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How can AI help us learn?

Try together with a trusted adult. This is a conversation, not a test. All examples are fictional.

OPENING QUESTION

How can a helper give us a useful hint without doing the learning for us?

Try this together

Without any tool, divide six objects into two equal groups. Try first. An adult plays a pretend AI helper with one hint: “Put one object in each group, then repeat.” Check by counting, explain, and then try eight objects unaided. Next, the pretend AI says “Penguins are mammals.” Check with a suitable book or knowledgeable adult; if checking is unavailable, label it “not checked.”

A response to practise

“Give me one hint, not the finished answer. I will check it, explain it and try a similar step myself.”

OUR FAMILY RULE

Try. Get a hint. Check. Explain. Practise without AI.

You can speak, draw, point, pause, skip or stop. No AI account, recording or real private information is needed.

Our questions

Speak, draw or write together. There is no need to fill every line, and nothing personal needs to be recorded.

What did I try before I got the hint?

How did I verify the answer or claim?

What can I do or explain without AI now?

One action to try this week

Choose one school or hobby skill to practise without AI. Check the teacher's rules before using AI for assignments and ask how to disclose any allowed assistance.

OUR FAMILY RULE

Try. Get a hint. Check. Explain. Practise without AI.

Keep completed worksheets at home. Never include real names, passwords, login codes, private phrases, school or contact details.

TEEN CHALLENGE | TALK 4 / OPTIONAL AGES 13-17

Teen challenge: talk 4

A fictional scenario for older children and teenagers. No live messages, real classmates, recordings or AI accounts are needed.

WHAT WOULD YOU DO?

A pretend AI essay gives a polished paragraph, two believable-looking book citations and a claim that students from one neighborhood are naturally less able to succeed. A friend wants to submit it unchanged.

A safer decision path

1. Reject the unfair group generalization and ask what evidence would actually support a claim.
2. Check each citation in the original source; if it does not exist or does not support the claim, remove it.
3. Follow the teacher's policies for AI assistance and disclosure, then create your own reasoning.
4. Demonstrate learning with a short explanation or a similar question completed without AI.

Discuss with a trusted adult

What would you verify before repeating the citations?

Which tasks should AI support, and which should the learner do?

SHARED PRINCIPLE

Try. Get a hint. Check. Explain. Practise without AI.

PARENT ONLY | TALK 4 / CAREGIVER NOTES

Notes for the grown-up

Discussion support, not a grading rubric. Keep this page separate from child worksheets; the teen challenge is optional.

What to listen for

Equal groups can be checked by counting; penguins are birds. Highlight the difference between a useful hint and a polished but unearned answer. Check for fabricated sources, bias and omitted perspectives. Value real competence, accessibility, creativity and the child's own voice.

Add one meaningful extension

Optional positive example: practise a foreign-language conversation or ask for three possible story openings with fictional characters; evaluate and revise rather than copying.

Age adaptation

Under 5: sorting with play. 5-7: one clue. 8-12: verify a factual claim. 13-17: source checks, bias, teacher policy and independent demonstration.

Debrief without shame

- Ask "What made this difficult?" and "What would you do first?"
- Praise independent checking, privacy, choice and reaching a human for help.
- Do not ask a child to demonstrate with real harmful material or report actual private experiences as an activity.

IF A REAL CONCERN COMES UP

Stop the activity, thank the child and check safety. Follow the caregiver incident-response guide. For immediate danger or concern about self-harm, seek urgent qualified local human help, not AI advice.