



Emanuel School

Your MAIT (Your Manual for Artificial Intelligence in Teaching)

This guidance was written by Daniel Martin, SMT Associate: Digital Learning and Innovation, for the staff of Emanuel School.

Introduction

Welcome to your MAIT (Manual for Artificial Intelligence in Teaching). The purpose of these documents is to guide you to enhance pupils' learning using AI, whilst simultaneously saving yourself time. Each volume will outline a series of potential "prompts" (what you input into the AI) that you can use to complete a variety of tasks, giving a generic prompt template and a specific example. Please feel free to adapt these prompts to utilise your subject and pedagogical expertise or to simply see what gives you better outputs! I also recommend building up a OneNote of prompts specific to your needs over time to save time when you next need them.

Please read the following key points **before** using AI in your teaching:

Rules of Engagement

- **Prompt Engineering** – The quality of what you put into AI directly correlates to the quality of the output. You must construct high quality and detailed prompts that utilise both your subject knowledge and pedagogical skills – see prompt engineering section below for more details.
- **Always check and adapt the output** – sometimes a large language model (LLM) like ChatGPT may incorrectly interpret your prompt or (on less common topics) even hallucinate (make up an incorrect answer) in its response. It is crucial that you thoroughly check anything AI outputs both for factual correctness and for relevance to your subject/exam board/age group/class and adapt it to this context. Hallucinations are particularly common for mathematical questions which LLM's can get wrong if they're more challenging (note – try Sizzle.AI for complex maths)
- **Consider GDPR** – Uploading any personal pupil/parent/staff data to an AI could be a violation of data protection laws and means you are giving that data away. As a rule of thumb never upload anyone's personal data into an AI. You may get around this by anonymising data before it is input but this often introduces extra steps that will take more time than traditional methods – proceed with caution.
- **Watch for Bias** – LLMs take their information from whatever they are "trained on" including knowledge available from the internet. Because human beings can express bias and stereotypes in their opinions, so too can AI. You should be conscious of this and monitor outputs for any signs of bias/perpetuation of stereotypes or discriminatory views.
- **Refine prompts and repeat** – Once you have an initial response to your prompt and have read the response, adapt the initial prompt and input it again. This is a quick way of getting the prompt closer to your required output. You may also wish to put the same prompt into different LLMs to get slightly different responses.
- **It can't do it better than you** – AI is a tool to enhance teaching and save you time but can never replace you with your professional expertise and specific knowledge of your subject and pupils. Use it to give you initial ideas and get away from the "blank white page", but don't copy and paste what comes out.
- **Share your successes** – try new things and see what works – almost any task could be done with AI. When things go well, share this success with your colleagues and let DOM know. We can collectively share great practice and greatly improve the use of AI at Emanuel.

Prompt Engineering

What you put into the AI will dramatically affect what comes out of it. Writing good prompts is an art form you develop with time and trialing what works. Here are some recommendations of what helps:

- **Ask the AI to take on a role** e.g. "You are an expert <subject> teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn." Or "Play the role of Barack Obama"
- **Explain clearly to the AI what you want it to do for you** e.g. "I want you to write a lesson plan on the topic of <x>." or "Write a letter to a parent about their child's poor attendance"
- **Specify who it is for** e.g. "This lesson is for a Y<x> class of high-ability pupils who are studying this topic as part of the <exam board> GCSE course."
- **Be specific about what you need in the output** e.g. "The lesson should be 75 minutes in total and include a 5-minute silent starter activity on the question <x>. There should be two 10-minute periods in the lesson where pupils answer questions independently. The following learning objectives must be met: " OR "I need this letter to be polite but persuasive"
- **Provide useful context/examples** e.g. "This class already have a strong understanding of <x> but struggle with <x>."
- **Set limitations and rules for outputs** e.g. "Limit your response to 200 words" or "The questions need to have multiple choice answers with five options".
- **Get it to ask you for more information before completing the task** E.g. "Ask me some clarification questions first, and then produce the questions."
- **Rephrase and edit the initial prompt to get a range of answers/chat with the AI to improve the outcome**

Top tip: Ask the AI to improve/write you a prompt for a specific task.

Example of bad prompts:

- Write my Y10 class questions on the treaty of Versailles
- Write a lesson plan for secondary school kids on the basics of magnetism.

Far improved prompts:

- *You are an expert History teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Write a 10-question multiple-choice retrieval practice quiz on the treaty of Versailles for a mixed-ability Y10 History class in a UK secondary school. They are studying the AQA GCSE History course. The quiz should take them about five minutes to do and principally focus on factual recall over the terms of the agreement. Most questions should require the pupils to remember and understand ideas. However, the final two questions need to require a long-written answer, not multiple choice and should require them to analyse and evaluate ideas on the long term impacts of the treaty. Include the answers separately below. The questions need to have multiple choice answers with five options but make all answers plausible so it's not too easy. Ask me some clarification questions first before you produce the questions.*
- *You are an expert Physics teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. Write a lesson plan for a Physics lesson on "What is Magnetism"? This should be aimed at a very high ability Y8 class who have never studied magnetism before. The lesson should be exactly 75 minutes in length and include a 5-minute silent starter activity on the question "what do magnets stick to?". At least 20 minutes of the lesson should be practical work where pupils investigate simple magnetism including what materials are magnetic. There should also be two 10-minute periods where pupils answer questions independently. The*

following learning objectives must be met: To explain that magnets repel or attract other magnets and attract magnetic substances, To investigate whether a material is Magnetic or non-magnetic, To know which metals are magnetic. You should also include elements to identify common misconceptions pupils have on this topic. This class is talented mathematically, but struggle with analysis and evaluation of ideas in real-world situations. For each element of the lesson, explain the purpose of including this.

Whilst these prompts seem long to write, using the MAIT and/or building up a list of your own prompts over time will see this time dramatically decrease as your experience builds.

Which AI to use?

There is a veritable smorgasbord of options for an educator who wants to use AI in their practice and one can quickly feel overwhelmed with choice. For now, we mainly recommend the following:

- ChatGPT - A current favourite and a very good option for most tasks all in one place. It returns very high-quality outputs (when prompted correctly), can generate images and graphs, and analyse data all in one place. There are also several custom GPTs you can explore which serve more specific purposes (click Explore GPTs). There is also a voice mode, which allows you to speak with the AI aloud and have it speak back to you, which is very user friendly. Only clear downside is the slight limits on how many searches you can do a day on the best version with a free account.
- Perplexity.AI – Returns relevant photos and videos that link to your prompts, cites its sources of information, is very fast, free to use (recommend setting up a free account to remember your previous searches) and generally very accurate/useful but can't generate images.
- Microsoft Co-Pilot – Can login with your school account. Slightly slower than perplexity and outputs generally worse but has some nice features such as exporting output directly into word or pdf, being able to speak your prompts and reading the output aloud. The main benefit is that you can also generate images in co-pilot which you can't in perplexity.

What about all the other ones?

Most of the prompts in the MAIT will require a large language model (LLM) so I am focusing on these right now. If you need image or video generation or some other function to do another prompt these will recommend as part of the instructions. Also feel free to contact DOM for some recommendations or do your own research.

Sources and recommended reading:

Almost all of Your MAIT relies on and is inspired by the work of other people and are not my original ideas. Below, I have linked their work which are also excellent reading if you want to develop your AI skills. Thank you to them all for this work.

- Eton College's CAITLIN cookbooks – Issue 1, Issue 2
- AI in Education particularly the resources for practitioners
- Goodall, Newman and Campbell – Embedding AI use in school
- Dan Fitzpatrick – The AI Educator newsletter and PREPARE framework
- Andrew Dax at Queen Anne's School who has given very helpful advice and guidance.
- Microsoft Training

Volume I – Tools for lesson Planning

In this volume: "How To" prompt examples on...

1. Writing a lesson plan
2. Writing short answer/multiple choice retrieval-based questions based on Bloom's taxonomy and how to turn these into MS Form Quizzes
3. Write quick recall questions in the form of a table:
4. Generate an exemplar answer and an answer riddled with misconceptions
5. Generate a homework assignment with success criteria/rubric
6. Coming up with challenge tasks for any pupil using the highest levels of Bloom's taxonomy
7. Convert an online article/scanned text/textbook page/YouTube video/file/handwriting into questions
8. Convert an online article/scanned text/textbook page/YouTube video/file/handwriting into simplified text and/or a reading task on teams
9. Scaffolding a task for pupils/breaking it down into smaller steps
10. Generating diagnostic questions on a topic
11. List common misconceptions pupils have about...
12. Generating an exit ticket
13. Have AI write a rubric/Mark scheme for an assignment or questions you are creating for your class in a table format
14. Generating data on experiments, economics, statistics or anything for practice graphing, analysing data etc...
15. Creating abstract questions

1) Writing a lesson plan

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. Write a lesson plan for a <subject> lesson on <topic>. This should be aimed at a <level of ability> ability Y<x> class. The lesson should be exactly 75 minutes in length and include <x>, <y>, <z>. The following learning objectives must be met:

- <a>
-
- <c>

For each element of the lesson, explain the purpose of including this.

Example:

You are an expert Physics teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. Write a lesson plan for a Physics lesson on "What is Magnetism"? This should be aimed at a very high ability Y8 class who have never studied magnetism before. The lesson should be exactly 75 minutes in length and include a 5-minute silent starter activity on the question "what do magnets stick to?". At least 20 minutes of the lesson should be practical work where pupils investigate simple magnetism including what materials are magnetic. There should also be two 10-minute periods where pupils answer questions independently. The following learning objectives must be met:

- *To explain that magnets repel or attract other magnets and attract magnetic substances.*

- To investigate whether a material is Magnetic or non-magnetic.
- To know which metals are magnetic.

You should also include elements to identify common misconceptions pupils have on this topic. This class is talented mathematically, but struggle with analysis and evaluation of ideas in real-world situations. For each element of the lesson, explain the purpose of including this.

2) Writing short answer/multiple choice retrieval-based questions based on Bloom's taxonomy and how to turn these into MS Form Quizzes

Generic:

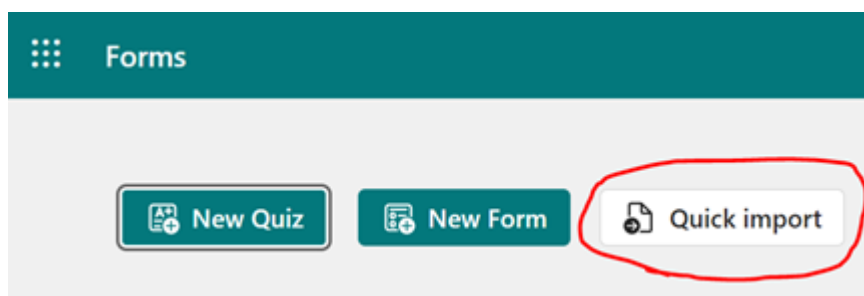
You are an expert <subject> teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Write a 10-question <Short answer/multiple choice> retrieval practice quiz on <topic> for a <ability> ability Y<x> class in a UK secondary school They are studying <exam course>. The quiz should take them about <x> minutes to do and principally focus on factual recall over <specific content>. Most questions should require the pupils to remember and understand ideas. However, the final two questions need to require a long-written answer, not multiple choice and should require them to analyse and evaluate ideas on <specific content>. Include the answers separately below. The questions need to have< multiple choice answers with five options/short written answers> but make all answers plausible so it's not too easy. Ask me some clarification questions first, and then produce the questions.

Example:

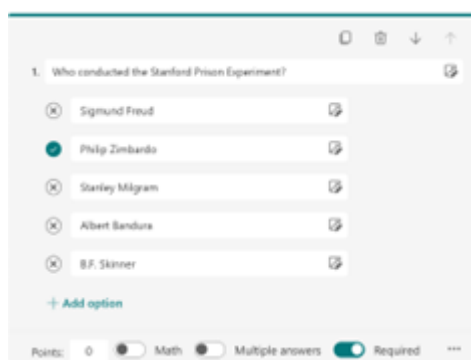
You are an expert Psychology teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Write a 10-question multiple-choice retrieval practice quiz on the Stanford Prison experiment for a mixed-ability Y12 Psychology class in a UK secondary school They are studying the OCR Psychology A-Level course. The quiz should take them about five minutes to do and principally focus on factual recall over the nature of the experiment. Most questions should require the pupils to remember and understand ideas. However, the final two questions need to require a long-written answer, not multiple choice and should require them to analyse and evaluate ideas on the ethics of the experiment. Include the answers separately below. The questions need to have multiple choice answers with five options but make all answers plausible so it's not too easy. Ask me some clarification questions first, and then produce the questions.

How to turn into a Microsoft Forms quiz:

- Have conversation with LLM of choice (e.g. <https://chatgpt.com/share/227eb326-93f9-4f7e-bf94-05e5cd1dc345>)
- Copy and paste the created questions (but not the answers) into a word document
- Review the questions to ensure they are relevant and accurate.
- Save the word doc.
- On MS Forms select Quick import:



- Select the file you just saved and click on “quiz” and then “start review”
- Click on each question to indicate the correct answer and make them “required”



- Click collect responses and set to your class(es)
- Click responses to see your class/individuals results.
- BONUS – copy and paste the results directly into the original AI conversation you had and ask AI to identify areas for a brief summary of areas for improvements/common misconceptions/suggested follow up activities.

3) Write quick recall questions in the form of a table

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Create a table of <x> words on <topic> and their <translation/definition etc...>. Include the words <x, y, z>. This should be aimed at a <ability> ability class of Y<x> pupils.

Example:

You are an expert German teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Create a table of 10 words in German for common foods and their english translation. Include the words for apple, banana and salmon. Add a column to the table for the transliteration. This should be aimed at a low ability class of Y8 pupils.

4) Generate an exemplar answer and an answer riddled with misconceptions

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your Y<x> class has just finished learning about <topic> and are now about to answer the following question: <>. Write two answers to this question. One should be an exemplar answer achieving full marks. The other should contain several mistakes and misconceptions receiving very few marks.. Limit each answer to <x> words. Explain why the great answer is great and why the bad answer is wrong. Ask me some clarification questions first, and then produce the answers.

It can also help to give AI a specific mark scheme or rubric (see example).

Example:

You are an expert Geography teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your Y10 class has just finished learning about tourism and are now about to answer the following past paper question: "To what extent can tourism create opportunities for economic development? – 6 marks". Write two answers to this question. One answer should be exemplary and achieve full marks discussing both sides of the argument. The other should contain several mistakes and misconceptions receiving very few marks. Limit each answer to 200 words. Explain why the great answer is great and why the bad answer is bad. Ask me some clarification questions first, and then produce the answers.

Here is the mark scheme to help you:

To what extent can tourism create opportunities for economic development? Level Marks Description
 3 (Detailed) 5–6 AO3 – Applies knowledge and understanding to demonstrate a detailed evaluative understanding of how tourism can create economic opportunities, making specific links between different elements of the specification. AO4 – Communicates ideas with clarity and good use of geographical language.
 2 (Clear) 3–4 AO3 – Applies knowledge and understanding to demonstrate a clear evaluative understanding of how tourism can create economic opportunities, making some links between different elements of the specification. AO4 – Communicates ideas effectively with some use of geographical language.
 1 (Basic) 1–2 AO3 – Applies knowledge and understanding to offer basic evaluative points which identify economic opportunities related to tourism. Limited links between different elements of the specification. AO4 – Communicates ideas using basic language.
 0 No relevant content.

• Level 3 (detailed) – a range of supporting points identified and developed from the resources in order to develop a discussion. Offers detailed observations which develop a balanced discussion which considers both individual and broader national economic impacts. May refer to taxation and how this can lead to improving public services.

• Level 2 (clear) – Clear use of resources which identifies individual and/or broader national economic factors.

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7 • Level 1 (basic) – a limited number of appropriate points identified/copied which are used to offer basic descriptive observations with limited attempt to offer a discussion. May be limited to basic ideas about jobs/money. No credit for environmental issues unless linked to economic factors

Indicative content

- There are five main strands running through the resources which link to the question:
 - o tourism can bring in significant income and operate positively through the multiplier
 - o tourism can create individual opportunities which can improve the quality of life
 - o tourism income can positively affect the balance of payments and give governments the opportunity to increase spending on social facilities and infrastructure
 - o there is also reference to regional disparity and how tourism can create opportunities in areas within a country that have few other possibilities.
- There are questions about the security of the industry (seasonality/external shocks etc.) which may affect the extent to which the industry can be economically influential.

5) Generate a homework assignment with success criteria/rubric

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your class has just finished learning about <topic> and are now going to complete a homework task on the topic. Create an effective homework task that tests pupils understanding. The tasks should include <x> and take <x> minutes to complete. Any tasks should be accompanied by a success criteria/rubric that can be shared with students. Ask me some clarification questions first, and then produce the assignment.

Example:

You are an expert English teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your class has just finished reading "Of Mice and Men" and are now going to complete a homework task on the book. Create an effective homework task that tests pupils understanding. The tasks should include a small amount of factual recall and an essay writing activity and

take 30 minutes to complete. The essay writing task should be accompanied by a rubric in the form of a table that is shared with the pupils. Ask me some clarification questions first, and then produce the assignment.

New for November 2024:

6) Coming up with challenge tasks for any pupil using the highest levels of Bloom's taxonomy

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. Imagine you have just taught a lesson on <topic>. In the lesson pupils aimed to learn the following:

- <a>
-
- <c>

Write three different challenge tasks for pupils to complete if they finish the work. This should be aimed at the very highest ability Y<x> students and require them to use the skills of creation or evaluation. Each task should take them between 2 and 10 minutes to complete and be open ended in nature.

Example:

You are an expert history teacher in a UK secondary school with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. Imagine you have just taught a lesson on the battle of Hastings. In the lesson pupils aimed to learn the following:

1. *Identify Key Events: Students will identify the main causes and consequences of the Battle of Hastings.*
2. *Explore Different Perspectives: Students will discuss the viewpoints of both the Norman and Anglo-Saxon sides during the battle.*
3. *Analyse Historical Sources: Students will examine the Bayeux Tapestry to understand how historical events are depicted.*

Write three different challenge tasks for pupils to complete if they finish the work. This should be aimed at the very highest ability Y7 students and require them to use the skills of creation or evaluation. Each task should take them between 2 and 10 minutes to complete and be open ended in nature.

7) Convert an online article/scanned text/textbook page/YouTube video/file/handwriting into questions

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Consider the attached <online article/scanned text/textbook page/YouTube video/file>. Based on its contents write a <x> question quiz where pupils need to use the skills of <x>. The quiz should take a class of <ability> ability Y<x> pupils about <x> minutes to do.

Examples:

Online Article:

You are an expert Latin teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Consider this webpage: <https://study.com/academy/lesson/aeneas-of-troy-history-family-mythology.html#:~:text=Aeneas%20is%20the%20son%20of%20Anchises%2C%20a%20herder%2C%20and%20the%20adventure%20across%20the%20Mediterranean>. Based on its contents write a 10-question quiz. The quiz should take a class of high ability Y11 pupils about 5 minutes to do. It should be mainly short answer factual questions with two far more challenging questions. Include the answers separately below.


Scanned text/textbook page/file/handwriting:

You are an expert Geography teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Consider the attached scan of a textbook page. Based on its contents write a 10-question quiz. The quiz should take a class of high ability Y11 pupils about 5 minutes to do. It should be mainly short answer factual questions with two far more challenging questions. Include the answers separately below.


Note – scan in or take a photo of the textbook page or handwriting. Then simply copy and paste it into Perplexity/Co-Pilot when you enter the prompt.

You

You are an expert Geography teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Consider the attached scan of a textbook page. Based on its contents write a 10-question quiz. The quiz should take a class of high ability Y8 pupils about 5 minutes to do. It should be mainly short answer factual questions with two far more challenging questions. Include the answers separately below.



Copilot

✓ Analyzing the image: Privacy blur hides faces from Copilot
✓ Executing Task: **write a 10-question quiz based on the textbook page** 

Certainly! Let's create a 10-question quiz based on the textbook page you provided. I'll include both factual questions and a couple of more challenging ones. Here you go:

1. What is food insecurity?
 - Answer: Food insecurity refers to a situation where people lack secure access to sufficient amounts of safe and nutritious food for normal growth and development and an active and healthy life.
2. Name two causes of food insecurity mentioned on this page.
 - Answer: Two causes: Climate change leading to extreme weather events; Rising energy prices increasing costs for farmers.
3. What are two consequences of food insecurity?
 - Answer: Two consequences: Malnutrition leading to health problems; Social unrest due to dissatisfaction with government responses or lack thereof.





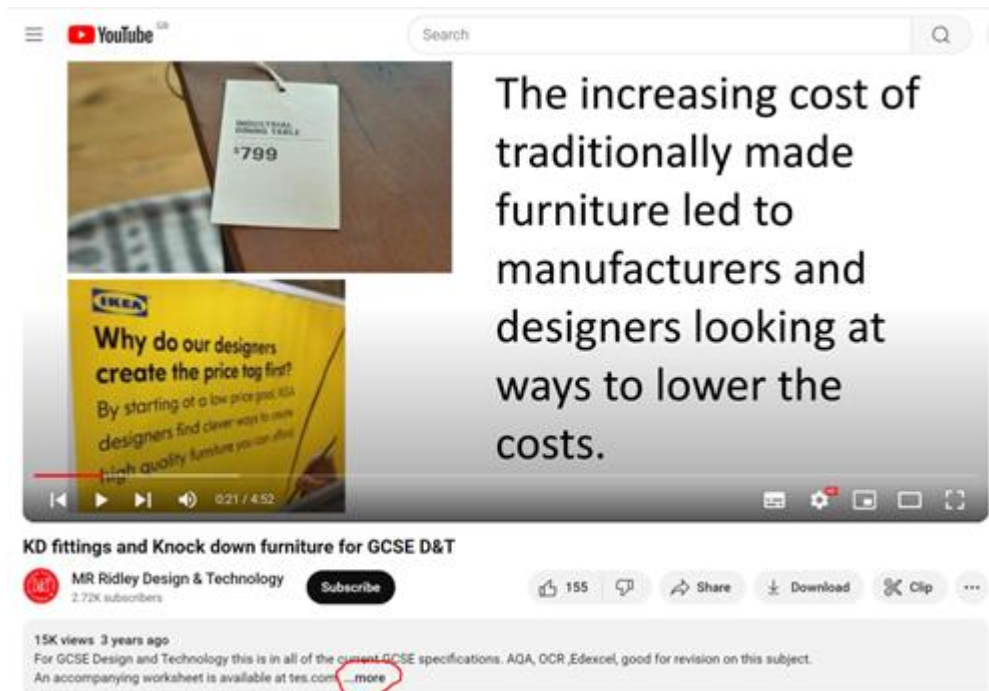
YouTube Video:

You are an expert D.T. teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. We have just watched a YouTube video on flat pack furniture in class – the transcript for this is below. Based on its contents write a 10-question quiz. The quiz should take a class of high ability Y11 pupils about 5 minutes to do. It should be mainly short answer factual questions with two far more challenging questions. Include the answers separately below.

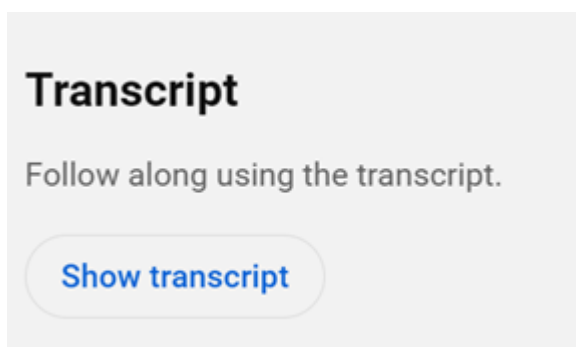
Transcript: (Copy and paste it in)

Note: To get a YouTube video's transcript:

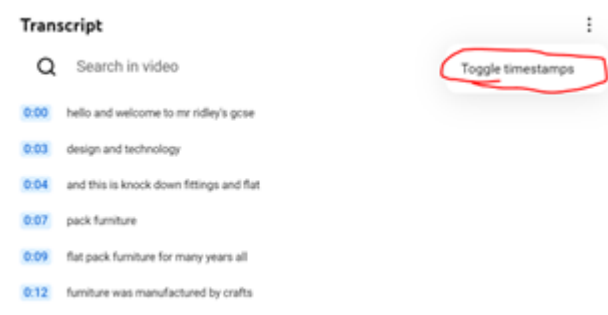
1) Click more beneath the video:



2) Click “Show Transcript”



3) Click the 3 buttons and tick off “toggle timestamps”



4) Click and drag to copy and paste the text

A File (PowerPoint/PDF/Word Doc/image etc...):

You are an expert Physics teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. We have just complete the topic of dynamics and I've attached a topic summary. Based on its contents write a 10-question quiz. The quiz should take a class of high ability Y12 pupils about 5 minutes to do. It should be mainly short mathematical questions with two far more challenging questions. Include the answers separately below.

Note – To attach a file simply click “Add a file” or “Attach” paperclip in the bar where you write your prompt.

To see how to quickly turn these questions into a Microsoft Forms Quiz, see point 2 "Writing short answer/multiple choice retrieval-based questions based on Bloom's taxonomy and how to turn these into MS Form Quizzes!"

8) Convert an online article/scanned text/textbook page/YouTube video/file/handwriting into simplified text and/or a reading task on teams

For all the above examples simply ask for a simplified text summary (instead of questions) targeted at a reading level of <x>.

Example:

You are an expert Latin teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Consider this webpage: <https://study.com/academy/lesson/aeneas-of-troy-history-family-mythology.html#:~:text=Aeneas%20is%20the%20son%20of%20Anchises%2C%20a%20herder%2C%20and%20the,an%20adventure%20across%20the%20Mediterranean>. Based on its contents write a short summary appropriate for a Y8 pupil. This should be less than 250 words and be split into clear sections.

9) Scaffolding a task for pupils/breaking it down into smaller steps

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your class is about to complete the following <activity/question>. Can you scaffold this task for them by breaking the task down into simpler steps. Do not give them the answer. Your task is to make the <activity> easier for them to access. This is for a <ability> Ability Y<x> class.

Example:

You are an expert Chemistry teacher in a UK school with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your class is about to complete some questions where they have to calculate the molar mass of different compounds (see attached questions). Can you scaffold this task for them by breaking the task down into simpler steps. Do not give them the answer. Your task is to make the activity easier for them to access. This is for a low Ability Y11 class. Include a practice example.

You could then generate a series of relevant questions as a follow up.

Now generate a series of 10 relevant questions on this topic for them to practice. These should increase in difficulty from very easy to quite difficult. Include answers separately below...

10) Generating diagnostic questions on a topic

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your Y<x> <ability> ability class has just learnt about <topic>. Can you create a set of 10 diagnostic questions on this topic. These should aim to identify common misconceptions in pupils understanding. The questions should be <x> in nature and require pupils to <x>. Include the answers separately at the bottom. Ask me some clarification questions first, and then produce the questions.

Example:

You are an expert French teacher in the UK with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your Y11 low ability class has just learnt about conjugating verbs. Can you create a set of 10 diagnostic questions on this topic. These should aim to identify common misconceptions in pupils understanding. The questions should be partly multiple choice and partly long written answers and require pupils to identify where verbs have been conjugated correctly. Make the final question longer and challenging. Include the answers separately at the bottom. Ask me some clarification questions first, and then produce the questions.

New for January 2025:

I1) List common misconceptions pupils have about...

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. You are about to teach your class <topic>. Write a brief bullet point list of common misconceptions pupils have on this topic. The class is a <ability> ability Y<x> group. Limit your response to 300 words. Give examples of how pupils may express these misconceptions. Explain why each misconception is wrong. Ask me some clarification questions first, and then produce the list.

Example:

You are an expert Biology teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. You are about to teach your class photosynthesis. Write a brief bullet point list of common misconceptions pupils have on this topic. The class is a low ability Y9 group. Limit your response to 300 words. Give examples of how pupils may express these misconceptions. Explain why each misconception is wrong. Ask me some clarification questions first, and then produce the list.

I2) Generating an exit ticket

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. Imagine you have just taught a lesson on <topic>. In the lesson pupils aimed to learn the following:

- <a>
-
- <c>

Write an exit ticket for pupils to complete as they leave the lesson. This should be aimed at a <level of ability> ability Y<x> class. The task should take them two minutes to complete. The ticket should have a space for their name, two brief diagnostic questions on the content they learnt and a space for them to write

a question they have based on the lesson content. Ask me some clarification questions first, and then produce the exit ticket.

Example:

You are an expert Economics teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. Imagine you have just taught a lesson on the factors of production as part of the AQA GCSE Economic course. In the lesson pupils aimed to learn the following:

- understand the nature of an economic resource
- Identify and understand examples of the four factors of production (land, labour, capital and enterprise) and the reward accrued to each.

Write an exit ticket for pupils to complete as they leave the lesson. This should be aimed at a mixed ability Y10 class. The task should take them two minutes to complete. The ticket should have a space for their name, two brief diagnostic questions on the content they learnt and a space for them to write a question they have based on the lesson content. Ask me some clarification questions first, and then produce the exit ticket.

13) Have AI write a rubric/Mark scheme for an assignment or questions you are creating for your class in a table format

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your Y<x> <ability> ability class is about to complete <assessment>. Can you create a <rubric as a table/mark scheme> for this assignment. We are studying <exam course>. Ask me some clarification questions first, and then produce the <rubric/mark scheme>

Example:

You are an expert Drama teacher with an in-depth knowledge of pedagogical techniques and decades of experience in helping pupils learn. Your Y11 mixed ability class is about to complete an essay titled "Exploring the Themes of Class and Identity in Willy Russell's Blood Brothers". Can you create a rubric as a table and a mark scheme for this essay? They are studying the Edexcel IGCSE Drama course.

14) Generating data on experiments, economics, statistics or anything for practice graphing, analysing data etc...

Generic:

Generate a sample set of data on <x>. Return the data in the form of <x> with <detail of data presentation>. Introduce <anomalies/weighting> etc...

Example:

Generate a sample set of data on how a countries GDP changes with decreasing unemployment over ten years. Return data on Unemployment and GDP for years 1 to 10 in both the form of a table and a graph. Introduce two statistical anomalies.

OR Return a table of data for the line $y = 2x - 1$. The x values should range from -5 to 5 in increments of 1. Present the data as a table with x and y columns.

OR Return a table of data for an osmosis experiment with potatoes. Display the data as two columns, one of which is the concentration of sugar solution in mol/dm³ and other is the % change in mass of the potato. Explain any control variables that would be relevant. Introduce one obvious anomalous result into the data.

15) Creating abstract questions

Generic:

Generate some abstract questions on the topic of <x>. These should prompt pupils to think past the bounds of this topic and apply their knowledge to more complex, problem solving scenarios.

Example:

Generate some abstract questions on the topic of hydrogen bonds. These should prompt pupils to think past the bounds of this topic and apply their knowledge to more complex, problem-solving scenarios.

Note – you can also get AI to answer abstract questions which you/pupils may have. Try “What came first, the chicken or the egg?”

Volume 2 – Timesaving Tips

In this volume: "How To" prompt examples on...

1. Write emails
2. Get your emails proof-read
3. Simplify this text/summarise this document
4. Create a booklet of information relevant to a school trip that pupils can take home. Can also convert that text into a Q&A task. E.g. get them to engage with the trip a bit more/something to read on the bus.
5. How to do anything on excel
6. Generate ideas for a presentation and then condense this into PowerPoint slides
7. Make this set of instructions for pupils clearer
8. Rehearsing difficult conversations (featuring speaking and listening aloud)
9. Preparing a mock university interview for a pupil
10. Writing Policy Documents
11. Transcribing written text
12. Extracurricular: Ideas for activities on fundraising/eco/club activities etc...
13. Turn text/files directly into a PowerPoint on Canva (requires an account)
14. Providing detailed essay feedback

1) Write Emails

Generic:

Take on the role of a <x> who needs to communicate with <x>. I want you to write them an email. This should be on the topic of <x>. What I want to say in summary is <x>. The email should be <x> in style and include <x>. <Any other useful context>. Limit this email to <x> words. Ask me some clarification questions first, and then produce the email.

Example:

Take on the role of a head of Y8 in a UK school who needs to communicate with a parent. I want you to write them an email. This should be on the topic of their daughter who has been found to be copying homework off other pupils. What I want to say in summary is that they're a smart kid who is being lazy and that they need to stop this immediately and put more effort into their work. However, the email should be polite and supportive in style and include suggestions of how the school could help the pupil avoid this behaviour in future. The pupil has struggled to make friends at school. Limit this email to 300 words. Ask me some clarification questions first, and then produce the email.

2) Get your emails proof-read

Generic:

Take on the role of a <x>. I want you to proof-read the following email on the topic of <x>. Suggest both improvements to spelling, punctuation and grammar, and potential rewrite to make the email more <x>. Limit your response to <x> words and only output your suggestions. Email body:

Example:

Take on the role of a Head of Science in a UK School. I want you to proof-read the following email on the topic of a Y10 pupil being asked to do double award science. Suggest both improvements to spelling, punctuation and grammar, and potential rewrite to make the email more supportive in nature. Limit your response to 300 words and only output your suggestions. Email body:

3) Simplify this text/summarise this document

Generic:

You are a <role in school> with decades of experience in your role. You have just read this <pdf/word doc/web article/paste the text> attached here. Based on its contents write a <x> word summary of the main ideas to feedback to your department.

Example:

You are a teacher with decades of experience in your role. You have just read this intro to AI for teachers guide attached here. Based on its contents write a 250 word summary of the main ideas to feedback to your department.

OR

Summarise this news article for a 12-year-old in less than 200 words: <https://www.bbc.co.uk/news/business-13200758>

Note – can attach pdf/word doc or just paste in the link to a web article.

4) Create a booklet of information relevant to a school trip that pupils can take home. Can also convert that text into a Q&A task. E.g. get them to engage with the trip a bit more/something to read on the bus.

Generic:

Take on the role of a <subject> teacher who is leading a school trip to <x> for a Y<x> group. I want you to write create a summary booklet of information relevant to this trip that pupils can read <travelling their/in advance/getting home>. The trip will include visits to <x/y/z> and include information on <z>. Limit this booklet to <x> words. There should also be a ten question quiz at the back of the booklet relevant to their learning on this trip. Ask me some clarification questions first, and then produce the booklet.

Example:

Take on the role of a Spanish teacher who is leading a school trip to Madrid for a Y10 group. I want you to write create a summary booklet of information relevant to this trip that pupils can read on the plane there. The trip will include visits to the Bernabeu, Plaza Mayor and Reina Sofia. You should include information on their history as well as key Spanish vocabulary that will be useful to pupils on the trip. Limit this booklet to 1000 words. There should also be a ten-question quiz at the back of the booklet relevant to their learning on this trip. Ask me some clarification questions first, and then produce the booklet.

New for November 2024:

5) How to do anything on excel

Generic: You can basically ask it any question you have on how to do something in excel and it will explain to you how to do it.

Example:

I want to design a column in Microsoft excel that visually represents pupils average scores on tests from this year. An average score of zero would be an empty box, An average score of 25% would be a quarter filled red box, an average score of 50% would be a half filled yellow box. An average score of 100% would be a full green box. How do I do this?

OR how can I create drop down menus in excel?

OR I have a list of names in one excel spreadsheet and need to see if those names are on a list in a different excel spreadsheet – how?

6) Generate ideas for a presentation and then condense this into PowerPoint slides

Generic:

You are a <role in school> with decades of experience in your role. You have been tasked with giving a presentation on <x> to <y>. Please generate multiple ideas for how to make this presentation engaging. Then, separately, condense these down into titles and text for around eight PowerPoint slides. Slides should contain minimal text and be the starting point for discussion.

Example:

You are a careers mentor in a UK school with decades of experience in your role. You have been tasked with giving a presentation on different career pathways to Y10 pupils. Please generate multiple ideas for how to make this presentation engaging. Then, separately, condense these down into titles and text for around eight PowerPoint slides. Slides should contain minimal text and be the starting point for discussion.

7) Make this set of instructions for pupils clearer

Generic:

Take on the role of a <subject> teacher with decades of experience in your role and a talent for explaining things clearly. I want you to take this complex set of instructions for pupils and rewrite them so that they are clearer. This is designed for a Y<x> class. Limit this response to <x> words. The instructions are:

Example:

Take on the role of a Physics teacher with decades of experience in your role and a talent for explaining things clearly. I want you to take this complex set of instructions for pupils and rewrite them so that they are clearer. This is designed for a Y8 class. Limit this response to 150 words. The instructions are: ...

New for January 2025:

8) Rehearsing difficult conversations (featuring speaking and listening aloud)

Generic:

I want you to take on the role of a <parent/colleague/pupil> at an independent school in the UK, who is about to learn that <difficult news>. Your role is to react to this in an <emotions> way and <other negative reaction such as blaming you/a teacher>. This is for me to practice having this conversation and making my points clearly, calmly and politely. I want you to first ask me some clarification questions, then let me make an introductory statement and then reply and continue the conversation. I will tell you when the conversation is finished. Then give me constructive feedback about what I did well to manage this situation and how I could have improved.

Example:

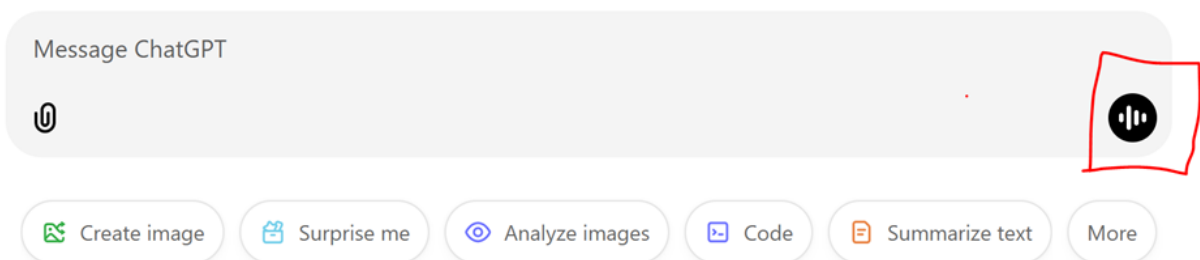
I want you to take on the role of a disgruntled parent of a child at an independent school in the UK, who is about to learn that their daughter will not be allowed to return to the school for sixth form, as her academic

grades aren't good enough. Your role is to react to this in an angry or disgruntled way and blame me and/or the school for failing your daughter. This is for me to practice having this conversation and making my points clearly, calmly and politely. I want you to first ask me some clarification questions, then let me make an introductory statement and then reply and continue the conversation. I will tell you when the conversation is finished. Then give me constructive feedback about what I did well to manage this situation and how I could have improved.

NOTE – you can get the AI to have this conversation out loud with you! Either:

A) Click the black circle on ChatGPT to engage voice mode – speak the prompt aloud and then continue the conversation.

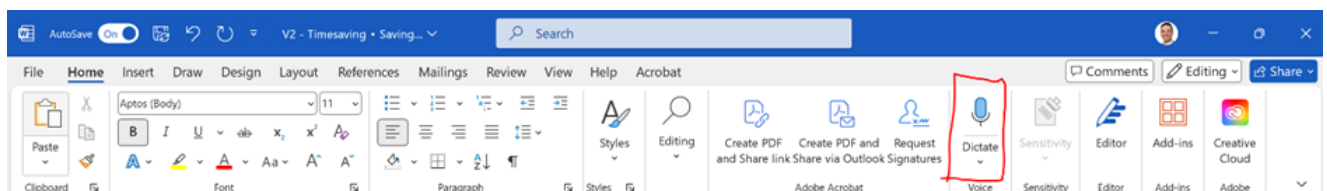
What can I help with?



OR

B)

- **Type the initial prompt into your LLM of choice.**
- **Then on MS Words Home tab click the dictate function and speak aloud:**



- **Then copy and paste that text into ChatGPT and submit it as your opening statement.**
- **Don't look at the response but do click the speak aloud button at the bottom**

last time we spoke was in January when we had a meeting about kay's progress we outlined that if she didn't average a grade 6 at GCSE she would not meet the requirements to come to our school for the sixth form unfortunately she hasn't met that criteria in today's GCSE results so it is with regret that I have to tell you she will not return to the school for the sixth form however we have been through this before as a school and we can offer you constructive ideas about what to do next and links to some sixth forms



Good afternoon. I'm honestly quite shocked to be hearing this. Back in January, you assured us that the school was committed to helping Kay improve, but clearly, that hasn't worked. Are you telling me that despite all the money we've spent, the school is just giving up on her now? How can you justify that? Surely, the school should take some responsibility for her results. We were under the impression that the school had everything under control. Why wasn't more done to ensure she succeeded?

🔊 📄 👍 🗨️ ↺

- **Listen to the response and repeat the process until you end the conversation and ask for your feedback.**

9) Preparing a mock university interview for a pupil

Generic:

I want you to take on the role of a <Subject> lecturer and researcher at the University of <University>. You are about to interview an A-Level pupil who has applied to study the undergraduate course in <course>. I want you to outline how the interview will work and exactly what questions you might ask. The interview will be limited to 30 minutes. Ask me some clarification questions first and then produce your plan.

Example:

I want you to take on the role of a physics lecturer and researcher at the University of Manchester. You are about to interview an A-Level pupil who has applied to study the undergraduate course in Physics (Bachelors). I want you to outline how the interview will work and exactly what questions you might ask. The interview will be limited to 30 minutes. Ask me some clarification questions first and then produce your plan.

10) Writing Policy Documents

Generic:

Take on the role of a <x> who needs to produce a policy document on <x> for <audience>. This needs to include <x, y, z>. <Any other useful context>. Limit this policy to <x> words and separate into clear sections. Ask me some clarification questions first, and then produce the policy.

Example:

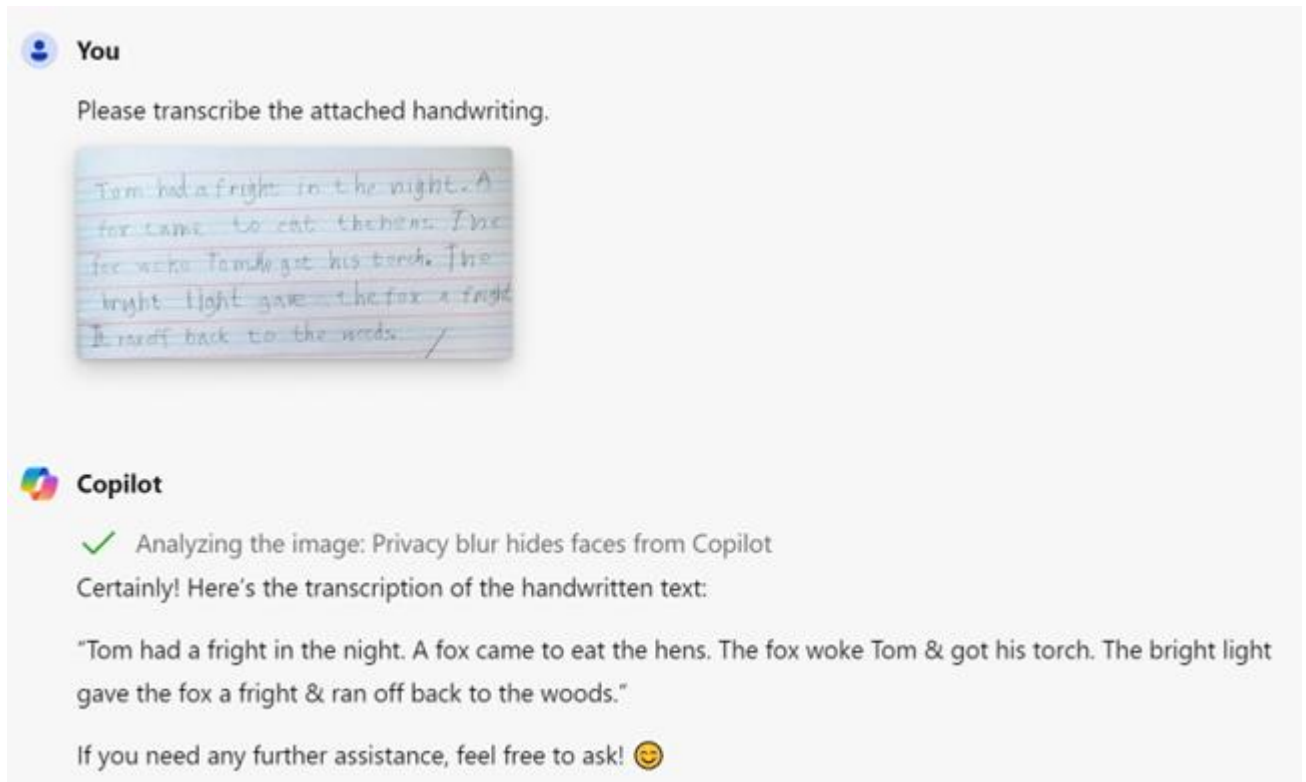
Take on the role of a school leader who needs to produce a policy document on the acceptable use of AI for teachers. This needs to include the potential risks of AI including GDPR concerns, advantages and disadvantages of its use, advice on how to write good prompts and ethical considerations. Teachers currently have a limited understanding of AI. Limit this policy to 1500 words and separate into clear sections. Ask me some clarification questions first, and then produce the policy.

11) Transcribing written text

Generic:

Please transcribe the attached handwriting. (Upload photo or copy and paste it in)

Example:



To Note:

- Currently ChatGPT and Co-Pilot have this capability
- This isn't my handwriting
- The worse the handwriting is the more it will struggle to transcribe it accurately and you should definitely check it as for all AI prompts.

12) Extracurricular: Ideas for activities on fundraising/eco/club activities etc...

Generic:

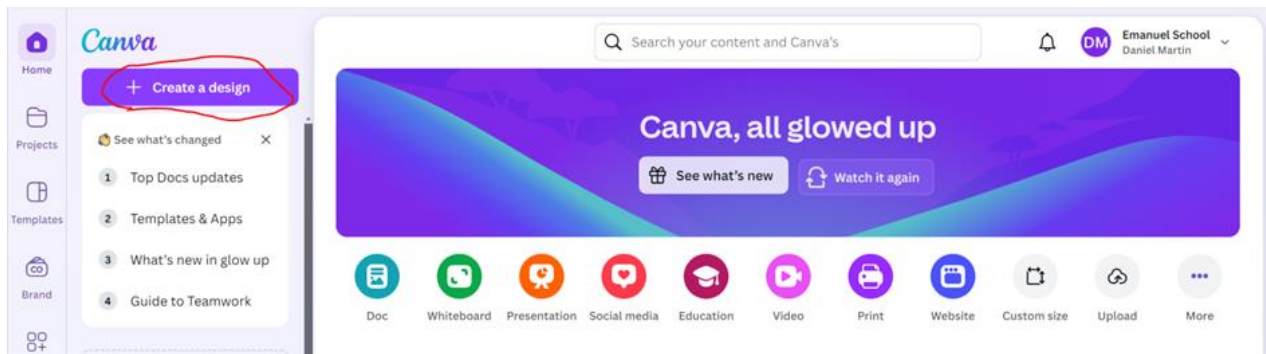
Take on the role of a schoolteacher in a UK Secondary school who is leading a <x> club. Generate some ideas of <how the club should.../activities for the club>, to achieve the goals of <x/y/z>. <Any other additional useful context>

Example:

Take on the role of a schoolteacher in a UK Secondary school who is leading a charity club. Generate some ideas of how the club should fundraise, to achieve the goals of donating to local charities. The club contains several pupils who are happy to volunteer their time.

13) Turn text/files directly into a PowerPoint on Canva (requires an account)

1) Click "Create a design"



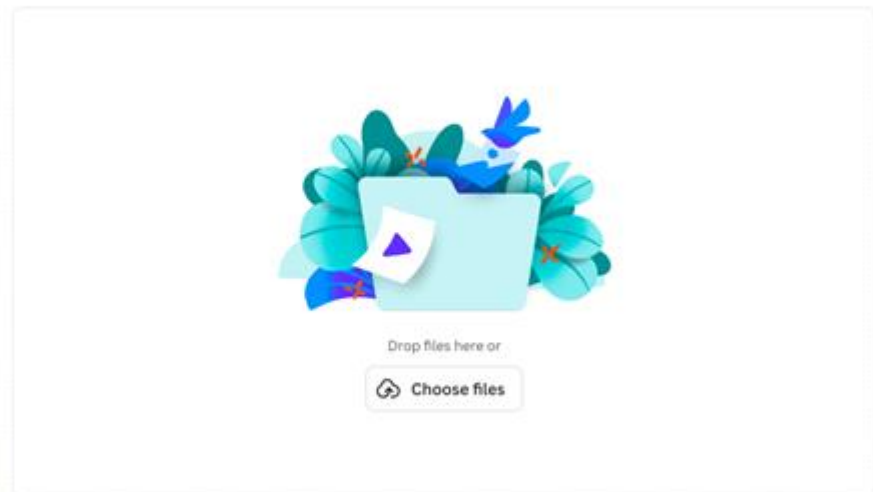
2) Click upload and upload the file you want to turn into a PowerPoint

Create a design

- For you
- Docs
- Whiteboards
- Presentations
- Social media
- Education
- Videos
- Print products
- Websites
- Custom size
- Upload**
- More

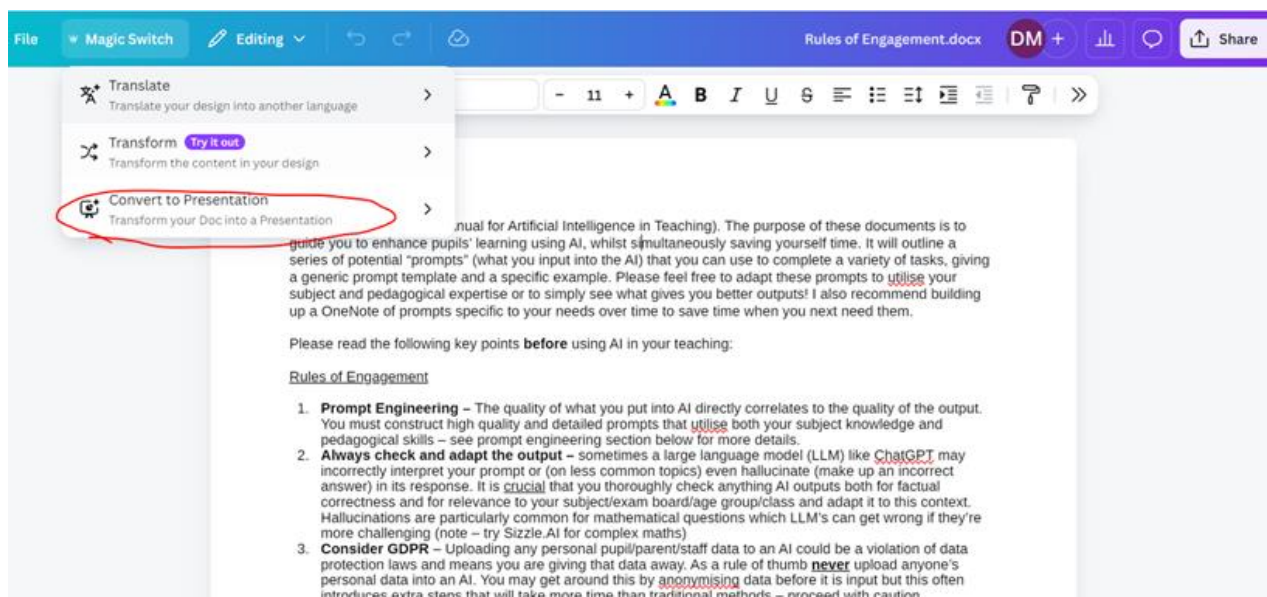
Start from a file

Upload your own photos, documents, files and videos to work with. We'll transform them into something fully customizable for you to edit, redesign and collaborate on.



Canva supports [images](#), [videos](#) and [files](#)

3) Open the file in Canva and click “convert to presentation”



4) Choose style.

5) Edit created PowerPoint – you can then download/export it.

14) Providing detailed essay feedback

Generic:

You are an expert <subject> teacher with an in-depth knowledge of the <exam board>. Provide me with feedback on this essay titled "<x>" using criteria from <exam board> and this mark scheme <Copy and paste mark scheme in>. Do not re-write my essay, only provide feedback. Make sure the feedback is detailed and shows me how to make improvements. Present the output in a table using UK English and grammar. Check you understand and ask for my essay.

Example:

You are an expert history teacher with an in-depth knowledge of the OCR A Level course (code H505). Provide me with feedback on this essay titled "Which of the following had the greater impact on the development of the French Revolution?(i) The civil constitution of the clergy. (ii) The Flight to Varennes. Explain your answer with reference to both (i) and (ii)" using criteria from OCR A Level course (code H505) and this mark scheme which is attached as an image. Do not re-write my essay, only provide feedback. Make sure the feedback is detailed and shows me how to make improvements. Present the output in a table using UK English and grammar. Check you understand and ask for my essay.

NOTE - This is a fantastic prompt to combine with volume 2, point 11 - transcribing written text - you can scan in and transcribe whole essays before marking them using AI. As ever, be sure to check the outputs carefully!

Volume 3 – Using AI to Engage Pupils in Lessons

In this volume: "How To" prompt examples on...

1. Create a choose your own adventure story to facilitate debate and discussion
2. Run an interactive role play/Q&A with character/AI takes on a role
3. Use of AI Generated Images to inspire creativity/discussion/challenge
4. Generating stories on a particular concept
5. What/Who am I game?
6. AI completes a debate vs student on a given topic
7. Creating engaging and varied tasks/multiple ways to teach same thing tailored to specific theme
8. Creating Analogies for Concepts
9. Digital Escape room

I) Create a choose your own adventure story to facilitate debate and discussion

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. You are trying to improve a student's understanding of <topic>. Develop a creative choose-your-own adventure story. Make sure there are three options for each part of the story. Make sure each option forms part of the teaching and learning. Do this for a Y<x> class studying <exam board>. The story should include <x>. The story needs to help teach understanding of the following key words:

<insert keywords here>

Ask to choose an option after each part of the story.

Wait for my response before moving on to the next part of the story.

Conclude the story once all the keywords have been taught.

Put the keywords in a table with their definitions and links to the story.

Note – can be more engaging and adaptable to do this without the key words parts.

Example:

You are an expert economics teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. You are trying to improve a student's understanding of inflation. Develop a creative choose-your-own adventure story. Make sure there are three options for each part of the story. Make sure each option forms part of the teaching and learning. Do this for a Y10 class studying AQA GCSE Economics. The story should see the pupils play the role of the prime minister and include some difficult decisions and the explanation of economic consequences of their choices. Once in a while introduce some random shocks and surprises. Initially return some data on GDP, inflation and unemployment and update these for each stage of the story.

Ask to choose an option after each part of the story.

Wait for my response before moving on to the next part of the story.

Conclude the story when unemployment has been halved compared to initial conditions.

Life Ed Example:

You are a UK secondary school teacher who is teaching their class PSHE and trying to educate them about making good choices around alcohol. You are trying to improve a student's understanding of the risks of alcohol and the peer pressure they may face to drink illegally. Develop a creative choose-your-own adventure story. Make sure there are three options for each part of the story. Make sure each option forms part of the teaching and learning. Do this for 13-year-old pupils in the UK. End the story after six decisions and then write a summary of the choices made.

Ask to choose an option after each part of the story."

Wait for my response before moving on to the next part of the story.

2)Run an interactive role play/Q&A with character/AI takes on a role

Generic:

You will play the role of <INSERT CHARACTER>. You will mimic their style and tone of conversation. We will role play a question-and-answer session at a school where a Y<x> class asks you question.

This will be conducted in the following manner:

- 1. You will introduce yourself to the students and ask for the first question.*
- 2. I will type the question on behalf of the student.*
- 3. You will respond. You will then ask for the next question.*
- 4. I will type the next question.*

This will carry on until I say we are finished.

Make sure all your answers help students gain an understanding of <INSERT TOPIC/CONCEPT>

Make sure you wait to be asked each question before responding.

Do not make questions up yourself.

You are only playing the role of the character not the students.

Examples:

You will play the role of a woman with either type 1 or type 2 diabetes. You should not reveal this but can reveal information about your life. We will role play a question-and-answer session at a school where a Y10 class asks you question to workout if you have type 1 or type 2 diabetes.

This will be conducted in the following manner:

- 1. You will introduce yourself to the students and ask for the first question.*

2. I will type the question on behalf of the student.
3. You will respond. You will then ask for the next question.
4. I will type the next question.

This will carry on until I type “please reveal yourself” after which you should confirm if you were type 1 or type 2.

Make sure all your answers help students gain an understanding of how having diabetes affects your lifestyle.

Make sure you wait to be asked each question before responding.

Do not make questions up yourself.

You are only playing the role of the character not the students.

OR

You will play the role of Curley from Of Mice and Men. You will mimic their style and tone of conversation. We will role play a question-and-answer session at a school where a Y9 class asks you question.

This will be conducted in the following manner:

1. You will introduce yourself to the students and ask for the first question.
2. I will type the question on behalf of the student.
3. You will respond. You will then ask for the next question.
4. I will type the next question.

This will carry on until I say we are finished.

Make sure all your answers help students gain an understanding of friendship in the novel.

Make sure you wait to be asked each question before responding.

Do not make questions up yourself.

You are only playing the role of the character not the students.

OR

speak to any famous figure from literature or all of history.

New for November 2024:

- 3) Use of AI Generated Images to inspire creativity/discussion/challenge

Generic: On **Microsoft co-pilot** you can generate an image of pretty much anything you'd like. The more detailed your description the more accurate the image would be. You could use this to spark a discussion in class, as a prompt for writing or to analyse the style of an artist.

Examples:

Generate an image of Poseidon sending a storm to hinder the path of Odysseus. Make the image photorealistic and the ship realistic to the ancient Greek period.

OR generate an image of a goose flying clearly above a farmyard full of animals for my German class to describe.

OR generate an image demonstrating Aesop's Fable in the style of the Simpsons or vincent van gogh.



4) Generating stories on a particular concept

Generic:

You are an expert storyteller and have detailed knowledge of <subject>. Generate a short and entertaining story designed to teach Y<x> students the concept of <topic>. Do not explicitly state the ideas of this topic in the story. Pupils should be required to use their understanding to analyse the story for the right ideas. Limit this story to <x> words. The following learning objectives must be met:

- <a>
-
- <c>

Example:

You are an expert storyteller and have a detailed knowledge of Biology. Generate a short and entertaining story designed to teach Y10 students the concept of phototropism. Do not explicitly state the ideas of this topic in the story. Pupils should be required to use their understanding to analyse the story for the right ideas. Limit this story to 250 words. The following learning objectives must be met:

- *Students will be able to define phototropism and explain its significance in plant growth and development.*
- *Students will identify the role of auxins in phototropism.*
- *Students will predict how a plant will grow when exposed to light from different directions based on their understanding of phototropism.*

Note – try pairing this with image generation to really bring the story to life.

5) What/Who am I game?

Generic:

You are teaching a <subject> lesson for Y<x> pupils. You want to play a game of 'What am I?'. The theme is <subject>. You should pick one of these <list several things> but keep it a secret, then let us ask questions. Don't give the game away until we've guessed correctly. When we have guessed correctly, congratulate me and immediately pick another item for the next round which should start straight away.

Example:

You are teaching an ancient Greek lesson for Y9 pupils. You want to play a game of 'What am I?'. The theme is monsters in Greek mythology. You should pick one of these: “Hydra, Cerberus, minotaur, sphinx, gorgons” but keep it a secret, then let us ask questions. Don't give the game away until we've guessed correctly. When we have guessed correctly, congratulate me and immediately pick another item for the next round which should start straight away.

New for January 2025:

6) AI completes a debate vs student on a given topic

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. You are trying to deepen your pupils' level of understanding of <topic> and are going to have a class debate on "<debate title>". I want you to play the role of one side and I will play the role of the other. Tell me who both sides are going to be. Then, we will start a back-and-forth discussion on the two viewpoints. Tell me your view but do not tell me mine. When I have provided my view, correct it if I have said something inconsistent with what my viewpoint is supposed to be. Remember, you are the teacher, so you know both sides and will correct me if I state something I'm not supposed to. Be highly critical, but respectful. If I make a good point, come up with a carefully constructed counterview. If I make a bad or inaccurate point, point out what you know my point should have been from my viewpoint, before then countering it with your viewpoint. Let's begin.

Example:

You are an expert religious studies teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. You are trying to deepen your pupils' level of understanding of religious ideas on peace and are going to have a class debate on "do religions promote peace or conflict?". I want you to play the role of one side and I will play the role of the other. Tell me who both sides are going to be. Then, we will start a back-and-forth discussion on the two viewpoints. Tell me your view but do not tell me mine. When I have provided my view, correct it if I have said something inconsistent with what my viewpoint is supposed to be. Remember, you are the teacher, so you know both sides and will correct me if I state something I'm not supposed to. Be highly critical, but respectful. If I make a good point, come up with a carefully constructed counterview. If I make a bad or inaccurate point, point out what you know my point should have been from my viewpoint, before then countering it with your viewpoint. Let's begin.

7) Creating engaging and varied tasks/multiple ways to teach same thing tailored to specific theme

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. You are about to teach a class <topic>. State three different methods of conveying these ideas to pupils so that they are engaged in the lesson and have to think creatively. This should be aimed at a <level of ability> ability Y<x> class. The activity should last around 15 minutes. The following learning objectives must be met:

- <a>
-
- <c>

For each idea, explain your thinking behind it Ask me some clarification questions first, and then produce the questions.

Example:

You are an expert Geography teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. You are about to teach a class about plate tectonics. State three different methods of conveying these ideas to pupils so that they are engaged in the lesson and have to think creatively. This should be aimed at a low ability Y7 class. The activity should last around 15 minutes. The following learning objectives must be met:

- Plate tectonic theory shows that the crust of the Earth is split into plates (pieces of the Earth's crust).

- The movement of these tectonic plates leads to earthquakes and volcanoes forming.

For each idea, explain your thinking behind it Ask me some clarification questions first, and then produce the activities.

Note – simply re-entering this will probably give you different results. Try it a couple of times.

8) Creating Analogies for Concepts

Generic:

You are an expert <subject> teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. You are about to teach a class <topic>. State three different analogies that may help convey these ideas to pupils so that they can understand them more easily. This should be aimed at a <level of ability> ability Y<x> class. The following learning objectives must be met:

- <a>
-
- <c>

For each idea, explain your thinking behind it.

Example:

You are an expert History teacher with an in-depth knowledge of pedagogical technique and decades of experience in helping pupils learn. You are about to teach a class about Chamberlain's appeasement policy. State three different analogies that may help convey these ideas to pupils so that they can understand them more easily. This should be aimed at a mixed ability Y9 class. The following learning objectives must be met:

- The definition of appeasement
- Analysis of Chamberlain's motivations for pursuing the policy

For each idea, explain your thinking behind it.

9) Digital Escape room

Generic:

Take on the role of a <subject> teacher who is teaching their Y<x> class about <topic>. Please can you create a digital escape room for them to practice this skill? Make the work progressively harder until they are in the final room where it should be an A-Level problem. Make the story narratively driven around the theme of <whatever you'd like>.

Example:

Take on the role of a maths teacher who is teaching their Y8 class about multiplying fractions. Please can you create a digital escape room for them to practice this skill? Make the work progressively harder until they are in the final room where it should be an A-Level problem. Make the story narratively driven around the theme of a sad robot.