

Family AI Learning

Make four checks before the first question

Make four separate checks before any educational use:

Permission check: Is this child allowed to use this exact service with this kind of account (their own, a parent's, or one set up by the school)?

Privacy check: What do current consent, privacy, and child-data rules require where the child is?

School check: Does the teacher or school permit AI for this task, and how must help be disclosed?

Readiness check: Can this learner understand the task, the AI service's limits, and the adult support available?

An age in a provider's terms does not mark a stage of child development. It also does not settle local law, school permission, or whether the tool fits one child and task. Adult supervision does not cancel an age rule. An adult should not hand over adult credentials merely because the adult could conduct an approved activity.

If any check fails, choose a real alternative: a book, teacher, calculator, library source, speech-to-text tool, printed worked example, or adult-led activity. A child should still be able to pursue the same learning goal if AI is not allowed. Use a non-AI option when no suitable account meets the privacy and child-data rules, the service is not accessible to the child, the needed equipment or connection is unavailable, or the family says no. European Commission guidance supports planning non-AI and offline choices in its region, while national and school duties still need local review (European Commission educator guidance^[34.6]). Families can record when and why educational screen use is permitted in the Family Screen Plan.

Before starting schoolwork, ask what help is permitted. Keep meaningful drafts and notes. Disclose AI help in the form the teacher requests. A short record might say, "I used an approved tool to suggest three headings. I chose one, wrote the text, and checked the dates in the sources listed." Disclosure should describe the real contribution, not make the tool an author or hide the child's work.

The following activity can use AI, a book, or another suitable source. The optional Family AI Learning worksheet helps you keep track of the steps.

Try, ask, compare, explain, check

Use this together for a small learning task. An AI assistant can produce an answer that sounds convincing and is wrong. Your aim is to understand the work, not just finish it. The same activity can use a book or a teacher's explanation instead of AI.

Before starting, an adult checks the service's age and use rules, privacy settings, and fit for the task. Follow the school's instructions for schoolwork. Supervision does not cancel age restrictions. Do not enter private details, photos, or documents about people.

Let the child first say, write, draw, or show what they understand. If they are stuck, help them name the confusing part. They can use their usual learning support or ask for a small hint.

For the next step, try asking: “Give me one hint. Let me try before you explain the answer.” An adult can enter the question where the service’s rules permit it. Compare the response with the child’s thinking: what matches, and what is new, unclear, or possibly wrong?

Invite the child to explain or demonstrate the idea in their own way, using their usual communication aids. If they cannot yet explain it, choose the part that still needs help.

Check an important claim with a textbook, teacher, or the organization responsible for the information. For a calculation, work through the steps. A second AI assistant is not independent confirmation, and checking one claim does not verify the whole answer. Discuss what you found and what question remains if you could not verify it. Then close the AI tool and try a small new task using the same idea. Keep the child’s usual communication and access aids. See what they can explain or do, and note where they still need help.

If an answer is upsetting or asks for private information, stop and talk to a trusted adult. There is no need to keep using the tool to finish the activity.

Stop the activity and involve a trusted human if output is sexual, violent, hateful, coercive, or asks for secrecy or private data. Do the same if it encourages self-harm, dangerous acts, or illegal access. Use current local safeguarding or emergency routes for immediate danger. The worksheet cannot act as a crisis tool, disciplinary process, diagnostic test, or legal opinion.

Worksheet address: parentingstagebystage.com/resources/family-ai-learning/