

The AI Audit Log Field Guide

One useful check. An honest judgment. A next step.

Help your child ask what an answer is based on, test whether it fits the task and decide what to do. The aim is increasing independence and purposeful use of tools. A good check does not have to find an error.

Start in about 15 minutes

1. Print page 4, or use blank paper. Gather six blocks or other safe counters. An adult stays with a young child.
2. Put the objects in a row. Say: I think there are six. That is our own claim, not an AI output. Record the source honestly.
3. Ask: How could we check? Show how to touch or move each object once while counting. Let the child try with help if needed.
4. Compare the count with the claim. If both are six, mark supported. Write the evidence: We moved and counted each object once. If the count differs, check together before deciding.
5. Decide what to do: keep the count, correct it or count again. The child can speak or point while you write their meaning. Stop with one clear reason.

Use AI only when it serves a purpose

For an optional next check, the adult may ask a suitable AI service for a general idea, preview its response and read a relevant part aloud. Keep the exact claim being checked. No child account or upload is needed. Never enter private child or family information. A prepared paper example is paper practice, not evidence of what a live model produced.

Print less

Page 2 explains the judgments. Page 3 adjusts support. Page 4 is the reusable log. Page 5 connects the practice to FORGE. Page 6 gives a sustainable routine. Print only page 4 for one check; keep these instructions on an adult device if convenient.

Four different kinds of judgment

Choose the question before choosing the verdict

Question	Useful evidence or test
Accuracy: is the claim supported?	Count, measure, observe, calculate or consult a suitable reliable source.
Fit: does the idea serve our task?	Compare with the brief or try it with the intended user.
Scope: what is still unknown?	Name the missing information or the limits of the test.
Preference: do we want to use it?	Give a reason for a choice; taste is not a factual error.

Three worked examples

Supported: Our claim is six blocks. We move and count each once and get six. Keep the count. This is a successful check; no error must be invented.

Fits, but we choose differently: A prepared paper suggestion for a kind animal story has two friends share a wide seat. It meets the brief. The child prefers a flat rock and adapts it. Record a creative choice, not a false statement by AI.

Not enough evidence: One visitor used our map successfully. That does not establish that every visitor will understand it. Narrow the claim to this test or try another visitor.

What makes a source useful?

Choose a source or test that can answer this question. Look for relevant expertise, direct evidence, an appropriate date and a clear connection to the claim. A second chatbot repeating an answer is not independent verification. More sources are useful when the uncertainty or stakes justify them, not as a fixed counting ritual.

For a factual claim, use supported, partly supported, not supported or not enough evidence. For a design or preference, record fits, partly fits, does not fit or a reasoned choice. A number rating alone hides the reason.

Adjust the support, keep the thinking

These are broad developmental starting points, not placement tests

Apprentice: commonly ages 5-8

Use one concrete claim or simple design choice. Read instructions aloud. Teach a checking method directly, then try it together. The child may draw, point, speak or use a communication aid while an adult scribes. Use supported, change or not sure yet in everyday language. Keep screens optional and adult operated.

Journeyman: commonly ages 9-12

Compare claims, explain source choice and test a useful idea. Model unfamiliar methods. Gradually reduce help while checking transfer to a new task. Supervised AI may explain, suggest, draft or help troubleshoot when the child can examine the result and the service permits that use. Independent handwriting is not a prerequisite.

Wright: commonly ages 13-18

Choose tools deliberately for research, writing, programming, design or automation. Identify important claims, limitations, alternatives and consequences. Check high-impact decisions more deeply, disclose meaningful assistance and demonstrate important skills on a new task without that assistance. Follow service age rules and seek qualified help for consequential decisions.

Protect agency and privacy

Separate a child's learning record from commercial feedback. No photo, voice, full name, account, public defense or submission to Ironwright is required. Obtain separate permission before sharing someone else's words or work. A child may keep a project private, choose a trusted audience or use an accessible alternative.

Teach as well as ask

A question is helpful when the learner has enough knowledge to reason. Explain an unfamiliar word or method, model a worked example and give practice. Continue systematic reading and mathematics, knowledge-building, play, movement, relationships and the arts. This guide is a checking routine, not a complete curriculum.

One-page AI Audit Log

Private family record | Print this page or reproduce the headings on blank paper

Date / project / initials (optional)

Task or claim: what are we checking?

Source and relevant words (AI / book / person / our claim / paper practice)

Check: what did we observe, measure, read or try?

Evidence: what actually happened? What remains unknown?

Judgment and reason: supported / partly / not supported / not enough evidence

For an idea: does it fit? What will we keep, change or investigate?

Help used: read aloud / demonstration / scribing / other. Circle or add a note.

Record the actual source. A prepared example is not a live AI result. No submission required.

How this connects to FORGE

A small record of a decision, not proof of all nine skills

FORGE phase	A useful move
Foundations	Learn the knowledge or method the task needs.
Orientation	Name the purpose, question and intended user.
Reasoning	Compare, investigate and explain a choice.
Generation	Make a first version and useful revisions.
Evaluation	Test the result, reflect and try a new situation.

The nine meta-skills

- Analytical Thinking: separate a claim into parts.
- Systems Thinking: notice relationships and consequences.
- Metacognition and Self-Regulation: notice your assumptions and adjust.
- Creative Problem-Solving: generate and test an idea within constraints.
- Epistemic Literacy: connect a judgment to evidence and uncertainty.
- Resilience and Adaptability: change a method when useful.
- AI Discernment and Prompt Reasoning: choose a useful tool and check its result.
- Ethical Reasoning: consider people, permissions and consequences.
- Communication and Defense: explain the decision and its limits.

A completed log can show one observed action. It does not establish mastery, a diagnosis or future readiness. Look across real tasks and retain a few first attempts, revisions and unfamiliar-task samples. Record the help used.

A routine your family can sustain

Use a meaningful sample; do not document every tiny AI interaction

This week

Choose one useful check. Keep it short and teach the method. A correct result is welcome. In a later sitting, use the finding in a real task: a map, label, story, plan or model. Ask the intended user to try it when possible and change one thing that matters.

A five-minute weekly conversation

What were we trying to do? What evidence mattered? What did we keep or change, and why? What remains uncertain? Choose one useful next step. Repeat a successful method too; every week does not need a mistake or a more difficult task.

For a co-op

Use one shared object or question. Keep each parent responsible for their child and allow drawing, dictation, pointing or writing. Give each learner a meaningful choice and invite a short explanation to a trusted listener. A group can use an adult-prepared paper example; label it. No founder meeting or public child upload is part of this guide.

What comes next

The FORGE Founding Family Pack develops Living Map and Story Machines over eight weeks for ages 5-8. It is a self-serve project strand alongside core instruction. Consult the current Ironwright offer for availability and terms; this guide does not enroll you, activate billing or award a credential.

Sources and use

The routines and worked examples here are Ironwright-designed teaching materials, not a validated intervention or actual customer outcomes. Privacy design is informed by the FTC COPPA FAQs: <https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions>. Adults must still check the chosen service's current rules and actual data practices.

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