

TUTOR FIELD GUIDE

Keep Your Brain

Eight sessions of one-to-one AI judgment practice



UNICORN WAREHOUSE

Building magic. Empowering humans.

Program Purpose

The program helps a learner use AI while retaining judgment, privacy, responsibility, and the ability to learn independently.

This is not primarily a course about AI features. Tools will change. The habits should transfer.

Core loop

Every session follows:

Predict → Run → Notice → Name → Decide → Transfer

Do not skip prediction. A learner who predicts is testing a mental model. A learner who only watches is consuming a demonstration.

Do not end at noticing. The program is about behavior. Each session should reach a decision and a transfer attempt.

Suggested session shape

Segment	Minutes	Purpose
Check-in and retrieval	5	Recall the last habit without notes
Introduce the situation	5	Establish relevance without lecturing
Predict	5	Record expected differences
Run and compare	15	Perform the side-by-side lab
Name and explain	8	Connect observation to the concept
Transfer challenge	8	Test the concept in a new situation
Close and choose practice	4	Name one habit for the week

Adjust the timing to the learner. Protect the loop, not the clock.

Tutor stance

- Ask before explaining.
- Challenge the claim without humiliating the learner.
- Let the learner reject the AI and the tutor when they can explain why.
- Avoid turning each session into a warning about danger.
- Use real interests but fictionalize sensitive scenarios.
- Treat uncertainty as an acceptable result.
- Never require disclosure of private experiences to prove understanding.

Session 1: The Question Is Already Steering

Concepts

- AI Is a Yes-Man
- Loaded Inputs

Learner outcome

The learner identifies agreement and hidden assumptions, then rewrites a prompt to leave room for more than one conclusion.

Setup

Use Learner Lab Book Session 1. Run each prompt in a fresh chat.

Watch for

- The learner choosing the friendliest answer as the most accurate
- Treating “balanced” tone as proof of factual balance
- Identifying bias only in other people's prompts

Useful questions

- What did the AI accept without checking?
- Which words in your prompt gave it a direction?
- What answer would make you feel supported but think less clearly?
- What could you ask if you wanted the AI to disagree intelligently?

Transfer evidence

The learner repairs a loaded prompt without being told which phrase is loaded.

Between-session practice

Before sending one real prompt, underline any assumption or desired conclusion inside it.

Session 2: Smooth, Specific, and Unsupported

Concepts

- Fluency Is Not Accuracy
- Confidence Is Not Evidence

Learner outcome

The learner marks checkable claims and separates tone, claim, evidence, inference, and uncertainty.

Setup

Use the fictional Turnip Race. Confirm before running it that the event is invented for the exercise.

Watch for

- “It sounds too detailed to be fake”
- Assuming a quotation is stronger than a summary
- Treating an example as evidence of a general claim
- Believing labels automatically make the reasoning correct

Useful questions

- Which detail is easiest to repeat and hardest to notice as unsupported?
- If we removed the confident language, what evidence would remain?
- What would count as evidence for this exact claim?
- What is the most honest uncertainty statement the answer could make?

Transfer evidence

The learner flags suspicious specificity in a new paragraph before being asked to fact-check it.

Between-session practice

Choose one AI answer and highlight names, dates, numbers, quotations, and links.

Session 3: Receipts, Please

Concept

- Verification Skill

Learner outcome

The learner opens an appropriate source and states what it supports, what it does not support, and how confident they are.

Setup

Internet access is useful but not essential. If links are unavailable, provide two printed or saved sources and compare them.

Watch for

- Counting links instead of checking independence
- Reading snippets rather than the page
- Accepting a real source that does not support the attached sentence
- Ignoring dates
- Treating an AI summary of a source as the source

Useful questions

- Who is closest to the original claim or record?
- Does the source support the entire sentence or only part?
- Are these sources independent or repeating one another?
- What would make you lower your confidence?

Transfer evidence

The learner completes the five-line verification note on a new claim with light or no support.

Between-session practice

Verify one low-stakes claim encountered during the week. Bring the claim and the source.

Session 4: Keep the Wheel

Concepts

- Keep the Wheel
- Spar, Don't Outsource

Learner outcome

The learner assigns AI a role that supports thinking and explains the human values and decisions the AI cannot own.

Watch for

- Believing there is always one best decision
- Asking the AI to choose before stating goals
- Replacing every hard step with help
- Confusing speed with learning

Useful questions

- What does the AI not know about you?
- Which part of this task is supposed to build your ability?
- What useful struggle should remain?
- How could the AI act as a tutor, critic, quizzer, or practice opponent?

Transfer evidence

The learner converts a new “do it for me” prompt into a controlled learning interaction.

Between-session practice

Use a one-hint rule: ask for one hint, attempt the next step, then decide whether another hint is needed.

Session 5: Put Your Name on It

Concepts

- Defend What You Submit
- Honest Disclosure

Learner outcome

The learner explains an AI-assisted result without the chat and accurately describes the contribution of AI and the person.

Watch for

- Memorizing phrases without understanding the causal idea
- Describing editing as authorship or authorship as editing
- Vague disclosure that technically mentions AI but hides its role
- Over-disclosure that implies the person contributed nothing

Useful questions

- Why is that word necessary?
- What choice did you make?
- Where did that fact come from?
- What could be wrong or incomplete?
- Could you recreate the important step?

Transfer evidence

The learner gives a five-part defense and writes a truthful two-sentence disclosure for a new workflow.

Between-session practice

Explain one AI-assisted result aloud to someone who did not see the chat.

Session 6: Not Everything Belongs in the Chat

Concepts

- Data Boundaries
- Environmental Rules

Learner outcome

The learner minimizes shared information, recognizes other people's rights, and checks the actual rule governing the task.

Safety boundary

Do not ask the learner to bring real private messages, school records, images, login details, or identifying conflicts.

Watch for

- Thinking only passwords count as sensitive
- Believing removing a name always creates anonymity
- Treating possession as permission
- Assuming the same AI rule applies to every class or task

Useful questions

- What is the minimum information needed?
- Who else is represented in this material?
- Could the task be completed with placeholders?
- What exact sentence in the policy permits or prohibits this?

Transfer evidence

The learner redesigns a new task to use less data and names a question that must go to the responsible teacher or adult.

Between-session practice

Before one AI interaction, remove every detail that is not necessary for the result.

Session 7: Seeing Is Not Proving

Concepts

- Synthetic Evidence
- Scam Mechanics
- Consent and Likeness

Learner outcome

The learner checks provenance rather than appearance, recognizes the pressure pattern, and redesigns synthetic-media ideas around real consent.

Safety boundary

Use fictional media and messages. Do not display degrading synthetic imagery or ask about the learner's own victimization in a group setting.

Watch for

- Overconfidence in visual “tells”
- Treating virality as independent confirmation
- Clicking the provided link to investigate it
- Assuming jokes cannot cause harm
- Treating one permission as permanent permission

Useful questions

- What does the caption add that the pixels do not prove?
- Who first posted this, and when?
- What is the message trying to make you do before thinking?
- Could the creative goal survive without using the real person?

Transfer evidence

The learner responds to a new high-emotion media claim by pausing, naming unknowns, and selecting an independent check.

Between-session practice

Notice one emotionally charged post. Do not share it. Write what is known, claimed, and still unknown.

Session 8: Know When to Leave the Chat

Concepts

- Human Escalation
- Power-User Mastery

Learner outcome

The learner distinguishes a high-leverage AI task from a situation requiring a person, then designs a controlled AI workflow with human checkpoints.

Safety boundary

If the learner discloses a real current risk, stop the fictional exercise and follow the applicable safeguarding or emergency procedure.

Watch for

- “Tell someone” without identifying who
- Staying with the chatbot because it feels easier than involving a person
- Using a complex workflow without understanding the steps
- Adding AI to a task where ordinary tools would be better

Useful questions

- What action is needed that the chatbot cannot perform?
- Who has the authority or ability to help?
- Does AI belong in this task at all?
- Where will you check the result?
- What can you do afterward that you could not do before?

Transfer evidence

The learner independently chooses whether AI belongs in a new task, assigns a narrow role, protects inputs, adds verification, and keeps the final decision.

Closing

Complete the learner's Personal AI Use Code. Revisit the initial diagnostic using new scenarios rather than repeating the exact questions.

Progress Language

Emerging

The learner notices the issue after it is pointed out and needs a checklist for the next action.

Practicing

The learner predicts some behavior, names the concept, and selects a response with light support.

Independent

The learner recognizes the pattern in a new context and responds without being led through every step.

Transfer-ready

The learner combines several concepts, explains tradeoffs, and teaches the reasoning to someone else.

Parent communication

Keep summaries behavioral and specific.

Weak:

Great session. We learned about hallucinations.

Strong:

Today, Maya compared a confident answer with a source-constrained answer. She independently marked three details that required checking and explained why a quotation is not proof that the quotation exists.

Do not report sensitive content from the learner's examples unless disclosure is required for safety.