teens who have used generative AI to help with their school assignments have used a range of types of gen AI for their work. More specifically, the majority (63%) have used chatbots or text generators (e.g., ChatGPT, Google Gemini, or Snap's My AI) and search engines with AI-generated results (57%), such as Bing, Google SGE, or Brave Summarizer. Around 2 in 10 (23%) have used image generators (e.g., DALL-E, Photoshop with gen AI features, or Bing Image Creator) for schoolwork, and about 1 in 10 (13%) used video generators (e.g., Midjourney, Stable Diffusion, or Google VideoPoet).

²⁵ Bryant, J., Heitz, C., Sanghvi, S., & Wagle, D. (2020, January 14). *How artificial intelligence will impact K-12 teachers*. McKinsey & Company. <https://www.mckinsey.com/industries/education/our-insights/how-artificial-intelligence-will-impact-k-12-teachers>

²⁶ Office of Educational Technology. (2023, May). *Artificial intelligence and the future of teaching and learning: Insights and recommendations*. U.S. Department of Education. <https://www2.ed.gov/documents/ai-report/ai-report.pdf>

²⁷ Miao, F., & Holmes, W. (2023). *Guidance for generative AI in education and research*. UNESCO Publishing. <https://doi.org/10.54675/EWZM9535>

²⁸ Dwyer, M., & Laird, E. (2024, March). *Up in the air: Educators juggling the potential of generative AI with detection, discipline, and distrust*. Center for Democracy & Technology. <https://cdt.org/wp-content/uploads/2024/03/2024-03-21-CDT-Civic-Tech-Generative-AI-Survey-Research-final.pdf>

Chatbots/text generators are the most common platform teens use for schoolwork

Percent of teens who have used various types of generative AI to help with school assignments

Chatbots/text generators



Search engines with AI-generated results



Image generators



Video generators



Note: Q: "What types of generative AI have you used for school assignments?" The respondents included in this chart were 420 young people age 13–18 who have used generative AI to help with school assignments. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Although there are no differences based on age, grade, or gender, the types of generative AI used for assignments vary by race and ethnicity. White teens are more likely to have used chatbots/text generators (68%) compared to Latino teens (53%). Conversely, Latino teens are more likely to have used image generators for schoolwork (30%) than White teens (18%), echoing patterns of overall use of each gen AI tool, where Latino and Black teens are significantly more likely to use this type of gen AI. Again, similar to findings in overall use by tool, both Black (20%) and Latino teens (18%) are about three times as likely as White teens (6%) to say they have used video generators for school.

Variations also surface in use of generative AI for school by the educational background of parents. Among teens who have used gen AI to help with school assignments, those whose parent has a college degree are more likely to have used chatbots/text generators (71%) than those whose parent does not have a college degree (55%). However, teens who have a parent without a college degree are more likely to report using search engines with AI-generated results (64%) than teens whose parent has a college degree (50%).

Generative AI in the Classroom

Very few teens (7%) report that their teachers mostly allow students to use generative AI. A little over 4 in 10 teens (42%) say that teachers mostly do not allow students to use gen AI.

Only 7% of teens age 13 to 18 report that their teachers mostly allow students to use generative AI, compared to 42% who say their teachers mostly do not allow students to use gen AI. More than one-quarter of teens (27%) say their teachers have not mentioned generative AI, and 23% are not sure. More than one-third (37%) of teens report that their teachers talked with them about new rules at their school to restrict the use of AI for graded assignments.

Many teens report that teachers do not allow generative AI

Percent of teens who indicate that their teachers have discussed use of gen AI in the following ways

Mostly do not allow students to use gen AI



Teachers have not mentioned gen AI



Mostly allow students to use gen AI



Not sure



Note: Q: "When it comes to generative AI, do your teachers ... ?" The respondents included in this chart were 1,045 young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

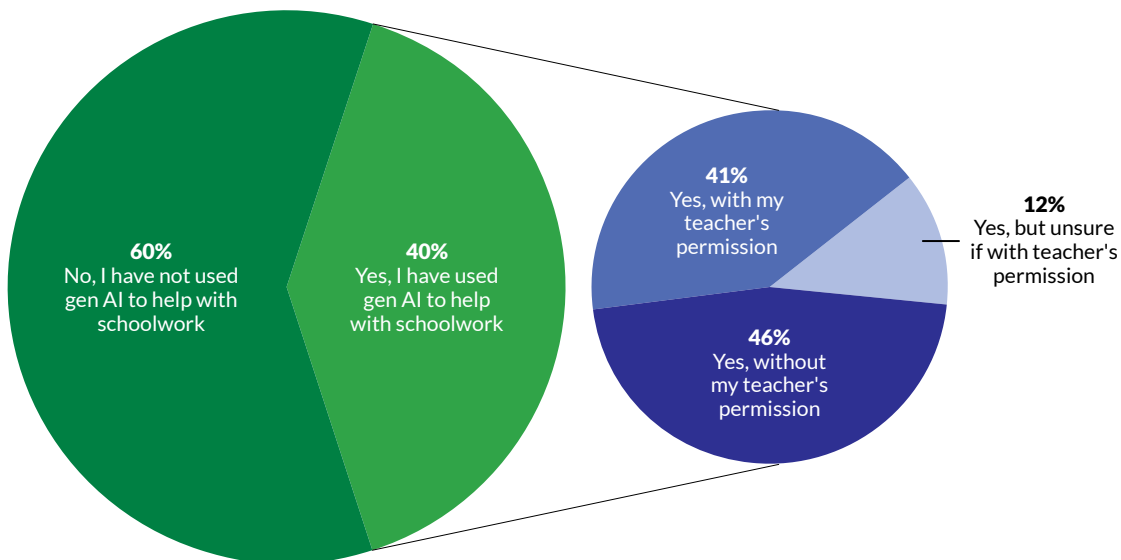
Reports of teachers allowing or not allowing students to use generative AI vary by race and ethnicity. Black teens (13%) are more likely to say their teachers mostly allow students to use generative AI than White (7%) and Latino teens (7%).

Among teens who use generative AI for school assignments, almost equal proportions of teens do so with or without their teacher's permission.

Teens who report using generative AI to help with school assignments were prompted to think about the most recent time they used generative AI to help with a school assignment and whether this use of generative AI was with their teacher's permission. About 4 in 10 (41%) teens who use generative AI to help with schoolwork did the most recent assignment with their teacher's permission, and almost the same proportion of teens, 46%, used gen AI for the assignment without the teacher's permission. Only 12% of teens are not sure whether they used these platforms with their teacher's permission.²⁹

Two in five teens say they use generative AI for schoolwork, with a nearly even split between those using with and without teacher permission

Percent of teens who have used gen AI for school assignments, and those who did so with or without teacher's permission



Note: Total amounts may not sum to 100% from the reported subtotals due to rounding and nonresponse. Q: "Have you ever used generative AI to help with your school assignments?" If a teen answered "yes," they were given the following question: "As a reminder, this survey is entirely confidential. Thinking about the most recent time when you used generative AI to help with a school assignment, was it with your teacher's permission or not?" The respondents included in this chart were 452 young people age 13–18 who have ever used generative AI to help with school assignments. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

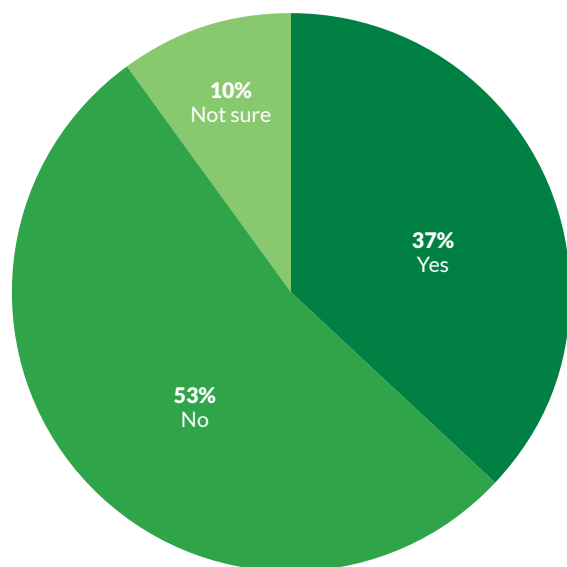
²⁹ Another possible option is that teens may not have been given explicit permission or specifically denied permission to use these tools. We attempted to capture this using the "not sure" option. The sample sizes for certain subgroups were relatively small for this question, and there were no significant differences by age, grade, gender, race/ethnicity, or LGBTQ+ identity.

Over half of teens (53%) say they have not had class discussions or lessons about generative AI.

Overall, a bit more than a third of teens report having class discussions or lessons about generative AI (37%). Over half of teens age 13 to 18 (53%) say they have *not* had class discussions or lessons about generative AI in school. One in 10 teens are not sure (10%).

Over a third of teens report having had class discussions or lessons about generative AI

Percent of teens who indicate whether they had class discussions or lessons about gen AI



Note: Q: "Have you had any class discussions or lessons about generative AI?" The respondents included in this chart were 1,045 young people age 13–18. Source: Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Teens who participated in class discussions with teachers about allowing or restricting the use of generative AI were more likely to have their schoolwork submitted by teachers to AI detection software.

According to teens, a notable number of teachers discuss gen AI rules or use programs to check for student gen AI use in the classroom. Over one-third (37%) say that their teachers talked about new rules at their school to restrict the use of AI for graded assignments. Among teens who reported that teachers talked to them about allowing or restricting the use of gen AI, almost 3 in 10 (29%) indicate that teachers submitted their writing to software to detect whether they had used generative AI. Differences emerge by age, with teens age 15 to 18 more likely than those age 13 to 14 to say that teachers have submitted their writing to gen AI detection software (32% vs. 23%).

Compared to their White and Latino peers, Black teens are about twice as likely to report that teachers flagged their schoolwork as being created by generative AI when it was not.

Only 1 in 10 (10%) teens report that teachers have flagged their schoolwork as being created by generative AI when it was not. About 70% of young people who had their work flagged by a teacher have also had their work submitted to AI detection software, and 27% of them say their work had not been submitted.

Black teens are more likely than White or Latino teens to say that teachers flagged their schoolwork as being created by generative AI when it was not (20% vs. 7% and 10%, respectively). Such a finding is particularly concerning given that the use of gen AI among teens for schoolwork may exacerbate existing discipline disparities among historically marginalized groups.^{30,31} In the United States, Black students face the highest rate of disciplinary measures in both public and private schools³²—despite being no more likely to misbehave—which contributes to negative impacts such as lower academic performance.³³

³⁰ Woelfel, K. (2023, December 18). *Brief - Late applications: Disproportionate effects of generative AI-detectors on English learners*. Center for Democracy & Technology.

<https://cdt.org/insights/brief-late-applications-disproportionate-effects-of-generative-ai-detectors-on-english-learners/>

³¹ Peterson, E. (2021). *Racial inequality in public school discipline for Black students in the United States*. Ballard Center.

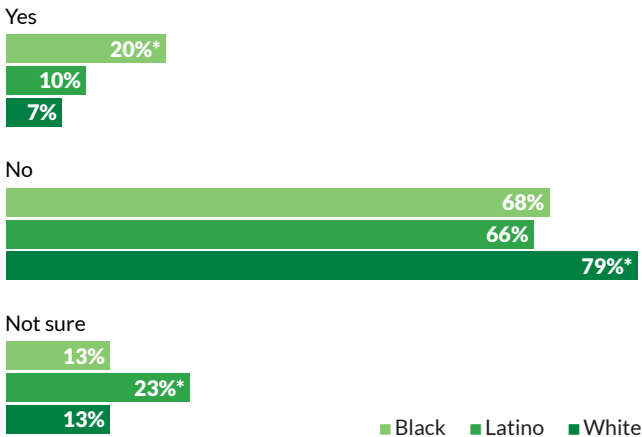
<https://ballardbrief.byu.edu/issue-briefs/racial-inequality-in-public-school-discipline-for-black-students-in-the-united-states>

³² Institute of Education Sciences. (2019, February). *Indicator 15: Retention, suspension, and expulsion*. National Center for Education Statistics. https://nces.ed.gov/programs/raceindicators/indicator_rda.asp

³³ Morris, E. W., & Perry, B. L. (2016). The punishment gap: School suspension and racial disparities in achievement. *Social Problems*, 63(1), 68–86. <https://doi.org/10.1093/socpro/spv026>

Black teens are most likely to have schoolwork incorrectly flagged as created by generative AI

Percent of teens whose teacher(s) flagged their schoolwork as being created by gen AI when it was not, by race/ethnicity



Note: Total amounts may not sum to 100% from the reported subtotals due to rounding and nonresponse. Bars with an asterisk differ significantly from the other bars within each response option ($p < .05$). Q: "Thinking about the following, have any of your teachers ... ?" The respondents included in this chart were 771 young people age 13–18 whose teachers mostly do or do not allow students to use generative AI. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Teens report that some teachers integrate generative AI into lessons, brainstorming, editing, or planning their work.

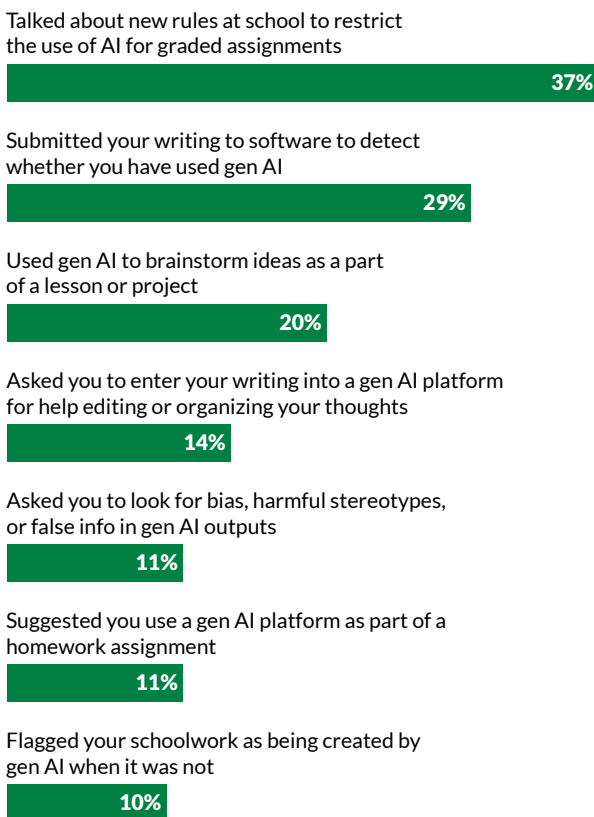
Some teachers have begun to integrate generative AI into their teaching, with 2 in 10 (20%) teens reporting that their teachers have used generative AI to brainstorm ideas in class as part of a lesson or project. Black teens are more likely than White and Latino teens to say that their teachers used generative AI for this type of brainstorming (30% vs. 19% and 19%, respectively). Slightly over 1 in 10 teens (14%) say their teachers have asked them to enter their writing into a generative AI platform for help with editing or organizing their thoughts. Black teens more often say that their teachers asked them to use generative AI for help with writing, editing, or organizing thoughts than White and Latino teens (27% vs. 11% and 13%).

Only 11% of teens report that their teachers have asked them to look for false information, bias, or harmful stereotypes in generative AI outputs, highlighting a potential area for teacher education and support.

Few teens report that their teachers have suggested that teens use generative AI as part of a homework assignment (11%), but boys (14%) are more likely than girls (9%) to indicate that teachers suggested they use a gen AI platform as part of a homework assignment. A minority of teachers have asked teens to look for bias, harmful stereotypes, or false information in generative AI outputs (11%).

Teens report various types of generative AI use by teachers in the classroom

Percent of teens whose teachers mostly do or do not allow the use of gen AI, who indicate that their teachers do the following



Note: Q: "Thinking about the following, have any of your teachers ... ?" The respondents included in this chart were 771 young people age 13–18 whose teachers mostly do or do not allow students to use generative AI. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

More than two in five (43%) teens have *not* checked other sources to verify the accuracy of generative AI outputs for school assignments.

As gen AI has rolled out, concerns have emerged about its challenges around accuracy and tendency toward "hallucinations"³⁴ in the results it returns. These concerns are especially acute in the school setting, where educators and other adults worry about learners new to a topic being misled by inaccurate content. Among teens who have used generative AI for school assignments, almost half (49%) have ever checked other sources to verify the accuracy of their gen AI outputs created for school assignments. A little less than half (43%) have *not* checked other sources to verify their gen AI outputs for school assignments.

Significant differences in verifying the accuracy of at least some generative AI outputs emerge by age. Older teens age 15 to 18 (55%) are significantly more likely to check other sources to verify the accuracy of their gen AI outputs created for school assignments than younger teens age 13 to 14 (35%).

Older teens are more likely than younger teens to verify accuracy of generative AI outputs for schoolwork

Percent of teens who have used gen AI for school assignments and who indicate whether they have checked other sources to verify gen AI outputs

Yes



No



Not sure



Note: * Differences between teens age 13-14 and teens age 15-18 are statistically significant at the level of $p < .05$. Q: "Do you ever check other sources to verify the accuracy of your generative AI outputs created for school assignments?" The respondents included in this chart were 452 young people age 13-18 who have used generative AI to help with school assignments. **Source:** Common Sense Media survey conducted by Ipsos, March 15-April 20, 2024, with 1,045 young people age 13-18 and their parents.

Teens who had class discussions or lessons about generative AI are more likely to say they have checked other sources or verified the accuracy of gen AI outputs.

Class discussions or lessons may have important implications for teens' inclination to verify generative AI. Teens who had class discussions or lessons about gen AI are more likely than teens who have not had class discussions to report having checked other sources to verify the accuracy of their generative AI outputs (55% vs. 43%).

Similarly, parents' use of generative AI is also linked to teens' accuracy verification practices. Teens whose parent has used any generative AI at all are more likely to verify the accuracy of gen AI (53%) compared to teens whose parent has never used gen AI (36%).

³⁴ Google Cloud. (n.d.). *What are AI hallucinations?* <https://cloud.google.com/discover/what-are-ai-hallucinations>

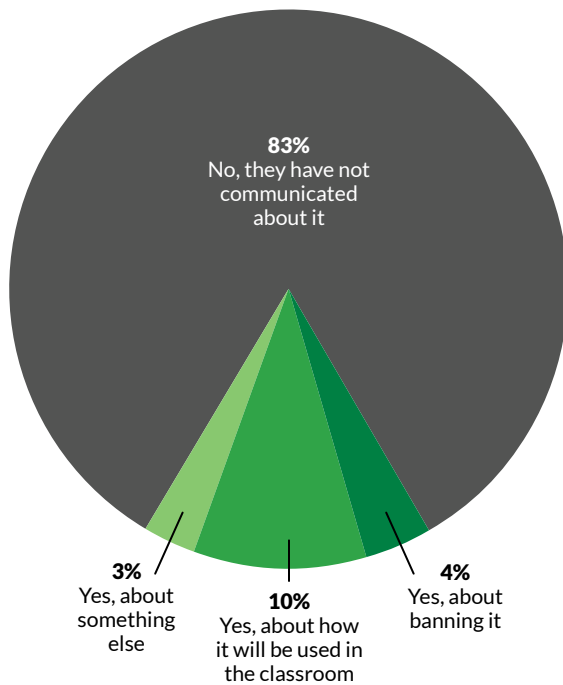
Generative AI School Rules and Policies

Most parents of teens say that their teen's school has not communicated with them about generative AI.

Around 8 in 10 (83%) parents of a teen age 13 to 18 say that their child's school has not communicated with them about generative AI; 16% of parents report that the school *has* communicated with them. Among all parents, only 10% report that their child's school discussed how generative AI will be used in the classroom, and a mere 4% say the school relayed information about school policy banning generative AI.

Most parents have not heard from schools about generative AI

Percent of parents who indicate the following about how and if their child's school has communicated with them about gen AI



Note: Q: "Has your 13- to 18-year-old child's school communicated with you about generative AI?" The respondents included in this chart were 1,045 parents of young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Some notable differences emerge by race/ethnicity and parent education. Parents of Black teens are more likely than parents of White teens to say that their child's school *has* communicated with them about how generative AI will be used in the classroom (17% vs. 8%). Parents of Latino teens are more likely to say that their child's school has *not* communicated with them about gen AI compared to parents of Black teens (86% vs. 76%). In terms of parent education, parents with no college degree more often report that their child's school had not communicated with them about generative AI (89%) compared with parents who have a college degree (77%).

Over one-third of teens (35%) report that their school has rules for how generative AI can be used, and teens tend to be more knowledgeable about school rules than parents.

Understanding teens' AI use for schoolwork requires understanding the rules and policies in place from teachers, administrators, and school systems around AI use at and for school. Slightly over one-third of teens (35%) report that they have school rules for how generative AI might be used, and about one-quarter (27%) say they do not have any school rules around gen AI. Still, a substantial number of teens are uncertain about the status of AI rules at school, with 37% of teens saying they are not sure if there are school rules for gen AI.³⁵

Parents are even more uncertain than their teens. Six in 10 parents (60%) are not sure whether their child's school has rules, while a mere 16% say their teen's school has rules, and another quarter (24%) say it does not have rules. Given parents' reports of lack of communication from schools, it's not surprising that many parents are not sure whether their teens' school has rules about the use of gen AI.

The share of teens who report whether rules are in place differs by age, ethnicity, and parent education. Teens age 15 to 18 are more likely to say that their school has rules for how generative AI can be used (39%) than teens age 13 to 14 (30%). Black teens, compared to their Latino peers, are more likely to report that their school has no rules for how gen AI can be used (34% vs. 22%). Teens with a parent who has a college degree are more likely to say that their school has rules for how generative AI can be used compared to teens with a parent without a college degree (42% vs. 30%).

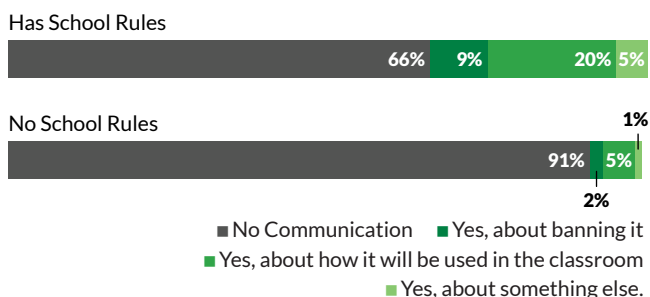
³⁵ We did not ask specifically about what type of rules or guidance the schools had. If parents or teens indicate that there are generative AI rules at school, these could be rules that allow the use of generative AI under certain circumstances.

Two-thirds of parents have not received communication about generative AI from their teen's school, despite the school having rules for gen AI.

Among teens age 13 to 18 who report attending a school that has rules for how generative AI can be used, only 35% of their parents say that their child's school has communicated with them about generative AI, while 66% have not received any communication. Among the 35% of parents who have received communication, 9% heard from the school about banning it, 20% learned about how it will be used in the classroom, and 5% heard about something else.

Parents report lack of school communication about generative AI school policies

Percent of parents who say that their teen's school communicated or did not communicate with them about gen AI



Note: Q for parents: "Has your 13- to 18-year-old's school communicated with you about generative AI?" Q for teens: "To your knowledge, does your school have rules for how generative AI can be used?" **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Taken together, differences in knowledge between teens and parents regarding school rules about generative AI—and gaps in communication between schools and parents—suggest that teens may be more aware of their school's policies than their parents, and that more communication about gen AI seems to be happening in the classroom and at school, rather than externally for parents and caregivers.



Part 3: Generative AI in Education: Exploring the Benefits, Risks, and Impacts on Equity with Teens and Parents

Generative AI presents an array of opportunities and challenges in the educational space. On the one hand, these systems can promote learning gains by meeting students where they are and adapting to their needs,³⁶ supporting students on creative tasks,³⁷ and encouraging project-based learning and collaboration. On the other hand, gen AI tools can widen educational divides,³⁸ provide inaccurate information,³⁹ facilitate cheating, and amplify concerns related to privacy and bias.⁴⁰

Recent research suggests that many teens are optimistic about the potential impact of generative AI on education, with 45% agreeing that these systems, such as AI chatbots, may help students learn more and faster.⁴¹ Students who are familiar with these tools are more likely to endorse the promises of generative AI. Many parents, too, see the possible advantages; research indicates that over two-thirds of parents feel that the potential upsides of using AI in K–12 education outweigh or are equal to the possible downsides.⁴² In order to maximize benefits while minimizing risks, it is crucial to understand how youth, together with their parents, think about the current impact that generative AI is already having in schools, as well as their expectations for how it might change in the future.⁴³

Teens See Positives and Negatives of AI for Learning in School

Comparable shares of teens believe that generative AI platforms will have a somewhat to very positive impact⁴⁴ on their learning, both in school⁴⁵ (44%) and outside of school (45%). On the other hand, more teens indicate that AI platforms will have a somewhat to very negative impact⁴⁶ on their learning in school (25%), versus outside of it (17%).

Black and Latino youth are more likely to believe that generative AI could improve learning in school, but Latino youth are more likely to have negative views about the impact on out-of-school learning.

Black and Latino youth are more likely than White youth to indicate that gen AI platforms will have a *positive* impact on their learning in school (55% and 50% vs. 38%). At the same time, nearly twice as many Latino teens as Black teens believe that these platforms will have a negative impact on their learning outside of school (20% vs. 12%).

³⁶ Office of Educational Technology. (2023, May). *Artificial intelligence and the future of teaching and learning: Insights and recommendations*. U.S. Department of Education. <https://www2.ed.gov/documents/ai-report/ai-report.pdf>

³⁷ Milne, S. (2023, September 25). Q & A: Can AI in school actually help students be more creative and self-directed? *Phys.org*. <https://phys.org/news/2023-09-qa-ai-school-students-creative.html>

³⁸ Imada, B. (2024, April 1). *Generative AI's impact on students of color and diverse students*. USC Annenberg School for Communication and Journalism. <https://annenberg.usc.edu/research/center-public-relations/usc-annenberg-relevance-report/generative-ais-impact-students-color>

³⁹ Office of Educational Technology. (2023, May). *Artificial intelligence and the future of teaching and learning: Insights and recommendations*. U.S. Department of Education. <https://www2.ed.gov/documents/ai-report/ai-report.pdf>

⁴⁰ Akgun, S., & Greenhow, C. (2022). Artificial intelligence in education: Addressing ethical challenges in K–12 settings. *AI and Ethics*, 2(3), 431–440. <https://doi.org/10.1007/s43681-021-00096-7>

⁴¹ Walton Family Foundation. (2024, June 11). *AI chatbots in schools: Findings from a poll of K-12 teachers, students, parents, and college undergraduates*. <https://www.waltonfamilyfoundation.org/learning/the-value-of-ai-in-todays-classrooms>

⁴² National Parents Union. (2023, October 17). *New poll: Parents see potential of artificial intelligence to enhance learning, but uncertainty persists*. <https://nationalparentsunion.org/2023/10/17/new-poll-parents-see-potential-of-artificial-intelligence-to-enhance-learning-but-uncertainty-persists/>

⁴³ Holmes, W., & Miao, F. (2023). *Guidance for generative AI in education and research*. UNESCO Publishing. <https://doi.org/10.54675/EWZM9535>

⁴⁴ In the remainder of Part Three, "positive" refers to "somewhat or very positive."

⁴⁵ Please note that "in school" refers to both learning at school and to out-of-school academic work. The question reads: *What kind of impact do you think AI platforms like generative AI will have on your learning ... at school/school related?*

⁴⁶ In the remainder of Part Three, "negative" refers to "somewhat or very negative."

In addition, hands-on experience with generative AI appears to make a difference in young people's sense of its impact. Nearly twice as many youth who have used gen AI for school-work, versus those who have not, say these systems will have a positive impact on their learning in school (62% vs. 32%).

Parents of Black teens are slightly more optimistic about generative AI's impacts on their own child's learning in school. College-educated parents also express more positive views.

In general, parents have mixed views about the impact these tools will have on their child's learning in school. While just over a quarter (26%) believe generative AI platforms will have a positive impact, 31% say the technology will have a negative impact on their child's learning in school. Another 8% believe that gen AI will have no impact at all on their child's learning in school.

Parents of Black teens are almost twice as likely to indicate that these tools will have a positive impact on their teen's learning in school compared with White parents (37% vs. 21%). Meanwhile, parents of White teens are more likely to say that generative AI will have a negative impact on their teen's learning in school versus parents of Black teens (34% vs. 23%).

In a shift from other data in this report in which parents with college degrees are more likely to report concerns about generative AI use, these parents are more likely than parents without degrees to say that gen AI will have a positive impact on their teen's learning in school (32% vs. 20%). Those without a college degree are more likely to report that gen AI will have no impact at all on their teen's learning in school (10% vs. 5%).

Parents' own use of generative AI tools is also associated with more positive perceptions of gen AI and teens' learning in school. Parents who have used any generative AI tool are more than twice as likely than those who have never used gen AI to report that gen AI will have a positive impact on their teen's learning in school (32% vs. 15%).

Parent views on the impact they think generative AI platforms will have on their child's learning in school, by race/ethnicity, parental education, and use of gen AI

Among parents, the percentage who indicate the following about the impact they think gen AI platforms will have on their child's learning in school	Total	Parent Race/Ethnicity			College vs. Non-College Educated		Parent Used vs. Never Used Gen AI	
		White	Black	Latino	College-Educated	Non-college Educated	Used	Never Used
Positive impact	26%	21% ^a	37% ^b	29% ^{ab}	32% ^a	20% ^b	32% ^a	15% ^b
Negative impact	31%	34% ^a	23% ^b	30% ^{ab}	37%	29%	30%	35%
No impact at all	8%	11%	9%	6%	5% ^a	10% ^b	8%	9%

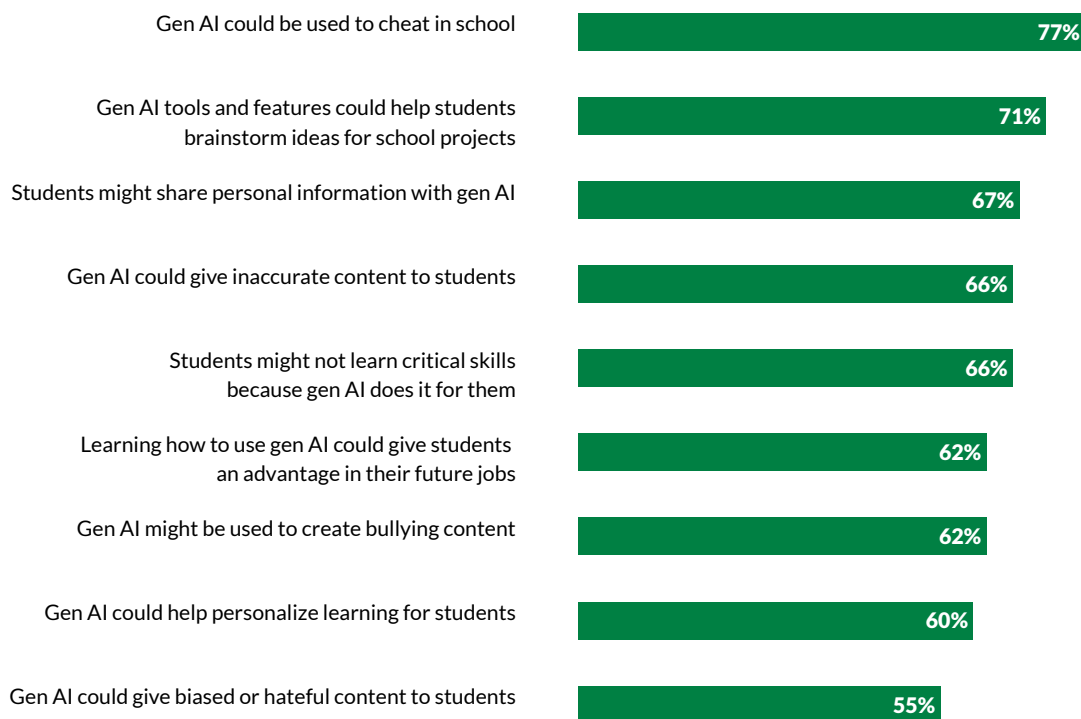
Note: Items with different superscripts differ significantly across rows within each category ($p < .05$). Q: "What kind of impact do you think generative AI platforms will have on your child's learning in school?" The respondents included in this table were 1,045 parents of young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Teens feel a mix of optimism for an AI-infused future and worry about the challenges it brings.

Overall, teens' views on how generative AI might impact education are complex and take into consideration both the risks and benefits that gen AI systems present. Most are generally quite confident that generative AI will bring new ideas and advantages, but also express concerns about cheating, skill loss, inaccuracy, and bullying.⁴⁷

Teens feel a combination of hopefulness for the future of generative AI in schools, and concerns about the risks these systems might introduce

Percent of teens who somewhat to strongly agree with the following statements about gen AI in schools



Note: Q: "Here are some things some people say about generative AI in schools. Please tell us if you agree or disagree with each statement." The respondents included in this chart were 1,045 young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

⁴⁷ The question wording for this series focused on a range of possible impacts in schools. It reads: *Here are some things some people say about generative AI in schools. Please tell us if you agree or disagree with each statement ...*

A majority of teens are positive about the impact of generative AI on learning, and feel that learning about AI is important for future jobs.

On the positive side, the majority of youth somewhat or strongly agree⁴⁸ that generative AI tools and features could help students brainstorm ideas for school projects (71%) and help personalize learning for students (60%). Looking toward the future, 62% agree that learning how to use generative AI could give students an advantage in their future jobs.

In terms of differences by teen grade and parent education, older teens in grades 9 to 12 are more likely than younger teens in grades 6 to 8 to agree that generative AI tools and features could help students brainstorm ideas for school projects (74% vs. 64%) and that learning how to use generative AI could give students an advantage in their future jobs (65% vs. 56%). Teens whose parent has a college degree, versus those whose parent does not have a college degree, are also more likely to report that learning how to use generative AI could give students this type of advantage (67% vs. 58%).

Exposure to generative AI—either from hearing about it or through classroom conversations—yields teens who are more likely to see the promise of gen AI for brainstorming, personal learning, and job advantages.

Teens who have had exposure to generative AI—either through hearing or talking about it in class—are more likely to believe it will benefit learning and future employment. While teens' use of generative AI does not significantly impact their perceptions, teens who are more aware of generative AI tend to point to the benefits, such as enhancing brainstorming for projects and providing an advantage in future job markets.

Young people who have heard a lot or some about generative AI, compared to those who heard a little or nothing at all, are more likely to agree that these systems could help students brainstorm ideas for school projects (79% vs. 62%), personalize learning for students (65% vs. 53%), and that learning how to use generative AI could give students an advantage in their future jobs (71% vs. 51%).

Teens who have had discussions in class about generative AI are also more likely to point to a number of benefits that it may offer for learning and education. Compared to those who have not had class discussions or lessons, they are more likely to agree that generative AI tools and features could help students brainstorm ideas for school projects (84% who have had class discussions or lessons on generative AI vs. 65% of those who have not); could help personalize learning for students (71% vs. 55%); and that learning how to use generative AI could give students an advantage in their future jobs (76% vs. 56%).

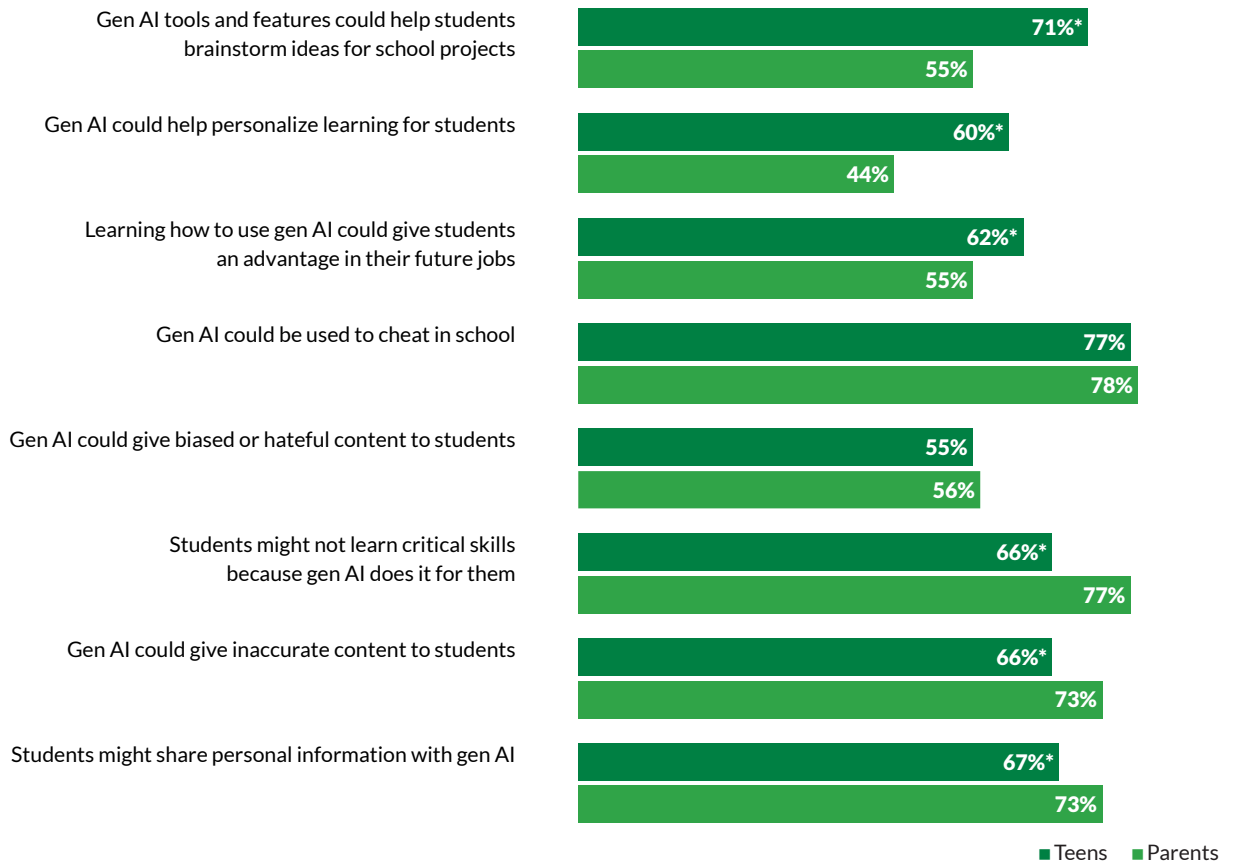
⁴⁸ In the remainder of Part Three, "agree" refers to "somewhat or strongly agree."

Parents recognize the utility of generative AI, but are less optimistic about the impacts of gen AI on learning in school than teens.

Parents are generally somewhat less optimistic than their teens about the positives of AI for learning. While many parents recognize the usefulness of generative AI in school projects and the future workforce, teens are more likely to see the positives of AI (and less likely to point to the risks of these systems). For example, only slightly over half of parents (55%) agree that gen AI tools and features could help students brainstorm ideas for school projects, versus about 7 in 10 teens (71%). As well, only about 4 in 10 (44%) parents agree that generative AI could help personalize learning for students, while 6 in 10 teens agree with this statement.

Parents are more pessimistic than teens about the impact of generative AI in schools

Percent of teens and parents who somewhat to strongly agree with the following statements about gen AI in schools



Note: * Differences between teens and parents are statistically significant at the level of $p < .05$. Q for parents and teens: "Here are some things some people say about generative AI in schools. Please tell us if you agree or disagree with each statement." **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Families with more experience with generative AI are more likely to be positive about its advantages in school settings.

Parents who have used generative AI are more apt to see the potential opportunities generative AI offers—both for the future of jobs, and for personalizing the learner experience. More specifically, parents who have used any generative AI at all, versus those who have not, are more likely to agree that:

- Generative AI tools and features could help students brainstorm ideas for school projects (64% vs. 38%)
- Generative AI could help personalize learning for students (50% vs. 31%)
- Learning how to use generative AI could give students an advantage in their future jobs (62% vs. 43%)

Teens are similarly concerned about the potential risks of AI, with a majority concerned about gen AI and de-skilling, bad content, privacy risks, and cheating.

Two-thirds of teens (66%) agree that students might *not learn critical skills* because generative AI does it for them. And a large majority (77%) agree that gen AI could be used to *cheat in school*—highlighting the need for increased attention to equipping young people with the skills to use generative AI in responsible ways.

Youth also expressed their views about other challenges that generative AI presents for misinformation and harmful content. Two in three teens (66%) agree that gen AI could *give inaccurate content* to students, and about half (55%) say that these systems may *give biased or hateful content* to students. Close to two-thirds (62%) agree that gen AI might be used to *create bullying content*. Concerns about privacy are also common; another two-thirds (67%) agree that students might *share personal information* with generative AI.

Older teens age 15 to 18 are more concerned about de-skilling than younger teens. Older teens are more likely than those age 13 to 14 to agree that students might not learn critical skills because generative AI does it for them (68% vs. 61%).

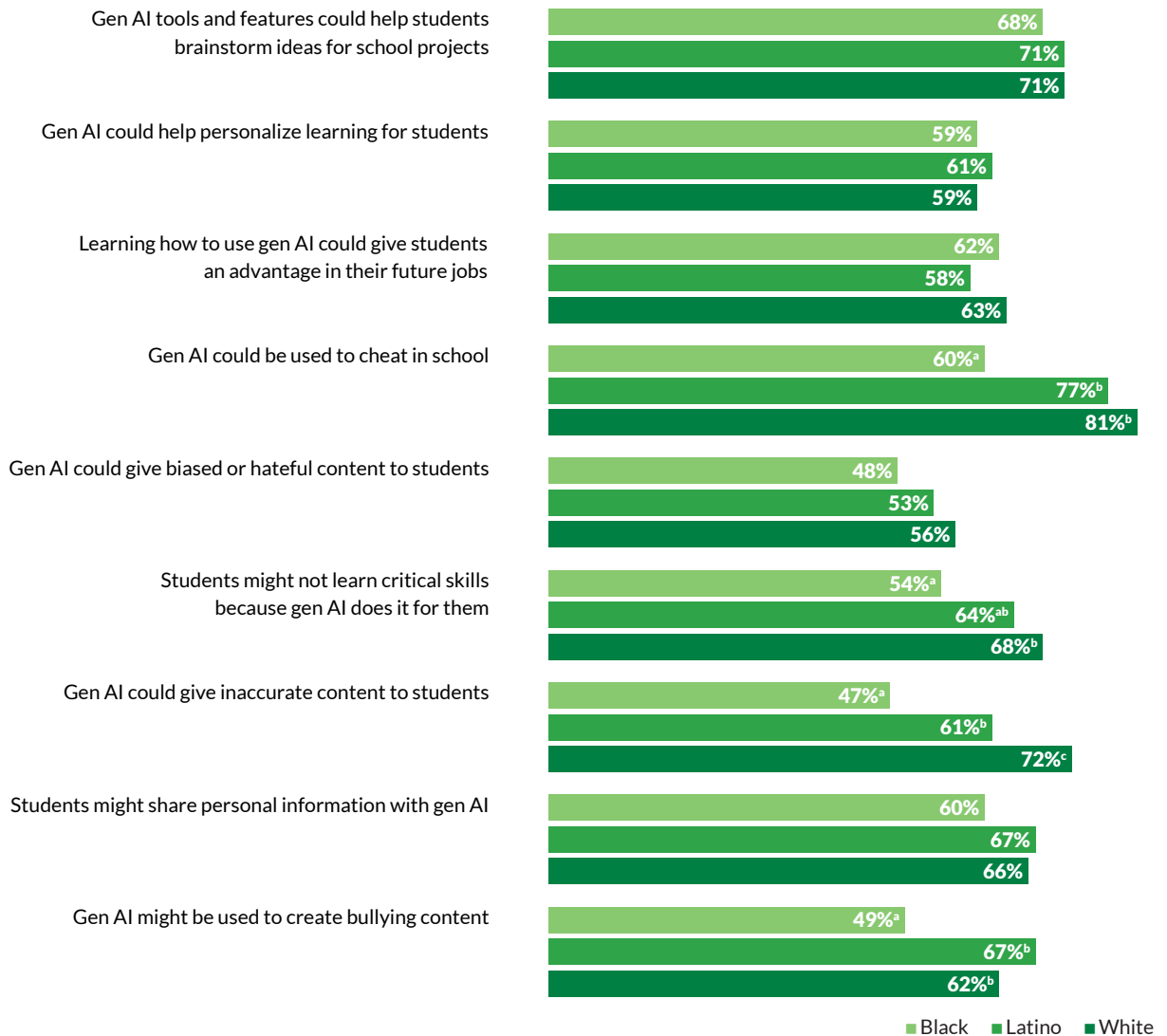
White and Latino youth express more concerns related to generative AI, from content accuracy to cheating.

Turning to race/ethnicity, White and Latino youth express more concerns about certain risks surrounding generative AI, specifically around cheating and bullying. White and Latino youth, versus Black youth, are significantly more likely to agree that gen AI could be used to cheat in school (81% of White youth and 77% of Latino youth vs. 60% of Black youth). The same pattern is true for concerns about the use of gen AI to create bullying content (62% of White youth and 67% of Latino youth vs. 49% of Black youth).

White youth are more likely than Latino and Black youth to agree that generative AI could give inaccurate content to students, and Latino youth more often agree with this statement than Black youth (72% for White youth vs. 61% for Latino youth vs. 47% for Black youth). Compared to Black youth, White youth are also more likely to agree that students might not learn critical skills because generative AI does it for them (68% of White youth vs. 54% of Black youth).

White and Latino youth express more concerns about generative AI in schools

Percent of teens who somewhat to strongly agree with the following statements about gen AI in schools, by race/ethnicity



Note: Bars with different superscripts differ significantly within each category ($p < .05$). Q: "Here are some things some people say about generative AI in schools. Please tell us if you agree or disagree with each statement." The respondents included in this chart were 1,045 young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

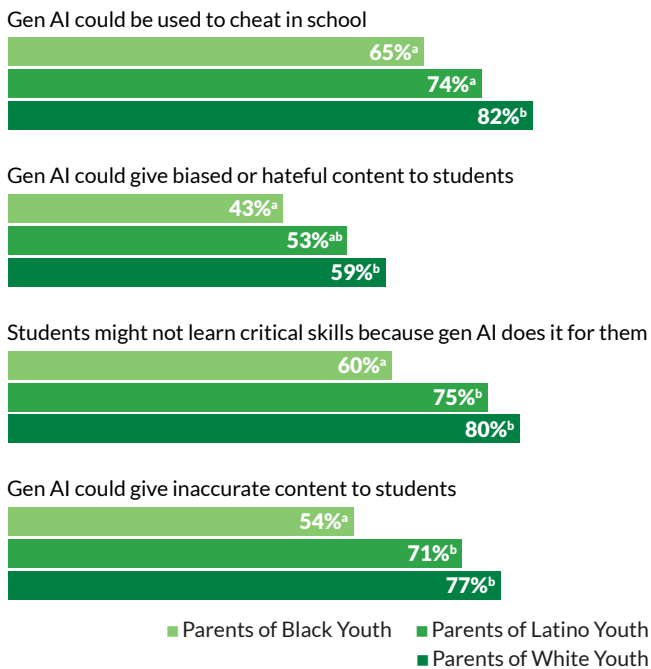
Parents of White teens are more concerned about bad content and cheating with AI; parents of White and Latino youth worry more about loss of skills and inaccuracy in AI content.

Parents of White teens, compared to parents of Black teens, are more likely to agree that generative AI could give biased or hateful content to students (59% for parents of White youth vs. 43% for parents of Black youth), and are also more likely than parents of Black and Latino teens to say gen AI could be used to cheat in school (82% vs. 65% and 74%).

Parents of White and Latino teens are also more likely to agree that students might not learn critical skills because gen AI does it for them (80% for parents of White teens and 75% for parents of Latino teens vs. 60% for parents of Black teens), and that gen AI could give inaccurate content to students (77% and 71% vs. 54%).

Parents of Black and White youth diverge around their view of the risks of generative AI in schools

Percent of parents who somewhat to strongly agree with the following statements about the impact of gen AI in schools, by race/ethnicity



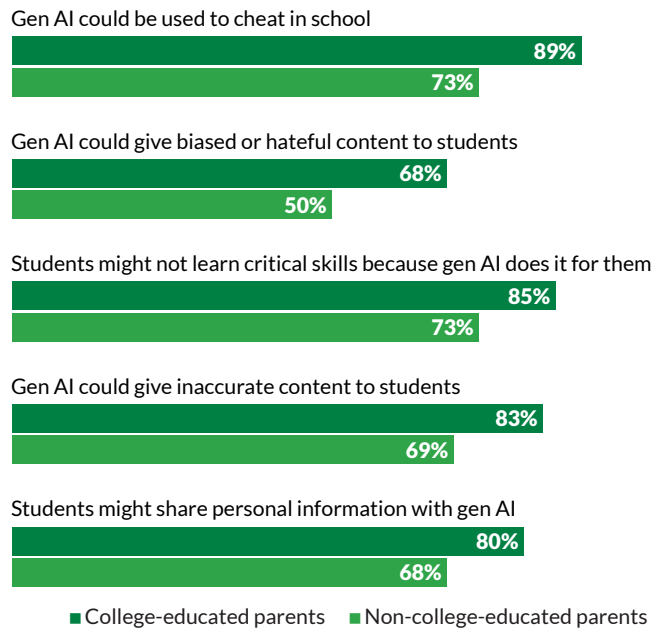
Note: Bars with different superscripts differ significantly within each category ($p < .05$). Q: "Here are some things some people say about generative AI in schools. Please tell us if you agree or disagree with each statement." The respondents included in this chart were 1,045 parents of young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Parents with higher levels of education are more likely to voice concerns about generative AI use in school.

With respect to parent education, parents who have a college degree, versus those without a college degree, are more likely to voice concern about risks connected to cheating, bias, and content accuracy. Nearly 9 in 10 (89%) parents with a college degree feel that gen AI could be used to cheat in school, compared to about 7 in 10 (73%) parents without a college degree, and 68% of college-educated parents agree that gen AI could give biased or hateful content to students, versus 50% of non-college-educated parents.

College-educated parents are more likely to voice concerns around generative AI

Percent of parents who somewhat to strongly agree with the following statements about gen AI in schools, by parent education



Note: Differences between college-educated and non-college-educated parents are statistically significant for all items at the level of $p < .05$. Q: "Here are some things some people say about generative AI in schools. Please tell us if you agree or disagree with each statement." The respondents included in this chart were 1,045 parents of young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Students who have had classroom conversations about generative AI are more aware of certain drawbacks, like cheating and data misuse, but *not* as aware that content can be inaccurate.

Teens who have had class discussions are more aware of certain limitations around generative AI (e.g., related to cheating or privacy issues), but not others. For instance, those who had class discussions are more likely to *agree* that generative AI could be used to cheat in school (87% vs. 73% who did not have discussions) and that students might share personal information with generative AI (76% vs. 62%). However, these students are more likely to *disagree* that generative AI could give inaccurate content to students (17% vs. 10%) and that generative AI might be used to create bullying content (18% vs. 13%).

On the whole, however, taking together teens' perceptions of the benefits and drawbacks of generative AI in schools, along with their experiences with these technologies, findings suggest that familiarity appears to contribute to a more robust understanding of the possible positives and negatives of these tools.

Parents express mixed views about generative AI and educational inequality; parents of Black teens are more optimistic about the possibility of generative AI narrowing educational inequalities.

When asked about whether the use of gen AI in schools will increase or decrease inequality in education, parents express mixed views, with 16% indicating that generative AI will *increase* inequality in education, while 14% report that this form of AI will *decrease* inequality. More than a quarter (27%) feel that generative AI will *not have much impact* on the level of inequality in education, and 42% report that they are *not sure* if generative AI will have an impact on inequality.

In keeping with parents of Black teens' optimism around generative AI throughout this report, parents of Black teens (22%), compared to parents of White teens (13%), are more likely to report that use of generative AI in schools will *decrease* inequality in education.

Parents with a college degree are nearly twice as likely as those without a college degree to say that the use of generative AI in schools will *increase* inequality in education (22% vs. 12%).

Part 4: How Generative AI Changes Youth and Parent Perspectives on the Future

One of the main concerns with the rapid advances in AI and generative AI are the implications for our collective future: the future of jobs and work, and the skills we may need to develop to effectively harness these new tools. Looking toward that future, young people are beginning to recognize the importance of generative AI as a driver of job market changes that may require rethinking their educational path and the skills they pursue.

As parents, educators, universities, and employers aim to prepare students to thrive in our rapidly evolving world, they should work to understand how generative AI is already shaping teens' choices and the plans they are laying for skill acquisition, educational attainment, and career trajectories. And given that youth seek support from trusted adults in navigating the pitfalls and promises of gen AI,⁴⁹ it is critical to support conversations at home and school about the role these systems could play in teens' future.

Over half of teens (56%) already feel it is necessary for K-12 students to learn generative AI skills for future job prospects.

As the job market begins to evolve to leverage the capacities of gen AI systems, teens have already taken notice of the change. The majority of teens (56%) feel that it is necessary⁵⁰ for K-12 students to learn generative AI-related skills for their future careers, compared to 3 in 10 of those who feel that it is not necessary⁵¹ for students to learn such skills for future jobs. Only 14% are not sure if learning such skills is necessary.

Discussing generative AI in class also helps to raise awareness among teens about the future implications of gen AI. Seven in 10 teens who had class discussions and lessons about generative AI say that learning gen AI-related skills is necessary for K-12 students' future careers, compared to 5 in 10 of those who haven't had these in-class conversations.

The introduction of generative AI has not yet substantially changed how young people think about their future plans in regard to the workforce, education, and skills.

One question animating this project was whether the advent of generative AI is changing how young people think about their future jobs and their futures writ large. Roughly one in five young people say they are reconsidering the types of skills they plan to acquire (21%), their education goals (17%), and the type of job they'll pursue (19%). However, the majority of teens report that the introduction of generative AI has *not* changed the type of job (61%) and educational path (63%) they plan to pursue or the type of skills they plan to develop (58%). But there is also much uncertainty among teens; one in five feel unsure if the emergence of generative AI would shift their career and educational plans, along with the skills they plan to develop.

⁴⁹ National 4-H Council. (2024, April). *Kids and the future of artificial intelligence*. <https://www.4-h.org/wp-content/uploads/2024/07/05113428/4-H-Microsoft-AI-survey-1.pdf>

⁵⁰ In the remainder of Part Four, "necessary" refers to "somewhat or very necessary."

⁵¹ In the remainder of Part Four, "not necessary" refers to "not very or not at all necessary."

Overall, generative AI has not changed teens' educational and job-related plans

Percent of teens who report that the introduction of gen AI has or has not changed how they think about their future plans

The educational path I plan to pursue



The type of job I plan to pursue



The type of skills I plan to develop



■ Yes ■ No ■ Not sure

Note: Total amounts may not sum to 100% from the reported subtotals due to rounding and nonresponse. Q: "Has the introduction of generative AI changed the way you think about your future plans in the following ways ... ?" The respondents included in this chart were 1,045 young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Black and Latino youth are more likely to say that the introduction of generative AI has changed how they think about their future, from the educational path they plan to pursue to the skills they want to develop.

Black and Latino teens are more likely to say that the introduction of generative AI has changed the way they think about their future paths and the education and skills they need to get there. Compared to White teens, Black and Latino teens are more likely to indicate that the introduction of generative AI has changed the way they think about the type of job they plan to pursue (26% and 23% vs. 14%) and their educational path (23% and 21% vs. 13%). And about one-quarter of Black (26%) and Latino (25%) teens report that the introduction of generative AI has changed the skills they'd like to develop, versus 16% of White youth.

Teens who have had class discussions or lessons about generative AI are more likely to say gen AI has changed how they think about their educational plans and future job prospects.

Teens who have had class discussions or lessons about generative AI are more likely to say that the introduction of generative AI has changed how they think about the type of job they plan to pursue (25% vs. 16%), their educational path (21% vs. 15%), and the sorts of skills they intend to develop (28% vs. 17%).

How Parents Feel About Generative AI and Their Teen's Future

Parents are more muted than teens in their sense of how gen AI will shape their child's future.

Parents' views about how the introduction of generative AI is shaping their child's plans are quite similar to their teens', if a bit more muted. Around 6 in 10 parents also say the introduction of generative AI has *not* changed the type of skills their child plans to develop (57%), their educational plans (66%), and the job they want to pursue (65%). However, compared to parents, teens are more likely to report that gen AI has changed the skills they want to cultivate (21% teens vs. 13% parents) as well as their educational path (17% teens vs. 10% parents) and occupational plans (19% teens vs. 11% parents).

Teens are more likely than parents to feel generative AI will shape teens' future plans

Percent of teens and parents who indicate that the introduction of generative AI has changed how they/their child thinks about the type of ___ they plan to pursue or develop

Skills



Educational path



Job



Note: Differences between teens and parents are statistically significant for all three items at the level of $p < .05$. Q for teens: "Has the introduction of generative AI changed the way you think about your future plans in the following ways ... ?" Q for parents: "Has the introduction of generative AI changed how your 13- to 18-year-old child thinks about their future in the following ways?" **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

Across the board, parents of Black and Latino teens are more likely to say the introduction of generative AI has changed the way their teens think about the future.

In keeping with notable differences throughout this report, parents of Black and Latino teens have a substantially different assessment of their teens' plans than parents of White teens. Parents of Black (19%) and Latino (13%) teens are around four times more likely than parents of White teens (4%) to say that the advent of generative AI has changed the educational path their teen plans to pursue.

Looking at jobs, parents of Black teens (22%) are nearly four times as likely as those of White teens (6%) and almost twice as likely as those of Latino teens (12%) to say that the introduction of generative AI has changed the type of job their teen plans to pursue. In addition, parents of Latino teens are twice as likely as parents of White teens to agree with this statement.

Parents are mostly negative about generative AI's impact on key skills—nearly half feel that their child's use of gen AI will mostly harm their ability to think critically and generate new ideas.

Overall, parents think that their teen's use of generative AI will mostly harm key lifelong skills, such as writing and critical thinking. More specifically, over half of parents report that generative AI will mostly harm their teen's writing skills (51%) and critical thinking capacities (56%). Approximately 4 in 10 parents indicate their teen's use of gen AI will also mostly harm their research skills (43%), and close to half report that their teen's use of this type of AI will mostly harm their ability to generate new ideas (47%). At the same time, 36% of parents say their teen's use of generative AI will mostly improve their research skills, and 28% say their child's use will mostly improve their capacity to generate new ideas.

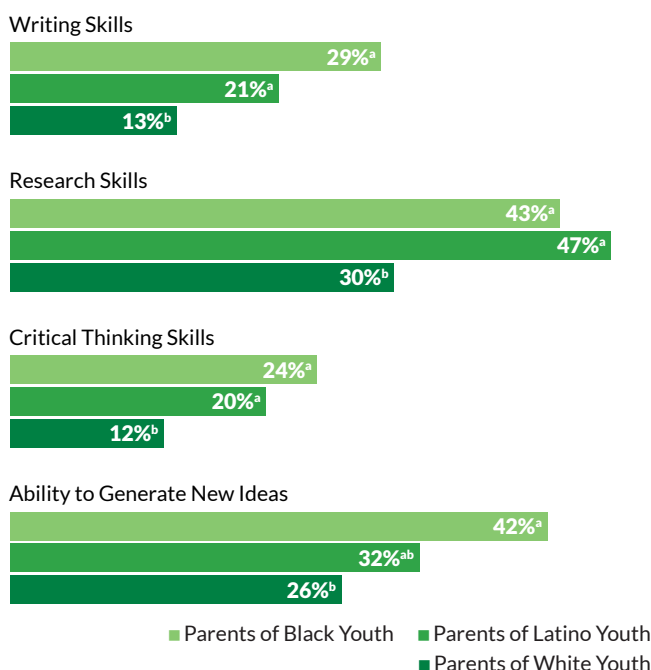
Parents of Black teens are more positive about the potential impact of generative AI on their child's writing, research, and critical thinking skills.

Generally speaking, parents of Black and Latino teens are more likely to see the potential for gen AI to enhance their child's skills. Parents of Black and Latino teens are much more likely than parents of White teens to say their child's use of gen AI will mostly improve their critical thinking skills (24% for parents of Black teens and 20% for parents of Latino teens vs. 12% for parents of White teens).

In addition, parents of Black and Latino youth are significantly more likely to report that their child's use of gen AI will mostly improve their writing skills (29% and 21% vs. 13%) and research skills (43% and 47% vs. 30%).

Parents of Black and Latino youth are more optimistic about generative AI's impact on their child's skills

Percent of parents who think their child's use of gen AI will mostly improve their child's skills, by race/ethnicity



Note: Bars with different superscripts differ significantly within each category ($p < .05$). Q: "Do you think your child's use of generative AI will mostly improve, harm, or not change the following ... ?" The respondents included in this chart were 1,045 parents of young people age 13–18. **Source:** Common Sense Media survey conducted by Ipsos, March 15–April 20, 2024, with 1,045 young people age 13–18 and their parents.

At the same time, parents of Latino and White teens tend to voice concerns around the negative impact of gen AI on their child's skills. Compared to parents of Black teens, parents of White and Latino teens are more likely to say their child's use of gen AI will mostly harm their:

- Writing skills (51% for parents of Latino teens and 57% for parents of White teens vs. 28% for parents of Black teens)
- Critical thinking skills (57% and 61% vs. 35%)
- Ability to generate new ideas (47% and 51% vs. 30%)

College-educated parents are more pessimistic about the impact generative AI will have on their child's skill development, but also believe young people will need AI skills in their future jobs.

Parents with a college degree are more likely than those without a college degree to express concern that gen AI will mostly harm their child's academic skill acquisition and development. College-educated parents are more likely to report that their teen's use of gen AI will mostly harm their writing (61% vs. 47%), research (51% vs. 40%), and critical thinking (67% vs. 52%) skills.

However, these parents are also more likely to say that young people in general will need to learn about how to use gen AI for future jobs. Parents with a college degree, versus those without, are more likely to say that it is necessary for K-12 students to learn gen AI-related skills for their future jobs (63% vs. 44%).

Parents who have used generative AI more often point to the importance of learning gen AI-related skills for the future of jobs and the broader benefits of these systems for skill development.

A little over half of parents (52%) find it necessary for students to learn skills connected to generative AI to ready themselves for the workforce. This is particularly true for those parents who have used these tools themselves. Nearly two-thirds of parents who have used generative AI (62%) feel it is necessary for K-12 students to learn gen AI-related skills for their future careers, compared to only about one third (34%) of parents who have not used gen AI.

Parents who have used any generative AI at all are also more likely to endorse the positive impacts that gen AI may have on lifelong skills. Compared to those who have never used generative AI, parents who have used these tools are more likely to say that their teen's use of gen AI will mostly improve their writing (21% vs. 9%), research (42% vs. 25%), and critical thinking skills (18% vs. 10%), as well as how they generate new ideas (34% vs. 18%).

Equipping young people with the skills to effectively navigate a future that heavily involves generative AI necessitates not only understanding what it can and cannot do and how AI systems operate, but also knowing the skills to engage with these technologies in critical, responsible, safe, and positive ways.⁵²

⁵² To learn more, see Common Sense's AI literacy curriculum: <https://www.commonsense.org/education/collections/ai-literacy-lessons-for-grades-6-12>

Conclusion

Even in the short period between fielding this survey and publishing the results, the landscape for generative AI tools has changed dramatically. Meta transformed Facebook and Instagram search functions into "Ask Meta AI" queries, and more recently launched Llama, which aims to be an open-source alternative to ChatGPT and similar competitors. TikTok also began testing a generative AI search function, and Apple has announced plans to integrate OpenAI tools into "Apple Intelligence" features that will be part of future iOS updates. Google integrated generative AI into their Search by adding an "AI Overview" feature that provides a summary of the topic searched with links to sources.

As generative AI tools are increasingly baked into everyday applications and software across the internet and mobile devices, users are seeing their chances to opt in evaporate. Where does this leave teens and parents as they seek to leverage the benefits of these powerful tools while limiting the associated problems, including AI hallucinations, deepfakes, and concerns about the tech's impact on students' research and writing skills?

In the families and schools where AI has been discussed, there is generally more optimism about the necessity of learning AI-related skills and the ways it will change society. Yet most parents are not aware that their teens use generative AI at all, even though 7 in 10 youth say they have used at least one type of gen AI tool, and 4 in 10 have used them to help with school assignments.

Schools are also struggling to keep pace with how these technologies affect teaching and learning. More than one-third of teens say their school does not yet have rules about how generative AI can be used.

In general, when compared with their teens, parents are more pessimistic about the use of generative AI in schools and feel uncertain about how it will impact inequalities in education. Families with parents who have higher levels of education and incomes also generally tend to be more negative about the impact of gen AI on education and learning. Separately, parents of color tend to be more optimistic and express positive attitudes about the role of generative AI in school and in their teens' learning. Black families—including parents and teens—are also more likely to report that their schools had rules in place for gen AI use.

Additionally, parents of Black teens tend to be less concerned than parents of Latino or White teens about potential negative repercussions from the use of generative AI, like hateful, biased, or inaccurate content being presented to learners, and the possibility that use of gen AI will discourage students from acquiring necessary skills. These parents are also more likely to believe that gen AI could reduce inequality in school settings. Parents of Black and Latino teens are also more positive than parents of White teens about the potential for generative AI to help teens enhance their writing and idea-generating skills, and are around four times as likely to say that gen AI has changed their teens' thinking about their future trajectory for education pathways and jobs. These patterns continue with teens. Teens overall tend to be more optimistic about the possibilities of generative AI, and this is especially true among young people of color.

In contrast with the optimism of Black families about AI, among the most striking findings from this research is the extent to which the accessibility of generative AI tools has created suspicion among teachers and administrators that is not evenly felt among different groups of students. Black teens are twice as likely as White and Latino teens to report that their teachers wrongly flagged their schoolwork as being produced by generative AI when that was not the case. Given that systemic racism and inequity are already deeply ingrained in our educational systems—and in society more broadly—the biases baked into generative AI may worsen educational inequalities.

Talking about generative AI in schools with young people makes a difference in how they think about the technology, the possibilities and challenges it offers, and how it might impact their futures. Teens whose teachers have made gen AI a focus in class conversations are more likely to recognize the benefits and limitations these platforms may offer for learning and education, to feel that gen AI skills will be necessary for their future careers, and to say that the technology has changed their thinking about the educational and job-related pathways they plan to pursue.

Parents and caregivers can have a similar impact. When looking more closely at parent-teen dyads, the data suggests areas of divergence as well as shared views. For instance, parents are more muted than teens in their sense of how generative AI will shape their child's future. At the same time,

Black and Latino teens—and their parents—are far more likely than White teens and parents of White teens to say that the introduction of gen AI has changed the way they think about their own or their child's future.

Looking ahead, it is essential to promote communication between parents and their children about the impact of generative AI in education and learning, which will ultimately open more channels to learn from and with each other.

The rapid evolution of generative AI tools signals the dawning of a new era in education, one that points to significant and far-reaching changes. As we stand at the threshold of this transformation, it is essential for educators, parents, and policymakers to consider that many young people want to learn generative AI-related skills, and in some cases have begun learning on their own in the absence of adult guidance.

As we seek to leverage the benefits of these new technologies, it is crucial that we engage young people to help us understand how they encounter risks to privacy, increased bias, and misinformation in ways that may differ from adult experiences. This first stage—in which we work to understand the possibilities and limitations of generative AI in education and learning—is not only about adapting to new technologies, but also about rethinking how we teach, learn, and prepare the next generation for the future.

By promoting equitable access, open dialogue, and ethical and responsible use of these platforms—in and out of schools—we can lay the groundwork for a period of rapid change that empowers students to thrive in our increasingly interconnected world.

Study Limitations

As with any research, certain limitations should be considered as stakeholders translate results into actionable insights. This report does not aim to establish causality in its analysis and does not provide claims about the degree to which the use of generative AI in schools and homes impacts teens' learning, skill development, or future plans.

Instead, this study adds to a growing body of research that explores—from the perspective of teens and their parents—how teens use generative AI platforms, the extent to which teens' teachers have integrated or restricted the use of AI tools in their classrooms, what teens think about the benefits and risks of gen AI in schools, and how parents feel about gen AI and educational inequality. The study also explores how gen AI has shaped the ways that parents and their teens think about teens' skills, future educational plans, and job prospects.

Although the study highlights differences by demographic groups such as age, gender, race/ethnicity, LGBTQ+ identity, and level of parental education, such findings should not be interpreted as applicable to *all* teens or parents in such groups. Teens and their parents, along with the different subgroups they belong to, are not homogenous. The influence that generative AI has on education and learning for specific teens depends on their developmental level and individual characteristics, as well as contextual factors (e.g., school environment, peer groups, family, socioeconomic status, etc.).⁵³

In addition, while oversampling techniques allowed for deeper analysis of parents and teens of color, certain smaller subgroups (such as nonbinary teens) were still too small to be meaningfully included in the analysis. Looking ahead, it is crucial to maintain investment in studies such as these that offer high-quality, nationally representative parent-teen dyad data to better understand the complex role that generative AI plays in parents' lives and the lives of their children.

⁵³ Valkenburg, P. M., & Peter, J. (2013). The differential susceptibility to media effects model. *Journal of Communication*, 63(2), 221–243. <https://doi.org/10.1111/jcom.12024>

Methodology

This survey was conducted in English and Spanish by Ipsos Public Affairs on behalf of Common Sense Media. Data was collected using both probability-based (Ipsos KnowledgePanel) and nonprobability-based sample sources to increase representation of respondents by race/ethnicity. The survey was conducted from March 15 to April 20, 2024, with a nationally representative sample of 1,045 U.S. adult parents, age 18 or older, and 1,045 U.S. teens age 13 to 18. Teen respondents were invited to participate through their parents, with an overall sample that included 1,045 parent-teen dyad interviews. Participants received a small monetary incentive for completing the study.

Sample

This report is based on a representative sample of 1,045 U.S. adults age 18 or older who are parents of 13- to 18-year-olds, and 1,045 U.S. teens (age 13 to 18) who were recruited through their parents. (All 18-year-old teens were still in high school at the time of the interview.) The survey includes 1,045 dyad parent interviews. The sample included an oversample of $n = 300$ dyad interviews among Latino parents and teens, and $n = 250$ dyad interviews among Black parents and teens, along with $n = 117$ respondents using opt-in Ipsos Interactive Services panels. Parental permission was obtained for all child/teen respondents. Once parent/guardian consent was obtained, the teen child was asked to give their assent to participate before completing the study.

For analyses among the general population, Latino and Black respondents were weighted to their representative proportion. The margin of sampling error is ± 3.6 percentage points at the 95% confidence level, for results based on the entire sample of teens, and ± 3.1 percentage points at the 95% confidence level for the entire sample of parents.

Weighting and data cleaning

Once all survey data was collected and processed, design weights were adjusted to account for any differential nonresponse that may have occurred. The demographic benchmarks came from the 2022 March Supplement of the Current Population Survey (CPS). An iterative proportional fitting (raking) procedure was used to produce the final weights. In the final step, calculated weights were examined to identify and, if necessary, trim outliers at the extreme upper and lower

tails of the weight distribution. The resulting weights were then scaled to aggregate to the total sample size of all eligible respondents. Additionally, quality assurance checks were conducted to ensure data quality, and a raking process was used to adjust for any survey nonresponse in the probability sample, as well as any undersampling or oversampling in the probability and nonprobability samples.

Statistical significance

Where relevant, differences among subgroups have been tested for statistical significance. Unless otherwise noted, these findings are described in the text in a comparative manner (e.g., *more than*, *less than*) only if the differences are statistically significant at the level of $p < .05$. In tables where statistical significance has been tested, superscripts (using letters such as *a*, *b*, and *c*) are used to indicate whether results differ at a statistically significant level ($p < .05$) within a set of columns or rows (e.g., by race/ethnicity, gender). Means that share a common superscript and means that have no superscript are not significantly different from each other. In charts and graphs, statistically significant differences are noted using an asterisk or superscripts (e.g., *a*, *b*, and *c*) to indicate comparative differences. Total amounts may not sum to 100% from the reported subtotals due to rounding and nonresponse.

Definitions

Age

The survey was conducted with parent-child dyads: adults age 18 and older and their 13- to 18-year-old child. Throughout the report, we refer to adult participants as *parents*, and to their participating child as *child* or *teen*. To refer to child participants, we also use the terms *youth* and *young people*.

Gender

The terms *boys* and *girls* include participants who identified as such and are inclusive of people who are trans boys and trans girls. It should be noted that there were not enough respondents who reported a different gender identity other than boy/man or girl/woman in the study to demonstrate variation, and, as such, we did not include data on these participants in the report.

LGBTQ+

The LGBTQ+ category includes respondents whose sexual orientation is lesbian, gay, bisexual or pansexual, or asexual, rather than straight/heterosexual, as well as those who are transgender or nonbinary. Participants were excluded from analyses related to LGBTQ+ identity if they answered "I don't know" or skipped any survey questions on sexual orientation, transgender identity, or gender identity.

Race/ethnicity

The survey used the standard U.S. Census measures for identifying respondents' race and ethnicity. In the report, the term *Latino* refers to anyone who self-identified as "Hispanic." The term *White* refers to any respondents who self-identified as "White, non-Hispanic." The term *Black* refers to respondents who self-identified as "Black, non-Hispanic." Where findings are broken out by race/ethnicity, results are presented only for White, Black, and Latino respondents. Respondents in other categories, such as Asian, Pacific Islander, or Native American, are included in all findings based on the total sample, but not in the results that are broken out by race/ethnicity, due to smaller sample sizes.

About Common Sense

Common Sense is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive. Our independent research is designed to provide parents and caregivers, educators, health organizations, and policymakers with reliable, independent data on children's use of media and technology and the impact it has on their physical, emotional, social, and intellectual development. For more information, visit commonsense.org/research.



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