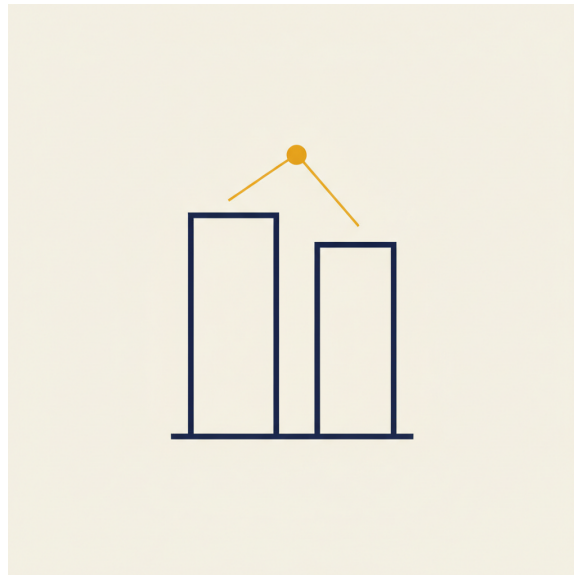




TIER 1 - FOUNDATIONS * V1.0 -- MAY 2026

AI ALONGSIDE YOUR KIDS

Homework help that builds understanding instead of teaching cheating. Digital literacy ground rules.
The cheating tells. The age-appropriate framing. Honest about what nobody knows yet.



BY

Alex Jahn / Agent Logic

v1.0 -- May 2026

Parents of school-age children navigating AI in homework, school, and everyday life -- especially the parents who didn't grow up with this and are figuring it out alongside the kids

15-20 minutes

Free. Forever.

EDITION

AUDIENCE

READ TIME

COST

Prepared by Agent Logic / alexanderjahn79@icloud.com / theaiguymi.com

CONTENTS

What's in here

- 1 The conversation nobody prepared us for** **3**
Whether your kid has access to ChatGPT or Claude or Gemini through their school's subsidized account, or they're sneaking onto the...
- 2 The two big questions** **4**
Before any specific rule, two questions to answer in your family.
- 3 Homework -- the harder question** **5**
When your kid has homework that AI could plausibly do for them -- an essay, a reading summary, a math problem set, a research paper -- the...
- 4 Age-appropriate breakdown** **7**
Rough framework. Adjust to your kid.
- 5 Family ground rules -- a starter set** **9**
Adapt this. Print it. Stick it on the fridge. Revise yearly.
- 6 The honest part -- what nobody knows yet** **10**
This is the hardest section to write because the truth is most of us are guessing.
- 7 When NOT to use AI with kids** **11**
Three categories where AI is the wrong tool for the family:
- 8 Where to go from here** **12**
You have the framework for AI alongside your kids. One module left in the Tier 1 set:

SECTION 1

The conversation nobody prepared us for

Your kid is already using it

Whether your kid has access to ChatGPT or Claude or Gemini through their school's subsidized account, or they're sneaking onto the public version on a friend's phone, or they're just listening to other kids talk about it -- your kid is already in this. The "should we tell them about AI yet" decision was made for you a year ago when their classmates started using it.

Most parents I talk to are figuring this out the same way I am: in real time, with no rulebook, alongside the kids. The schools are doing what they can. The platforms are inconsistent. The advice articles are written by either AI evangelists ("teach them to prompt by age 5!") or AI doomers ("never let them touch it!"). Neither extreme is the right shape for a working parent.

This module is the middle path. Practical, age-aware, honest about what we don't know yet. Written by a parent who's working through this in his own family, not a school administrator with a curriculum to defend.

What you'll have by page 13

By the end of this primer:

- The **two big q**
answering them in your own family.
- A **homewor**
it into actual tutoring instead of an answer machine.
- The **cheating**
recognize what's happening.
- **Age-appropriate guidelines** -- rough breakdown by age band (under-10, 10-13, 14-18) of what fits where.
- **Family ground rules** -- a starter set you can adapt and a process for revising them as the tech and the kids change.
- The **honest pa**
yearly.

The school can't solve this for you. The platform can't solve this for you. Neither can a parenting blog. The only people in your kid's life who can set the actual ground rules are the people in your kid's life. That's you.

SECTION 2

The two big questions

Before any specific rule, two questions to answer in your family.

Question 1 -- Is AI a tutor in this house, or is it a tool?

This is the load-bearing one. There are two coherent stances:

Stance A -- AI is a tutor. It's a learning aid the way a tutor or a study buddy or a smart older sibling is. Your kid talks to it, learns from it, asks it to explain things. They produce their own work; AI helped them understand the underlying material. This is the "AI as a tutor" frame from Tier 1 module 5.

Stance B -- AI is a tool. It's a productivity tool the way a calculator or a spell-checker or Wikipedia is. Your kid uses it to do parts of the work -- checking grammar, summarizing a reading, generating a first draft they then heavily revise. The output is a collaboration; the kid signs their name to the final.

Both are defensible. Different families pick different stances. What's NOT defensible: leaving it ambiguous. If you don't pick a stance, your kid will pick one -- and the one they pick will be whichever is least effort, which is "AI does the assignment, I copy it in." That's neither learning nor a real tool.

Pick a stance per kid, per age, per subject if you need to. Write it down. Tell the kid. Revisit it.

Question 2 -- When does the kid get unsupervised access?

The other big question. Three rough waypoints:

- **Co-piloted.** Kid uses AI only with a parent looking at the screen. Like watching TV together. You see what they ask, you see what comes back, you can interrupt and discuss. This is the right starting point.

- **Permitted.** Kid uses AI on their own device, in shared spaces, with periodic checkin from you. They have a private session; you have visibility. Like an older kid using YouTube -- you can spot-check the history, you can ask what they were doing, but you're not next to them every minute.
- **Independent.** Kid uses AI freely, including in private spaces, without parental visibility. Like a teen using a phone. Trust extended; check-ins infrequent.

The waypoints map roughly to age, but more strongly to maturity. A 9-year-old who tends to bend the rules might stay co-piloted longer than a 7-year-old who doesn't. Most kids progress through these in order; the speed varies.

The two questions, summarized:

- **What is AI in our house?** Tutor (learns alongside the kid) or tool (does part of the work)?
- **What's the supervision level?** Co-piloted, permitted, or independent?

Write your answers down. Tell the kid. Revise as needed.

SECTION 3

Homework -- the harder question

The pattern that works

When your kid has homework that AI could plausibly do for them -- an essay, a reading summary, a math problem set, a research paper -- the question is how to use AI without short-circuiting the learning.

The pattern that works:

Concrete: instead of "ChatGPT, write me an essay about World War I," the kid asks "ChatGPT, walk me through the main causes of World War I as if you're explaining it to someone who doesn't know much about it. Stop after each cause and ask me what I understood." Then the kid writes the essay from what they understood.

The Socratic prompt pattern from

adults; it works for kids, with one tweak: kids need an explicit "don't just give me the answer, help me understand" framing every time. They'll forget. The pattern is fragile. Practice it together until it sticks.

AI explain

AI as a Tu

Worked homework example -- middle-school history essay

Your 13-year-old has to write 500 words about the Civil War's economic causes.

Cheating mode:

"Write me a 500-word essay about the economic causes of the Civil War."

(AI writes the essay. Kid pastes it. Done in three minutes. Kid learned nothing. Teacher might or might not catch it.)

Tutoring mode:

"I have to write a 500-word essay about the economic causes of the Civil War. I'm in 7th grade. Don't write the essay for me. Instead, walk me through the main economic causes one at a time. After each cause, stop and quiz me -- make sure I can explain it back in my own words before we move on. At the end, help me organize what I learned into a rough outline. I'll write the essay myself from that outline."

Same kid, same homework, same model, same five minutes of AI use. Different result. The kid actually learns the material; the essay gets written from understanding instead of from copy-paste; and the writing carries the kid's voice instead of the model's voice.

The teacher will know the difference. So will the kid, six months later, when the next test references the same material.

The cheating tells

If you suspect your kid is using AI to cheat, here's what the giveaways look like in middle-school and high-school writing:

The cheating tells:

- **Vocabulary jump.** Words that are well above the kid's normal speaking and writing register. "Multifaceted." "Furthermore." "Encompassing." "Underscore." Words a 13-year-old wouldn't naturally choose.
- **Thesis-style structure with no rough edges.** A perfectly five-paragraph essay with airtight transitions and no fumbling. Real adolescent writing has fumbles.
- **Generic-feeling examples.** AI tends to default to the most-cited examples: George Washington, World War II, the moon landing. If the topic is "a moment of hardship in your life" and the example is something abstract instead of something specific to the kid, suspicion goes up.

- **No personal voice.** Real kid writing has personality, even when it's flawed. AI writing has competence, even when it's bland. The pattern flips when AI is involved.
- **The "as a 7th grader" defense doesn't hold.** If you ask the kid to explain something they wrote, and they can't -- or they explain it in a much smaller vocabulary than they wrote in -- that's the tell.

These aren't proof. They're suspicion-warrants. The conversation that follows is more important than the detection.

When you catch it -- the conversation

If you've caught it, the goal isn't to punish -- it's to recalibrate. Three-step conversation:

1. **State the observation, not the accusation.** "This essay reads different from how you talk. I want to understand what happened."
2. **Listen.** Don't fill the silence. Most kids will surface what they did if you don't fill the air with your guesses.
3. **Reset the rule, don't escalate.** "From here on, when you use AI for homework, I want to see the chat history. Show me the conversation. We'll talk through it together once a week. If that goes well, we adjust." Co-piloted mode for a while. Build trust back.

Don't tell them they're a bad person. Tell them the pattern doesn't work. Most kids who tried it once didn't deeply mean to cheat -- they meant to be done with homework. Re-shape the path.

SECTION 4

Age-appropriate breakdown

Rough framework. Adjust to your kid.

Under 10 -- co-piloted only

At this age, AI is something you use together o
it questions. Read the answers together. The lesson is "this is a thing in the world that adults are using" -- not "you have your own AI account."

Specific use cases: looking up a question they're curious about, generating a fun story or picture together, explaining something they don't understand from school. Always with you next to them. They don't have their own login.

10-13 -- co-piloted to permitted, depending on the kid

Middle school. They've heard about AI from friends. They want to use it. Some homework will start to invite it.

Stance: this is the age where you have the explicit "AI is a tutor in this house" or "AI is a tool" conversation. Set the rule. Set up their access (most major tools require 13+ for own account; many schools provide a school-managed account earlier). Co-piloted at first; build to permitted over a year or two if it's going well.

Specific rules to set explicitly:

- "You can use AI to help you understand. You cannot use AI to write the assignment for you."
- "If a teacher's rules conflict with our rules, the teacher's rules win for that class."
- "If you're not sure if it's OK to use AI on something, ask me first."
- "I will look at your chat history sometimes. If anything in the history is something you'd be embarrassed to show me, that's the warning sign that something needs to change."

14-18 -- permitted to independent

High school. Your influence is decreasing fast. Their independence is increasing fast. The work is harder, the temptation is greater, and the cheating-tells are subtler because the kid's writing is naturally more sophisticated.

Stance: lean into the conversation. Talk about what AI is good at and bad at. Talk about the kinds of work that AI can't do (and never will be able to do well) -- original thinking from lived experience, real argumentation that has to track to the kid's actual beliefs, creative work that has the kid's voice. Encourage them to use AI as a thinking partner, not as a homework finisher.

The supervision tips toward "permitted" or "independent" -- but the conversation has to deepen. They're not going to listen to "use AI as a tutor" if you say it once. Bring it up periodically. Read their work. Notice when something doesn't sound like them.

The kids who learn to use AI as a thinking partner now will be the ones who lead in 10 years. The kids who learn to use it as a homework cheater now will be the ones whose work is replaced by it.

SECTION 5

Family ground rules -- a starter set

Adapt this. Print it. Stick it on the fridge. Revise yearly.

Starter ground rules:

1. **AI is a tutor in this house, not a homework machine.** It explains; you write. The work has to be yours, in your voice, from your understanding.
2. **If you'd be embarrassed for me to read the chat, the chat shouldn't have happened.** That's the privacy rule. Treat AI like writing in a notebook a parent might read.
3. **Don't share private information with AI.** Your real name, our address, your school, our phone numbers, money stuff, anything about other kids that they wouldn't want shared. AI conversations go through company servers.
4. **Teachers' rules trump our rules in their classrooms.** If a teacher says no AI for an assignment, then no AI. Don't try to find a loophole.
5. **If you think AI gave you a wrong answer, check it.** AI is sometimes confidently wrong. The grown-up move is to verify.
6. **When in doubt, ask.** If you're not sure if it's OK to use AI for something, come ask before you do it. We'll figure it out together. Asking is never the wrong move.
7. **We talk about this once a month.** What's working, what isn't, what's changing. The rules will change as you get older and as the technology changes. We'll keep adjusting.

The list is intentionally short -- seven rules a kid can actually remember. Don't try to cover every edge case in writing; cover them as they come up in conversation.

SECTION 6

The honest part -- what nobody knows yet

This is the hardest section to write because the truth is most of us are guessing.

Nobody has 10 years of data on what happens to kids who grew up with AI from age 8. The research is too new. The technology has been around in this form for less than five years at the time of this writing. We don't know:

- How AI use during developmental years affects learning patterns long-term.
- Whether kids who lean on AI heavily for writing develop their own voices later, or struggle with it.
- What the social and emotional effects are of having a "smart friend" available 24/7 from age 10.
- Whether the cheating risks now will calibrate into healthy use later, or compound into adult patterns we don't want.

Honest stance: we don't know. We're going to be wrong about some things. The ground rules in this primer reflect 2026 best guesses, not 2036 evidence.

What that means for parents:

- **Set rules anyway.** Not setting rules because the evidence is incomplete is itself a choice -- and it leaves the kid alone with the decision. Better to set imperfect rules and revise.
- **Watch for the patterns.** If your kid's writing voice flattens, if they stop being able to think through hard problems on their own, if their reading attention shrinks -- those are the early warnings. Adjust.
- **Stay in conversation.** The single best protection is an ongoing conversation about AI in the family. The kid has to feel they can come to you with questions. That trust matters more than any specific rule.
- **Revise yearly.** Whatever you set up this year will be partially wrong by next year. Plan to redo it.

0

Zero years of long-term data.

Nobody knows what 10 years of childhood AI use looks like, because nobody's done it yet. Set rules anyway, expect to revise, stay in conversation. That's all any of us can do.

SECTION 7

When NOT to use AI with kids

Three categories where AI is the wrong tool for the family:

- **Hard family conversations.** Grief, loss, conflict between siblings, a hard decision about the family. Don't ask AI to help draft what you say to your kid in a hard moment. The kid needs you, in your voice. AI can prepare you for the conversation; it shouldn't replace it.
- **Health questions about your kid.** AI will give you confident-sounding answers about whether a fever is concerning or whether a behavior is normal for the age. Sometimes right, sometimes very wrong. Use AI to organize the questions you want to ask the pediatrician. Use the pediatrician for the actual answers.
- **Anything that would replace the kid's own thinking.** This is the bigger principle. The whole curriculum is about using AI to extend what you do, not replace it. Same rule applies to kids, more strictly. If AI is doing the kid's thinking, the development isn't happening -- and that's the only way they grow up able to think on their own.

Within those limits, AI can be a strong addition to a kid's life -- used the right way. The right way takes parental work. The work is worth it.

SECTION 8

Where to go from here

You have the framework for AI alongside your kids. One module left in the Tier 1 set:

- **Reading walls of text** -- owner's manuals, contracts, terms of service, court documents. Drag-and-drop summarization done right, and how to catch what the model misses.

After that, Tier 1 is full at 12 modules -- and you're ready to step into Tier 2 (using AI well at your job).

Get the next module the day it drops: theaiguywi.com/training

One email per release. No drip. No spam. Opt out anytime.

If you want this same family-AI framework expanded into a small-group workshop -- a few hours of working through the questions, the rules, and the conversations with other parents in the same place -- that's something I'm building toward in the late-2026 cohort lineup.

Reach out: alexanderjahn79@icloud.com

A short call. Honest scope. We figure out together if it's a fit.

Closing -- the lock-in line

The "AI is going to ruin kids" articles are wrong. The "AI is going to make kids superhuman" articles are also wrong. The actual answer is in the middle, depends on the family, and gets adjusted yearly because the technology and the kid both keep changing.

Set the two big stances. Pick a starter rule set. Stay in conversation. Revise. That's the parent's job here. Same as it was for TV, internet, smartphones, and social media -- AI is just the next round.

You showed up. You did the homework on the homework problem. The rest is the slow daily work of staying involved.

You have the family ramp. One more module in this batch.

Agent Logic --

Fond du Lac, WI. This is module 11 of 12 in Tier 1 (Personal).

theaiguyw

