21 Days to AI Confidence

Sample workbook - Days 1-3

Optimize Local AI Academy
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This workbook goes with the first three written lessons. Use a simple task of your own or try the sample exercise. Keep your notes and the answer you checked so you can use them in the next lesson.

CLEAR: Context; Lead with goal; Examples; Add constraints; Refine.

Written content is complete, while author review and recordings remain pending. The full self-paced course is USD 79 and coming soon. This sample does not establish paid enrollment or a learner account.

Use the original numbered days in order and keep each named artifact for the next sample. Written-preview estimates cover reading, practice and checks, excluding the planned demonstration. All messages remain drafts, and sending or changing a record is a separate human decision.

In this sample

• Day 1: Pick one real task - 20 estimated minutes

• Day 2: Context and goals - 21 estimated minutes

• Day 3: The full CLEAR framework - 22 estimated minutes

The answer key includes all questions, answers, explanations and completion rules.

Day 1 Pick one real task

Learning objective: By the end, choose one bounded task and save a baseline task card naming its input, deliverable, reviewer, stop rule, and at least three observable success criteria.

Written preview estimate: 20 minutes for reading, practice and checks; planned demonstration excluded.

Save as: Baseline task and success criteria

Your task

1. Choose one real low stakes drafting or organizing task, or use the supplied alternative.
2. Write how you handle it now, the nonprivate input you can provide, and what remains unknown.
3. Name one deliverable and at least three observable success criteria before asking for a comparison.
4. Use or adapt the task-choice prompt, then accept, narrow, or reject its suggestion using your criteria.
5. Save the task card with a reviewer and a stop rule; do not send, publish, purchase, or change records.

Success criteria

• Exactly one bounded task and named deliverable are chosen.

• At least three checks can be applied to the eventual output using supplied evidence.

• The card names a reviewer and a stop rule and separates drafting from external action.

Another way to practice: If you have no suitable task, choose a checklist for packing a day bag. Hypothetical facts: water bottle, packed lunch, notebook, and rain jacket are needed; all are available; the result should be a four-item checklist with no extra shopping or travel assumptions.

Choose a bounded task

When several ideas compete and you need one low stakes task to practice.

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Help me compare these practice tasks: [two or three candidates].
My available practice time is [minutes]. I can supply [approved facts or materials].
A useful result would be [something I can inspect].
Compare each task for clear scope, available information, reviewability, and consequences if wrong.
Suggest one small drafting or organizing task and explain why. Keep the final choice with me.
Return a task card with the starting input, named deliverable, three success criteria, reviewer, and stop rule.
Do not invent missing facts, promise a result, send a message, or change a record.
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Day 1 Working space

Task and current method

What happens now, and which small part needs help?

Input and unknowns

List the facts or approved material you have, and what you do not know.

Deliverable and success criteria

Name the artifact and three things you can inspect.

Reviewer and stopping rule

Who checks it, and when is the practice finished?

Check and reflect

1. Which is a clearer first task: improve my whole business or draft a reply from these approved facts?
2. The assistant offers Friday afternoon even though your card says only one hour Friday. Has it met the criterion?
3. Does selecting a message-drafting task authorize sending it?
4. Name two essential features of a success criterion.

Which part of the task currently creates avoidable effort, and what evidence supports that impression? Record one reason this is a sensible practice and one limit you want to preserve. A different task is acceptable if the comparison revealed that the first choice was too broad or hard to review.

Day 2 Context and goals

Learning objective: By the end, save an improved version of one vague prompt that identifies audience, relevant context, a specific deliverable, known and unknown information, and at least two boundaries.

Written preview estimate: 21 minutes for reading, practice and checks; planned demonstration excluded.

Save as: Improved version of a vague prompt

Your task

1. Copy the vague request for your Day 1 task without adding private material.
2. Write the audience, intended deliverable, relevant context, known facts, and important unknowns.
3. Rewrite the request with an explicit goal, a usable format, and at least two boundaries.
4. Run the improved request and label output statements as supplied fact, proposed action, or question.
5. Save both prompt versions, the checked output, and a note explaining one useful change.

Success criteria

• The improved prompt identifies an audience and one named deliverable.

• Relevant facts and important unknowns are explicit, with at least two limits or prohibited inventions.

• The checked output does not turn an unknown into a fact or a draft into an external commitment.

Another way to practice: Use this alternate task: “Help me get ready for a day out.” Hypothetical facts: bring water, a packed lunch, and a notebook; a rain jacket is available; destination, weather, and departure time are not supplied. Ask for a short packing checklist that uses only these items and lists the missing planning questions without guessing travel details.

State the situation and the result

When a broad request needs enough context to produce an inspectable first draft.

> Help me create [specific deliverable] for [person or audience].
> Situation: [relevant facts that affect the work].
> Goal: [what the deliverable must help someone do].
> Known information: [approved facts]. Unknown information: [gaps].
> Use this format: [headings or structure]. Keep within [length or scope limit].
> Separate supplied facts from proposed actions and questions. Do not invent [facts or commitments at risk].
> Return a draft for [reviewer] to check; do not send, schedule, or change anything.

Day 2 Working space

Original vague prompt

Copy the request you started with.

Context and known facts

What changes the answer, and what evidence do you have?

Goal and unknowns

Name the result and decisions still awaiting confirmation.

Improved prompt and limits

Write the new request, format, and boundaries.

Output review

Which additions helped, and which unsupported detail did you remove or hold?

Check and reflect

1. Saturday is proposed but not approved. Which output belongs in the checklist?
2. Which detail is useful context for this task: the number of available books or every volunteer’s home address?
3. Is make a book list a supplied fact or a proposed action?
4. What must a usable goal identify?

Which piece of context changed the result most, and why? Note one detail you intentionally left out because it was not needed. Use that distinction to decide what you will include in tomorrow's reusable template.

Day 3 The full CLEAR framework

Learning objective: By the end, save one reusable CLEAR template with all five exact elements and a filled example whose output passes at least three stated checks.

Written preview estimate: 22 minutes for reading, practice and checks; planned demonstration excluded.

Save as: A reusable CLEAR template

Your task

1. Use your Day 2 task or the supplied alternate and write the five exact CLEAR labels.
2. Fill Context and Lead with goal using the relevant facts and the named deliverable.
3. Add a safe example or format model, then state what it demonstrates and which facts it does not add.
4. Complete the constraints and a refinement rule tied to at least three observable checks.
5. Run the filled example, check the result, and save the reusable template separately from the example and output.

Success criteria

• All five exact CLEAR elements are identifiable and have distinct useful content.

• The filled example has no unfilled fields and identifies important unknowns or assumptions.

• The output is checked against at least three requirements, with any necessary correction recorded.

Another way to practice: Use an invented twenty-minute desk reset: loose papers, three books, and stationery are on the desk; one empty tray is available. Goal: a clear writing area and a visible list of papers needing later decisions. Exclude reading every document, discarding papers without review, other rooms, and shopping; include putting supplies away.

Use all five CLEAR elements

When you want a repeatable request with context, a goal, an example, boundaries, and a refinement rule.

Context: [situation and relevant facts].
Lead with goal: Create [specific deliverable] so [intended use].
Examples: Use a format like [small model or say no example available]. The example shows [format or style], not additional facts.
Add constraints: Work within [time, scope, access, length, or other limits]. Do not invent [facts or commitments]. Keep [important requirement].
Refine: Check the first draft against [success criteria]. If it will not fit, [how to reduce scope or ask for missing information]. Separate supplied facts from assumptions and leave actions to me.

Day 3 Working space

Context and goal

Record relevant facts and one inspectable deliverable.

Example and its purpose

Show an invented or approved format example and explain what it demonstrates.

Constraints and prohibited inventions

State the limits, required facts, and decisions the assistant must not invent.

Refinement and stopping rule

Name three checks and what you will do when one fails.

Reusable version location

Where are the template, filled example, and checked output saved?

Check and reflect

1. What are the five exact CLEAR elements?
2. A format example says Task - 5 minutes. Must the output add a task called Task?
3. Do four, eight, five, and three minutes fit the twenty-minute budget?
4. What should happen if eight minutes will not finish the dishes?

Which CLEAR element made the most useful difference to your result? Identify one assumption the output still needed you to judge. Record a stopping condition that will keep refinement from becoming a substitute for using the artifact.

Check answers and completion rules

Day 1 Pick one real task

1. Which is a clearer first task: improve my whole business or draft a reply from these approved facts?

Answer or scoring: Draft a reply from these approved facts.

It has a bounded input and output that a person can inspect.

2. The assistant offers Friday afternoon even though your card says only one hour Friday. Has it met the criterion?

Answer or scoring: No. It has broadened the offer and needs correction or removal.

Natural wording must preserve the actual limit, not replace it with an attractive assumption.

3. Does selecting a message-drafting task authorize sending it?

Answer or scoring: No. Sending remains a separate human decision after fact and recipient checks.

The task boundary concerns an unsent draft, not an external action.

4. Name two essential features of a success criterion.

Answer or scoring: It is observable in the output and can be checked against supplied facts or a stated requirement.

A clear criterion helps the learner assess usefulness without trusting a confident tone.

Completion rule: Answer all four correctly, using your own wording where the meaning is preserved. Any error about sending or unsupported commitments must be repaired before continuing; revise the task card and retry missed checks.

Day 2 Context and goals

1. Saturday is proposed but not approved. Which output belongs in the checklist?

Answer or scoring: Ask the host to confirm Saturday, rather than state that the event is confirmed.

Approval status is a fact boundary, not an invitation to assume the likely answer.

2. Which detail is useful context for this task: the number of available books or every volunteer's home address?

Answer or scoring: The number of available books.

The home addresses are unnecessary for a preparation checklist and should be omitted.

3. Is make a book list a supplied fact or a proposed action?

Answer or scoring: A proposed action.

The input did not say a list already exists; the output may suggest one but must label it appropriately.

4. What must a usable goal identify?

Answer or scoring: A specific deliverable and what it should help its audience do.

That creates a finish line for reviewing the answer.

Completion rule: Answer all four correctly and show all three exercise success criteria in your artifact. If an output invents approval or unnecessary personal detail, repair the prompt and output before continuing.

Day 3 The full CLEAR framework

1. What are the five exact CLEAR elements?

Answer or scoring: Context; Lead with goal; Examples; Add constraints; Refine.

Keeping the names stable makes the method reusable across tasks.

2. A format example says Task - 5 minutes. Must the output add a task called Task?

Answer or scoring: No. It demonstrates structure, not an additional fact or activity.

Examples need a stated purpose so their content is not misread as task data.

3. Do four, eight, five, and three minutes fit the twenty-minute budget?

Answer or scoring: Yes: 4 + 8 + 5 + 3 = 20.

The learner checks the arithmetic independently rather than trusting the presentation.

4. What should happen if eight minutes will not finish the dishes?

Answer or scoring: Stop within the allowance, reduce scope if needed, and record what remains.

A planning allowance is not a guarantee of completion or a reason to rush unsafely.

Completion rule: Answer all four correctly and show all five framework elements in the saved template. Repair any incorrect arithmetic, invented fact, or missing boundary before carrying the example into Day 4.