YAI Singapore 26/27 · Process log template

Your process log is a dated diary of your team's project. It shows what your team did, what the AI did, and what you decided together.

Please use this template for your key entries. It helps the judges see your creation process in the online screening (yai.sg/judging/).

Already keeping a log in a notebook or a document? You can easily map your notes to the template, which asks the same things and helps make your actions and thinking visible.

How to use it

- **Start on day one.** Work you do from Mon 19 Oct 2026 counts, even before you register.
- **Part A, once.** Fill in About our team. Add a row when you use a new tool or get new help.
- **Part B, each time you work.** A one-line note each time is optional. For each session where you made key progress, fill in a copy of the entry table. You need at least 3 entry tables for Primary, 4 for Secondary and 5 for University.
- **Part C, once, at the end.** Answer the closing question.
- **Part D, each member, at the end.** Every member fills in their own individual reflection (about 15 minutes). It's required, and it isn't scored.
- **Younger child?** Say your answers aloud. A parent, teacher or lead adult can type them in your words while you make every choice. Write that under Help received.
- **Keep people private.** Use the display names you registered with (a first name or nickname). No full names, school names or home addresses. Don't put other people's private information into AI tools.
- **Hand it in** by Sat 9 Jan 2027, 23:59 SGT. The submission form opens on Tue 1 Dec, and we email each team its own link.

Part A: About our team

Fill this in once. Come back and add a row whenever you start using a new tool or get new help.

	Write here
Team code	*It's in your registration email, like YAI-7K3Q. Not registered yet? Add it later.*
Division	☐ Primary (7–12) ☐ Secondary (13–17) ☐ University (18–24) *The division you play in.*
Quest	☐ 1 AI Art ☐ 2 AI Robotics & Smart Devices ☐ 3 AI for Good ☐ 4 AI Agents
Our project in one sentence	
Team members (1–4)	*Use the display names you registered with (a first name or nickname). No full names, school names or addresses.*

A1. AI tools we used

List every AI tool, even one you tried and dropped. Write the model too: an adult can help you find its name. Under 18? A parent or guardian sets up the accounts.

AI tool	Model (and version, if you know it)	The job it did

A2. People who helped

Write the person's role, not their name: parent, teacher, older sister, coach, lecturer, mentor.

Helpers may teach tools, explain things and help fix problems. The ideas, decisions and presentation are yours. Help you write down doesn't cost marks when the ideas and decisions are yours. Hidden adult work does.

A parent, teacher or lead adult (not a teammate) may type or work a tool for a younger child, while the child makes every choice.

Who helped	What they did
	☐ Taught us a tool ☐ Explained something ☐ Helped fix a problem ☐ Typed or worked the tool for a younger child ☐ Other: _____
	☐ Taught us a tool ☐ Explained something ☐ Helped fix a problem ☐ Typed or worked the tool for a younger child ☐ Other: _____
	☐ Taught us a tool ☐ Explained something ☐ Helped fix a problem ☐ Typed or worked the tool for a younger child ☐ Other: _____

A3. Things we used that we did not make

Pictures, sounds, data, code, kits, websites and books all count. Name every source. Don't use characters, logos, brands, music or art that belong to someone else, even AI lookalikes.

What it is	Where it came from	How we used it

Part B: Dated entry

Optional: a one-line note each time your team works on your project. No AI that day? Note that too.

> For instance: 28 Nov 2026. [tool name] coloured our picture of a rice cooker but lost the dent. We asked again, and Bo drew the steam by hand. Dad typed; Kiki chose what to ask.

Fill in this table for each key progress moment. Make as many copies as your division needs: at least 3 for Primary, 4 for Secondary and 5 for University.

Printing? Print Part B once for each key entry.

- A few words or sentences in each box. You can also draw or paste a picture.
- Tick what really happened. Honest answers help judges see your own work.

Heading	Prompt	Write here
1. Date	Today's date	
	Who worked today, and who did what *(Solo? Just say what you did.)*	
2. What we did	Today we wanted to…	
	Where the idea came from	☐ One of us ☐ Our team talking ☐ Something we saw or read ☐ The AI suggested it ☐ A helper suggested it
3. What the AI did, and what we decided	The job we gave the AI, and why we used AI for it	
	What we expected to get	
	What we asked it or showed it (paste it, or describe it). *No one's private information.*	
	What it gave back	
	What we did with it	☐ Kept it as it was ☐ Changed part of it ☐ Used it as an idea and made our own ☐ Did not use it ☐ Asked again in a different way
	Why we decided that	

Heading	Prompt	Write here
4. What we changed, and why	What we tested or checked, and what happened	
	What we changed after that, and why	
	Something the AI got wrong, or that surprised us. Why do we think it happened?	
5. Help received	Who helped today, what they did, and who made the choice	
6. Evidence	Add one if you can: a screenshot of what you asked and what came back, a before and after, a test table, or a photo of your work. Keep the original AI outputs.	

A filled-in example for younger participants

An invented Primary team in Quest 1 (AI Art) shows the length to aim for: one or two lines per box. Their picture book stars the family's old rice cooker. This is one of their entries. A Primary team writes at least 3.

Here are two versions of the same entry. In Version A, the team changes what the AI gave them. In Version B, they keep it. Both are good entries when you say why.

Heading	Prompt	Version A: they change it	Version B: they keep it
1. Date	Today's date	28 Nov 2026	
	Who worked today, and who did what	Kiki drew. Bo wrote the words.	
2. What we did	Today we wanted to…	Make page 3, where the rice cooker remembers New Year dinner.	
	Where the idea came from	☑ One of us. Kiki's grandma told her the story.	☑ The AI suggested it. We asked it for big moments in a rice cooker's life and picked New Year dinner from its list.
3. What the AI did, and what we decided	The job we gave the AI, and why we used AI for it	Colour Kiki's pencil drawing. We can't colour steam well.	
	What we expected to get	The same drawing, with colour.	
	What we asked it or showed it	Kiki's dad uploaded the drawing and typed what Kiki said: "Colour this. Keep my lines. Warm kitchen at night."	
	What it gave back	A shiny new rice cooker. The dent was gone.	Not just colour. It drew a new cooker: old and a bit worn, with steam that looks real.
	What we did with it	☑ Asked again in a different way, then ☑ Changed part of it	☑ Kept it as it was. It became the cooker in our whole book.
	Why we decided that	The dent matters. The cooker is old and that is the story.	It looks old, like our cooker, and it looks like what we had in mind. The steam is better than we can draw.
4. What we changed, and why	What we tested or checked, and what happened	We showed Grandma the AI's picture. She said, "That's not our cooker. Where's the dent?"	We made page 4 with the AI too. The cooker came out a different shape.
	What we changed after that, and why	We asked again with "keep the dent on the left". Bo drew the steam by hand.	We uploaded the cooker we kept and typed "use this same rice cooker". Now every page matches.
	Something the AI got wrong, or that surprised us. Why do we think it happened?	It made the cooker look new. We think it has seen mostly pictures of new ones.	It forgot what our cooker looked like. We think it doesn't remember old pictures unless we show it again.
5. Help received	Who helped today, what they did, and who made the choice	Kiki's dad set up the account, uploaded the drawing and typed. Kiki chose what to ask for.	

Heading	Prompt	Version A: they change it	Version B: they keep it
6. Evidence	Add one if you can	Pencil drawing, the AI's first picture, our final page 3.	Pencil drawing, the AI's cooker we kept, and the page 4 that came out different.

Part C: Closing question

Fill this in once, when your project is finished.

	Prompt	Write here
C1	What did you do, and what do you wish you had done?	

Part D: Individual reflection

Every member fills this in. Each team member fills in their own copy, once the project is finished. Worked alone? Fill in one copy. It takes about 15 minutes.

Not scored. Your answers don't affect your team's score.

Younger participants. You can say your answers out loud and ask a parent or another adult to type them. Adults: please type the child's own words, without changing or adding to them.

Why we ask. Looking back on how you worked helps you explain your project. Your answers also help the YAI organisers improve the programme. De-identified copies are shared with researchers at the National Institute of Education (NIE), NTU, to learn how young people make things with AI (see our privacy notice).

Your privacy. Please do not write your name or anyone else's name. Your answers are identified only by your team code and member number.

Honest answers. There are no right or wrong answers. Tell us what really happened, even if things did not go to plan. You can skip a question you'd rather not answer.

Section 1. About you

Question	Your answer
Your team code	
Your member number	☐ 1 ☐ 2 ☐ 3 ☐ 4 *Your team decides who is 1, 2, 3 and 4. Worked alone? Tick 1. Please don't write your name.*
How old are you?	
Before this hackathon, how often did you use AI tools (like ChatGPT, Gemini or Claude)?	☐ Never ☐ A few times ☐ About once a month ☐ About once a week ☐ Almost every day
Before this hackathon, had you ever made something with AI (a picture, a story, a song, an app)?	☐ Yes ☐ No ☐ Not sure

Section 2. In your own words

Write a few sentences for each question. Short answers are fine. Tell us about what really happened in your project.

1. A choice you helped make

Tell us about one important choice you helped make, or wanted to change, in the project.

- What did you want?
- What other ideas did you consider, including ideas from AI or other people?
- What did you do, and what was decided in the end? Why?

2. A change in what you wanted

Did working with AI change what you wanted to make, or how you wanted to make it? Describe one example. How did you feel about that change, and what did you decide to do?

If you did not use AI yourself, think about how your team used it.

3. A problem or risk you noticed

Did you notice a problem or risk when AI was used in your project? For example, information that seemed wrong, unfair ideas, or sharing someone's private information. Describe what you noticed and what, if anything, you did about it.

It is fine to say that you did not notice a problem, or that you were not sure what to do.

4. Something you learned about AI

What did you learn about AI from making this project? Give one example. What would you do the same, or differently, the next time you use AI?

Before you start Sections 3, 4 and 5. These sections ask similar questions about three ways of working: on your own, with AI, and with your team. That is on purpose. Think about each section on its own. For each sentence, tick one box to show how often you did it during the project.

Section 3. What I did on my own

Think about your own part of the project. During this project, how often did you do these things?

	Never	Rarely	Sometimes	Often	Always
Before starting my part, I considered different ways to contribute to the project.	☐	☐	☐	☐	☐
I thought about whether the work I did on my own went as planned.	☐	☐	☐	☐	☐
I changed my actions when I realised they did not meet my goals.	☐	☐	☐	☐	☐
Before making a choice, I thought about how it might affect the project.	☐	☐	☐	☐	☐
I carried out independent actions to fulfil the plan for creating this project.	☐	☐	☐	☐	☐
I thought about what I had done on my own and how I could do it better.	☐	☐	☐	☐	☐

Section 4. How I used AI

Think about the times you yourself used AI for the project. During this project, how often did you do these things?

	Never	Rarely	Sometimes	Often	Always
I thought about what I had got the AI to do and how I could use it better.	☐	☐	☐	☐	☐
I gave AI clear instructions about what I needed when I could not do it alone.	☐	☐	☐	☐	☐
Before using the AI, I considered different ways AI could help me carry out parts of the project.	☐	☐	☐	☐	☐
I adjusted my instructions when AI's responses did not fit what I wanted.	☐	☐	☐	☐	☐
I thought about whether the tasks I asked AI to do went as planned.	☐	☐	☐	☐	☐
Before asking AI to do a task, I thought about how its response might affect the project.	☐	☐	☐	☐	☐

Section 5. How I worked with my team

Think about the times you worked with your teammates. Worked alone? Skip this section: you've finished.

During this project, how often did you do these things?

	Never	Rarely	Sometimes	Often	Always
I changed how I worked when I had difficulty completing tasks with my team.	☐	☐	☐	☐	☐
Before my team made a choice, I thought about how it might change the project.	☐	☐	☐	☐	☐
I looked back at how our team worked together to identify how I could contribute better next time.	☐	☐	☐	☐	☐
I worked with my team to put our ideas into practice.	☐	☐	☐	☐	☐
Before we started, I discussed different ways our team could develop the project.	☐	☐	☐	☐	☐
I thought about whether my work with my team went as planned.	☐	☐	☐	☐	☐

Thank you so much for your time and effort on this project! Your answers help us understand how young people make things with AI and will contribute to future teaching on AI competency.