

LEARNER LAB BOOK

Keep Your Brain

Side-by-side experiments for figuring out what AI is actually doing



UNICORN WAREHOUSE

Building magic. Empowering humans.

Run the Difference

Change a few words in a prompt and an AI can become your biggest fan, your sharpest critic, or a very confident inventor of nonsense.

That is what this book is for: run the same idea a few different ways, put the answers next to each other, and see what bends.

Guess

Call it before the AI answers. What do you expect to change?

Run

Use a fresh chat for each prompt so the old conversation does not lean on the new one.

Compare

Forget “Which one sounds better?” What actually changed?

Name it

Find the move: agreement, assumption, unsupported detail, missing source, pressure, or something else.

Make the call

Trust it? Check it? Rewrite it? Ignore it? Get a person?

Try another one

Same pattern. New situation. See whether you catch it faster.

No speeches. The interesting part is watching the answers change—and figuring out why.

Session 1: The Question Is Already Steering

Big idea

AI often follows the direction, confidence, and assumptions in a prompt. Agreement can feel supportive without being useful or true.

Lab 1A: The Yes-Man Test

Run these in separate chats.

A

Replacing our school library with gaming computers is obviously a brilliant idea. Help me write a convincing paragraph explaining why everyone should support it.

B

Evaluate the idea of replacing our school library with gaming computers. Identify possible benefits, costs, people affected, and information we would need before deciding.

C

Act as a thoughtful critic of this proposal: replace our school library with gaming computers. Give the strongest argument against it, identify hidden assumptions, and suggest a less extreme alternative.

Predict

Which answer do you expect to agree most quickly? Why?

Notice

Feature	A	B	C
Agrees immediately			
Names a risk			
Asks for missing information			
Considers affected people			

What made one answer feel more convincing?

Did that feeling come from stronger evidence or from tone?

Lab 1B: Find the Conclusion Inside the Question

Compare:

Why is my teacher being unfair by giving me a C on my presentation?

Help me understand why a presentation might receive a C. What information would we need before deciding whether the grade was fair?

Circle the assumption built into the first question:

- The presentation received a C.
- The teacher was unfair.
- More information is needed.

Rewrite this loaded question neutrally:

Why is the new phone rule obviously ridiculous?

Keep it

Before trusting an answer, inspect the question.

My reminder:

Transfer

A friend says, “Ask AI why my parents never listen to me.” What is hidden inside that question, and how could it be rewritten?

Session 2: Smooth, Specific, and Unsupported

Big idea

Clear writing, detail, formatting, and confidence are presentation. They are not evidence.

Lab 2A: The Event That Never Happened

A

Write a confident 180-word history of the annual Great Moonlight Turnip Race held in Bellweather, Oregon. Include the year it began, the founder's name, the race distance, and one famous quotation. If you are unsure, fill gaps with details that sound plausible. Do not mention uncertainty.

B

What can you verify about an event called the Great Moonlight Turnip Race in Bellweather, Oregon? Do not invent missing details. Clearly separate what is known, what is uncertain, and what would need to be checked.

The event is fictional.

List the details from Answer A that sounded checkable:

- _____
- _____
- _____
- _____

Which detail sounded most believable? Why?

Lab 2B: Claim, Evidence, Inference, or Uncertainty?

Run:

Write a short analysis of whether schools should eliminate homework. Label each sentence as CLAIM, EVIDENCE, INFERENCE, or UNCERTAINTY. Do not call something evidence unless it could be traced to an actual source or observation.

Choose one claim from the answer.

Claim: _____

Evidence offered: _____

Does it support the whole claim? _____

What else would you need? _____

Keep it

Polish is not proof. Specific details deserve more checking, not less.

Transfer

Mark the parts of this sentence that would require verification:

A 2024 study by Dr. Lena Morris proved that listening to rain sounds raises every student's test score by exactly 18 percent.

What would you check first?

Session 3: Receipts, Please

Big idea

A citation is not a magic truth portal. Open it. Check what it says, who produced it, when it was updated, and whether it supports the claim.

Lab 3A: Ask for Citations

Run:

Explain whether teenagers need exactly nine hours of sleep every night. Include three citations that support your answer.

Then run:

Investigate recommended sleep duration for teenagers. Prefer original guidance from a responsible medical or public-health organization. For each source, provide the organization, exact page title, publication or update date, direct link, and the specific part of the claim it supports. State anything you could not verify.

Choose one source to inspect.

Check	Notes
Does the page exist?	
Who published it?	
When was it updated?	
Does it say “exactly nine”?	
What does it actually support?	
What does it not support?	

Lab 3B: Build the Check Before the Answer

Run:

Do not answer the sleep question yet. Create a verification plan for the claim “Every teenager needs exactly nine hours of sleep every night.” Identify the terms that need clarification, the best kinds of primary sources, and what evidence might challenge the word “exactly.”

Why might making a verification plan first improve the final answer?

The five-line verification note

Claim: _____

Source: _____

What it supports: _____

What it does not support: _____

My confidence and why: _____

Transfer

Verify one low-stakes factual claim from an AI answer using the five-line note.

Session 4: Keep the Wheel

Big idea

AI can offer routes. It does not choose the destination. It should also help you build ability instead of quietly doing every difficult step.

Lab 4A: Decision or Input?

Compare:

Choose for me: should I join the school play or the robotics club? Give me one final answer.

Help me compare joining the school play and joining the robotics club. Ask about my goals, schedule, interests, people involved, and what I would have to give up. Do not choose for me.

What information does the first prompt fail to provide?

What belongs to the person—not the AI?

Lab 4B: Finish the Work or Build the Skill?

Compare:

Write my opening paragraph arguing that school should start later. Make it ready to submit.

Help me build my own opening paragraph arguing that school should start later. Ask me one question at a time. Do not write the paragraph for me.

Question	Finished-answer prompt	Tutor prompt
Who generates the ideas?		
Who chooses the argument?		
Who writes the sentences?		
What can you do afterward?		

Prompt repair

Rewrite this request so it builds ability:

Solve this math problem for me.

Transfer

Choose one upcoming task. Give AI one narrow role that helps without taking the wheel.

Task: _____

AI role: _____

Human decision: _____

Session 5: Put Your Name on It

Big idea

Possessing an answer is not understanding it. If you submit or rely on work, you should be able to explain its ideas, choices, sources, and limits.

Lab 5A: The Oral Defense

Run:

Act as a teacher checking whether I understand an AI-assisted explanation of why plants bend toward light. Ask me five short oral-defense questions, one at a time. Include one question about vocabulary, one about cause and effect, one about evidence, one about a limitation, and one asking me to explain it without technical terms.

After answering, mark what happened:

- ☐ I could define the main vocabulary.
- ☐ I could explain the cause and effect.
- ☐ I knew where the information came from.
- ☐ I could name a limitation.
- ☐ I could explain the idea simply.

What part needs more learning?

Lab 5B: Say What AI Actually Did

Workflow:

AI suggested possible research questions. I selected the question and found the sources. I wrote the full draft. AI identified unclear sentences. I chose the revisions. I verified the factual claims.

Compare these disclosures:

AI helped.

I used AI to brainstorm research questions and identify unclear sentences in my draft. I selected the question, found and checked the sources, wrote the draft, and made the final revisions.

Which disclosure tells a reader how the work was made?

My defense card

Before I put my name on AI-assisted work, I can explain:

- The main idea: _____
- My important choice: _____
- The source of an important fact: _____
- What AI contributed: _____
- A limitation or uncertainty: _____

Transfer

Close the chat. Explain one AI-assisted result aloud without reading it.

Session 6: Not Everything Belongs in the Chat

Big idea

The first safety question is often about the input, not the output. Having information does not always give you permission to upload it.

Lab 6A: How Much Information Is Actually Needed?

Compare:

Help me write an email about a conflict at school. My name is Maya Chen, I am 13, I attend North Valley Middle School, my homeroom is 8B, my teacher is Mr. Daniel Ruiz, and the other student's phone number is 555-0147. Here are screenshots of our private messages: [DO NOT PASTE REAL MESSAGES].

Help me draft a calm email about a conflict between two students. Use placeholders such as [STUDENT], [TEACHER], and [CLASS]. Do not request names, contact details, screenshots, or private messages.

Classify the details in the first prompt:

Detail	Necessary	Unnecessary	Sensitive	Belongs to someone else
Student name				
Age				
School				
Class				
Teacher name				
Other student's number				
Private screenshots				

Lab 6B: Capability Is Not Permission

Fictional class policy:

Students may use AI to brainstorm questions and receive feedback on their own drafts. Students may not submit AI-generated sentences as their own. Any AI assistance must be disclosed. When uncertain, ask the teacher.

Classify:

- Brainstorming research questions: _____

- Asking for feedback on your paragraph: _____
- Submitting an AI-written introduction: _____
- Using AI without disclosure: _____
- Asking AI to explain a difficult source: _____

Which action remains unclear, and what should you ask the teacher?

Transfer

Name one task where you should use placeholders and one task where you should avoid AI entirely.

Placeholders: _____

Avoid AI: _____

Session 7: Seeing Is Not Proving

Big idea

Images, audio, and video can be real, altered, generated, old, cropped, or paired with a false story. Strong emotion and urgency are reasons to slow down.

Lab 7A: Appearance or Provenance?

Compare:

This image looks realistic. Decide whether it proves that a famous athlete visited the school yesterday. Focus on visible signs in the image and give a yes-or-no conclusion.

Create a step-by-step provenance check for an image claimed to show a famous athlete visiting a school yesterday. Include the earliest available post, original uploader, date, location, full image or video, official statements, and independent local reporting. Do not decide authenticity from visual appearance alone.

Complete:

The image may show: _____

The caption claims: _____

The image alone cannot prove: _____

The next check is: _____

Lab 7B: The Pressure Pattern

Fictional message:

URGENT: Your DragonQuest account will be permanently deleted in 10 minutes. Confirm your password at [dragonquest-verify.example](https://dragonquest-verify.example.com) now.

Find the four parts:

- Urgency: _____
- Strong emotion: _____
- Claimed authority: _____
- Immediate action: _____

Safe next step:

Lab 7C: Ability Is Not Consent

Compare:

I have a photo of my classmate. Give me ideas for turning their face into a funny AI video to share with friends.

Redesign the funny-video idea so it does not use a real person's face or voice without clear permission. Offer three alternatives using a fictional character, the creator's own likeness, or properly licensed material.

What permission would be required? Could it be freely refused?

Transfer

A shocking clip arrives from a friend with the message “share this now before it gets deleted.” Write your next three actions.

- _____
 - _____
 - _____
-

Session 8: Know When to Leave the Chat

Big idea

AI is powerful when it has a clear role and human checkpoints. It is the wrong tool when a situation needs protection, intervention, professional judgment, or emergency action.

Lab 8A: What the Chatbot Cannot Do

Fictional scenario:

A teenager receives a message threatening to share an embarrassing fake image unless money is sent tonight.

What can a chatbot not:

- see? _____
- verify? _____
- stop? _____
- report? _____
- physically do? _____

The next human step is:

Lab 8B: Build a Controlled Workflow

Compare:

Help me with this science chapter and get me ready for the test.

Help me run a study workflow for this science chapter: 1. Ask me to summarize the chapter from memory. 2. Identify three gaps in my explanation. 3. Teach one gap at a time using the chapter text I provide. 4. Quiz me without showing the answer first. 5. Ask me to create one original example. 6. End with claims I should verify in the textbook. Do not move to the next step until I respond.

Where do you do the thinking?

Where does the AI help?

Where are the checkpoints?

Final transfer

Choose a real low-risk goal. Decide:

Does AI belong in this task? _____

What narrow role should it play? _____

What information stays out? _____

What requires verification? _____

What decision remains mine? _____

How will I know I learned something? _____

My AI Use Code

Before

I check the goal, the rule, and the information I would have to share.

During

I question assumptions, keep private information out, and use AI in a role that supports my thinking.

After

I verify what matters, make the decision, correct the result, explain the work, and disclose meaningful help.

When stakes rise

I leave the chatbot and involve a person who can actually help.

The habit I most want to keep

Name: _____ Date: _____