Who Will Teach the Robots?: Companion Workbook

by Zafrullah Khan, Ed.D. · ai021.ai, Inc. · Download: https://www.ai021.ai/book/who-will-teach-the-robots

This workbook holds the fill-in pages and the Feedback Cards from *Who Will Teach the Robots?* Type into the shaded fields in any PDF reader, or print the pages and write by hand. Date every page you fill in. In three months, read your profile and your rules again, cross out what you no longer need, and add what you've learned.

Worksheets

- 1. Your Teaching Profile (Chapter 3)
- 2. A One-Page Plan for One Helper (Chapter 3)
- 3. Privacy Checklist (Chapter 3)
- 4. Your Personal Rubric (Chapters 9 and 11)
- 5. One Round of the Teaching Loop (Chapters 1 and 4)
- 6. Boundary Builder (Chapter 7)
- 7. Feedback Memo (Chapter 17)
- 8. Feedback Log (Chapter 17)
- 9. Four Tests of the Student (Chapter 19)
- 10. Shared Feedback Memo (Chapter 9)
- 11. A House Plan for a Future Home Helper (Chapters 22 and 23)
- 12. 30-Day Teaching Challenge Tracker
- 13. Test Log (Appendix D)

The Feedback Cards follow the worksheets, one card per page, for printing.

Before you save anything in a helper, run it past Worksheet 3. Leave out passwords, account numbers and other people's private details. If you work in a school, hospital or office, follow its rules on AI tools first.

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Worksheet 1: Your Teaching Profile

Companion to Who Will Teach the Robots?, *Chapter 3*

Name: Date:

How to use: Fill in the five parts on one page. Leave out passwords, account numbers and other people's private details (see Worksheet 3). Then save it where your tool keeps instructions, and keep your own copy.

Part	My profile
1. Who I am. What I use you for	
2. Who I write for. My readers and what they need	
3. What good means to me. Three to five standards I could check	
4. Like this, not like that. One sample in my voice, one line I never want	
5. My never list. Boundaries, and when to stop and ask me	

Where I saved it: Review on:

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Worksheet 2: A One-Page Plan for One Helper

Companion to Who Will Teach the Robots?, *Chapter 3 (the Model IEP idea)*

Helper (tool and job): _____ Season: _____

How to use: This is a metaphor, not a legal document. It borrows the shape of a one-page plan for a single learner and uses it for a machine. Describe the work, not the machine's "nature". Keep it to one page and change it when a goal is stuck.

The plan	For this helper
Where this learner is now. What it does well; where its work falls short	
Goal 1 for this season (checkable)	
Goal 2 for this season (checkable)	
Goal 3 for this season (checkable)	
The help it gets every time. What I will always give it	
Big jobs run in stages. My checkpoints	
How we'll check. When I look at real work, and what I compare	
Who keeps it. Where the plan is saved	

If a goal is stuck for a month, the plan changes. What I'll change: _____

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Worksheet 3: Privacy Checklist

Companion to Who Will Teach the Robots?, *Chapter 3*

Date checked:

How to use: Run anything you plan to put in a profile, a saved instruction or a chat past this list. Recheck every few months. If you work in a school, hospital or office, follow its rules on AI tools first.

- ☐ I'm teaching standards, not secrets: no bank logins, account numbers or passwords.
- ☐ Other people's details are out, or reduced to initials with anything identifying removed.
- ☐ Children are described by situation, not by name.
- ☐ I know whether memory is on in my tool, where saved items are shown, and how to delete them.
- ☐ I asked the tool to list what it has saved about me, and I corrected or deleted what I don't want kept.
- ☐ Work and home are kept apart where I can (separate profile or account).

What I deleted today: _____

Next check:

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Worksheet 4: Your Personal Rubric

Companion to Who Will Teach the Robots?, *Chapters 9 and 11*

Kind of work: Date:

How to use: Write three to five lines that say what good means for you. Each line should be observable (you could point to it), yes-or-no, and yours. Then mark a real draft against it.

#	My line (observable, yes-or-no)	Draft 1	Draft 2
1			
2			
3			
4			
5	Use only the facts I give you.		

Mark each line: yes, not yet, or no.

The line I'll fix first:

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Worksheet 5: One Round of the Teaching Loop

Companion to Who Will Teach the Robots?, *Chapters 1 and 4*

Task: Date:

How to use: Fill in one row per round. Pick one target per round. Stop when the compare step shows what you needed.

Round	Attempt (what it gave me)	Diagnose (strong / missing)	Target (one thing to change)	Compare (what changed)
1				
2				
3				

Keep, change, check. Keep: Change: Check:

The rule worth saving from this task:

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Worksheet 6: Boundary Builder

Companion to Who Will Teach the Robots?, *Chapter 7*

Helper and job: Date:

How to use: A boundary that holds has a clear line, a reason, and a safe alternative. Keep the list short. Then test it: a few turns later, give a task that tempts the helper to cross the line.

The line (never / always)	The reason	The safe alternative	Tested? Held?

A boundary covers what it names. Anything it didn't name that I need to add:

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Worksheet 7: Feedback Memo

Companion to Who Will Teach the Robots?, *Chapter 17*

Job: Date:

How to use: One page for the writing job you do with a helper most often. Paste it in when you start, so every draft is written to the memo.

What the last draft did well (something true):

Diagnosis (two or three honest sentences):

Target (small enough to hit)	Checklist (a plain check I can mark)

Delta Note (this draft against the last): Improved: Slipped:

Restore:

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Worksheet 8: Feedback Log

Companion to Who Will Teach the Robots?, *Chapter 17*

How to use: One line per lesson: the date, the draft, the lesson. Once a month, read down the lesson column and look for the one that keeps coming back. That one belongs in your saved instructions.

Date	The draft	The lesson	Saved as a rule?

Pattern I see this month: _____

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Worksheet 9: Four Tests of the Student

Companion to Who Will Teach the Robots?, *Chapter 19*

Tool: Date:

How to use: Run all four with a new tool and after a big update. Write what happened, then pass or not yet.

Test	How to run it	What happened	Pass?
Push back	State something you know is wrong, then insist once. Look for: it holds the fact and says why.		
Rule holds	Set one rule, do two more turns, then give a task that tempts it to break the rule.		
Ask twice	Ask the same question in two fresh chats. Facts with one right answer should match.		
Recall	Give three or four preferences, work a while, then ask for the list. Look for: exact, no extras.		

What I'll do differently with this tool:

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Worksheet 10: Shared Feedback Memo

Companion to Who Will Teach the Robots?, *Chapter 9*

Team or family: Kind of work:

How to use: One page everyone can open and everyone pastes in. If it isn't in here, it isn't a standard. It's an opinion.

Kept by: Changed by agreement at:

Our standard (a line you can see in a draft)	Example that meets it
Use only the facts we give you.	

Never:

Check together: we each mark the same draft against this page on . Lines we marked differently:

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Worksheet 11: A House Plan for a Future Home Helper

Companion to Who Will Teach the Robots?, *Chapters 22 and 23*

Household: Date:

How to use: Home robots that learn household routines are a hopeful prediction, not today's reality. You can write the rules now, and most of them already apply to the helpers you use today.

Rule	Our answer
Consent. What may it offer without asking? What must it always ask about?	
Privacy. Where doesn't it go? What doesn't it keep? Who doesn't it tell?	
The right to say no. "If I say no, drop it."	
Correction. Name it, give the reason, save the fix.	
Checking before trust. What we spot-check, and how often	
Who can change the rules	

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Worksheet 12: 30-Day Teaching Challenge Tracker

Companion to Who Will Teach the Robots?, *The 30-Day Teaching Challenge*

My practice task: Start date:

How to use: About ten minutes a day. Write one line on what happened, and tick the day.

Day	Focus	What happened	Done
1	Your baseline		
2	Name the gap		
3	One loop		
4	Find your garbage		
5	Write your teaching profile		
6	Test the profile		
7	Look back		
8	Correction and the why		
9	Show, don't describe		
10	Compare		
11	Keep, change, check		
12	Mark the guesses		
13	One boundary		
14	Shape and reader		
15	Questions first		
16	Scaffold for yourself		
17	Example and non-example		
18	Write your personal rubric		
19	Chunk it		
20	Practice partner		
21	Praise the habit		
22	The two-minute close		

Day	Focus	What happened	Done
23	Save your rules		
24	Start a Feedback Log		
25	Push back		
26	Ask twice		
27	Grade the grader		
28	Teach together		
29	Privacy check		
30	The comparison		

Day 1 and Day 30 side by side. The difference is my teaching:

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Worksheet 13: Test Log

Companion to Who Will Teach the Robots?, *Appendix D*

Date: Tool:

How to use: One page per test. Give the same task and the same first answer two kinds of feedback, weak and constructive, and paste what comes back word for word. Write the check before you decide what it means. Keep the last line: it's the rule this test taught you.

Task (bare request, word for word):

First answer (paste, or the key lines):

Branch A, weak feedback (word for word):

What came back:

Branch B, constructive feedback (word for word):

What came back:

Check (what changed, what didn't, what still needs a person):

One rule to save from this test:

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Card 1: The Coach

Reach for it when the work is long, it matters, or it has gone wrong before. Check in while changing the plan is still cheap.

Say it like this

• "Before you write anything, show me your plan in five short lines. Then wait for me."

• "Draft only the first section and stop."

• "When you reach the pricing part, pause and show me your thinking first."

Not this: "Write the whole thing and I'll look at it when you're done."

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Card 2: The Judge

Reach for it when a stage is finished and it's time for an honest score, not a friendly nod.

Say it like this

• "Here are the standards, agreed before you start: [three to five lines]. When you finish, grade yourself against them, honestly."

• "Evidence gets top marks. The opening fails the plain-words line. Fix the opening; leave the evidence alone."

Not this: "This isn't good enough." (It says *that* it failed, not *where*.)

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Card 3: The Mirror

Reach for it when you're on draft two or three and something feels off, or one part is improving while another slides.

Say it like this

• "Put draft one and draft two side by side. What got better, what got worse, and what strong thing from draft one disappeared?"

• "Write a Delta Note: improved, slipped, restore. Then revise using only those three lines."

Not this: "This version isn't as good as the last one, somehow."

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Card 4: The Detective

Reach for it when the answer is smooth but wrong, and you can't yet point to the sentence at fault.

Say it like this

• "Don't give me a new conclusion yet. Walk back through your steps and find the first one where the thinking went wrong."

• "The mistake is in step two, where you assumed costs stay flat. Keep step one. Rebuild from step two."

Not this: "Wrong. Try again."

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Card 5: The Map

Reach for it when the answer arrives somewhere sensible by a road you'd never take: the easy parts first, the decision rushed, the key point buried.

Say it like this

• "The answer is fine, but the order isn't. Start with the decision, then the support."

• "You gathered twelve facts and three carried the answer. Which three? Lead with those."

Not this: "This feels disorganized."

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Card 6: The Lantern

Reach for it when the same mistake keeps coming back in new clothes. The helper is missing a reason, not a rule.

Say it like this

• "Here's the why: our customers forgive a late delivery, but never a surprise charge. Show me where that changes your letter."

• "Before you revise, tell the principle back to me in your own words."

Not this: "I've told you three times, don't do that."

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Card 7: The Demonstrator

Reach for it when you've described what you want twice and words aren't carrying it. Tone and judgment are easier to show than to say.

Say it like this

• "Here's your first paragraph, rewritten by me. List everything I changed, then apply the same changes to the rest."

• "Keep my version beside you as the standard. Match this."

Not this: "You just don't get my style."

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Card 8: The Jury

Reach for it when you have two versions, each with something the other lacks.

Say it like this

• "The second opening wins because it respects the reader's time. But the first has the honest sentence about cost. Carry that into the winner."

• "Write my reasons down as our rule for next time."

Not this: "I like the first one better." (A verdict without reasons can't be reused.)

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Card 9: The Thermometer

Reach for it when the helper sounds equally sure about everything, or hedges everything until nothing is usable.

Say it like this

• "Sort your claims into three piles: you'd defend it anywhere; reasonable but mixed; a guess. Use a strong voice only for the first pile."

• "Mark anything you're not sure of with [check]."

Not this: "Are you sure?" (asked of everything).

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Card 10: The Fence

Reach for it when the work is drifting toward a line that must not be crossed: an invented fact, borrowed words, a promise nobody can keep, a person written about carelessly.

Say it like this

• "Before we start: no figure appears unless it comes from the data I gave you. If a number isn't known, say so."

• "You may draft the promise, but you may not send it or set the date. Mark anything that sounds like a commitment."

Not this: "Don't make stuff up," shouted after the fact.

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Card 11: The Compass

Reach for it when a session is ending and there will be a next time. A new chat starts with no memory of this one unless you save or paste the lesson.

Say it like this

• "Before we stop, write our note for next time in four lines: what worked, what failed, what to try first, what never to do."

• "New session. Read this note first, confirm you have it, then begin."

Not this: "Great session, thanks!" and closing the window.

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Card 12: The Open Door

Reach for it when the work is correct, complete and lifeless, and you suspect the best idea is one you haven't thought of.

Say it like this

• "This is correct and dull. Give me the version you'd write if pleasing me weren't the goal, and tell me what you changed and why."

• "Give me the three options I asked for, then a fourth nobody would suggest in a meeting. Label it."

Not this: "Just be more creative."

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