

START Here!

#AlinEducation



WEEK Nine Prompting like a PRO

Hi Everyone! Welcome to Week 9 of our AI in Education series. This week is all about learning how to learn, discovering how to take control and initiative in your own learning with AI as your guide. You'll explore how to ask the right kinds of questions, use step-by-step explanations, and request examples to build real understanding instead of just getting quick answers. By the end of the week, you'll know how to make AI your learning coach, helping you think deeply, explore independently and take charge of your own learning journey.

Theme: The Art of Prompting

Anchor Tool: EduChat and ChatGPT All lessons can be done as demo this is a powerful way to set up AI usage protocols. (only Years 5–6 can try EduChat independently). Every lesson works this way.

Devices: Chromebooks, or laptops with internet access.

Core Concept: Students learn that prompting is about crafting powerful questions that guide AI thinking. AI doesn't have intent, humans do and clear prompts communicate that intent. Prompting helps students practise creativity, precision and purposeful communication.

1. You Guide the AI

AI responds to how you ask, not just what you ask. Clear, thoughtful questions help you get useful, step-by-step explanations that make sense to you.

2. Take Charge of Your Learning

Instead of waiting for answers, you'll learn how to explore, question and lead your own learning journey using AI as a helpful partner.

3. Step-by-Step Makes It Stick

When you ask the AI to break down a topic with examples, you understand it more deeply, not just the "what," but the "how" and "why."

4. Learning is a Skill You Can Practise

Just like writing or drawing, learning how to learn takes practice. Each day this week gives you a chance to refine your questioning and thinking.

5. AI is Your Learning Coach

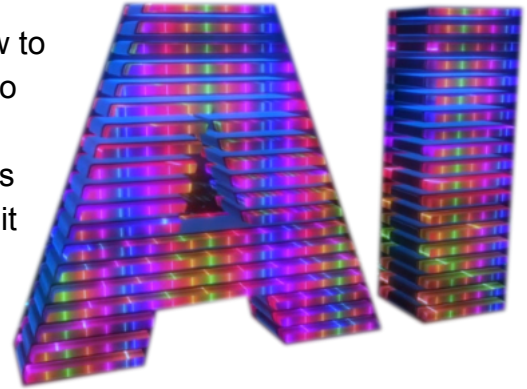
AI helps you build understanding, but you're the one in control. The better you know how to learn, the more powerful your learning becomes.

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DAY 1 - Use AI to Learn AI - Getting to Know the interface

OVERVIEW

Today students are introduced to EduChat and learn how to navigate its interface with confidence. Using the Use AI to Learn AI video, they'll explore how to start a chat, ask questions, and read responses. This first session focuses on getting comfortable with the tool so students can use it independently and effectively in the creative challenges ahead.



Goal: *Introduce students to prompting through a teacher-led AI demonstration and guided question building.*

1. WATCH AND DISCUSS Start with a video [Use AI to Learn AI](#) demonstration using EduChat.

Students take notes and think about questions they would like to ask the AI.

2. GROUP ACTIVITY – Ask the AI

In groups, students write 3 questions they'd like to ask the AI. Rank them in order of priority, They write what they think the answers might be.

Teacher models using EduChat asking a few student questions, also discussing the interface. Students in year 5 and up can use Educhat to ask their questions and explore the interface. Working in pairs is a great idea. Students can explore different Types of Questions

3. DEMONSTRATION

Teacher models using EduChat to ask groups questions live. Discuss the difference between the answers they thought the AI would give and the results from the AI. After a couple of demonstrations, students in year 5 and up can use Educhat independently and explore the interface. Continue with younger grades as a demo. Working in pairs is a great idea.

4. CLASS DISCUSSION

AI doesn't think or have intent. It follows human instructions. When we ask it a clear question, it gives a clear answer. When we ask vaguely, it guesses. How did the AI reply? Did it understand? What made the answers clear?

5. [FLOW WRITING](#) - 5-7 mins

What did I learn about how AI understands my questions? What questions worked best? What surprised me most? Once students have finished, 2-3 students share what they have written. I do like to do 1 minute of "Imaginairing" first as per previous weeks.

CORE UNDERSTANDING

AI doesn't have intent. Humans provide intent through clear and thoughtful prompts.

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DAY 2: Understanding Prompts - Asking AI Questions

OVERVIEW

Next up, we'll dive into the art of asking questions. Using your custom template, students will learn how to phrase questions in a way that gets the most helpful and interesting responses from the AI. They'll practice forming questions that encourage creativity and curiosity.

Goal: *Learn how prompts are structured and how each part helps AI respond accurately.*

1. INTRODUCE THE PROMPT BUILDER TEMPLATE

Show the [AI Prompt Builder](#) Template on the smart board.

Explain each section and demonstrate possible answers.

Example:

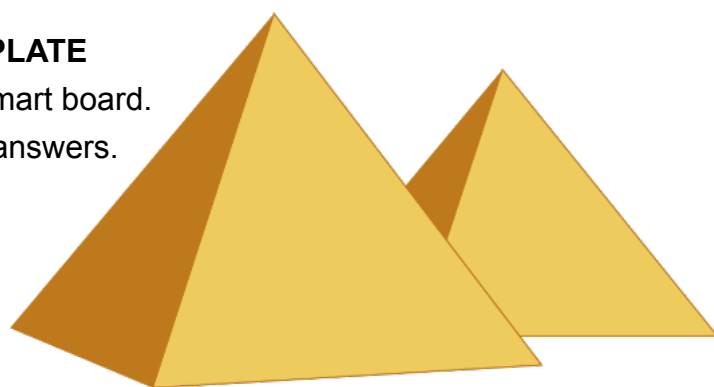
Hi AI, I'm a time traveller
and I want to visit Ancient Egypt.

It's for a story I'm writing.

because I want my story to feel real.

Can you explain it to me like a diary entry from a kid in Ancient Egypt?

(copy and past this prompt into EduChat)



Discuss How did the AI reply? Did it understand? What made the answers clear?

2. TEACHER DEMONSTRATION

Model filling in each blank for an example.

Discuss how adding *why* or *how* changes the quality of the response.

3. GROUP PRACTICE

Students fill in their own ChatGPT Prompt Builder sheets.

Encourage creative roles such as scientist, explorer, musician or teacher.

4. SHARE AND DISCUSS

Invite students to read their prompts aloud before sending to AI. After an initial whole class demo, years 5-6 can enter their prompts into EduChat independently. Younger students can test their prompts as a whole class or group, as a teacher directed activity using of EduChat. Compare responses and discuss which prompts produced the most useful answers.

CORE UNDERSTANDING

Good prompts tell the AI who you are, what you want, where it will be used, why it matters and how you want it explained.

TIP: *If you can set up the speech-to-text option on the computer, this can be a great time saver.*

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DAY 3: Researching and Verifying with AI

OVERVIEW

Today we'll use the PREPP template to guide students through research tasks. They'll ask the AI for information and then cross-check that info using the references and links it provides. This not only teaches research skills but also the importance of verifying sources and fact-checking AI output.

Goal: *Students will take control of their own learning by using the PREPP Prompt Builder to design structured prompts that help them research and verify information with AI. They will learn how precise, well-crafted questions lead to clearer, more useful responses and how small prompt changes affect what AI delivers.*

1. INTRODUCTION – FROM INTERESTS TO INQUIRY

Last week, you wrote about what you like. As you know, I like geology. This week we're using AI for research. We'll start with a video on an amazing geological discovery, "the Superman Caves," like in Fortress of Solitude, filled with giant crystals.

2. WATCH: SUPERMAN CAVES [VIDEO](#)

3. DEMONSTRATE THE PREPP PROMPT BUILDER

Show and explain the [PREPP Prompt Builder](#). Each part improves how the AI understands and responds. Demonstrate how to use the framework to research in more detail the Superman Caves.

Model a PREPP prompt using the Superman Caves using the PREPP Prompt Builder:

Prompt: I want to know how the Superman Caves were formed

Role: Pretend you are a geologist talking to students.

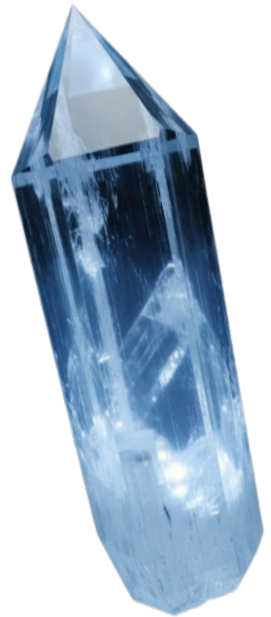
Explain: Describe how the crystals grew over time.

Parameters: Provide a step-by-step explanation & one surprising fact at the end.

Provide: Add 5 links to websites you have used as sources so I can check your information. Double check the links work.

RUN the prompt through **EduChat**. Just copy and paste the above prompt.

Then change one section. (e.g. Role: "Pretend you're a tour guide") and observe how the answer changes. Discuss the results.



WEEK Nine Prompting like a PRO**DAY 3: Researching and Verifying with AI (cont)****4. LAST WEEK'S TOPICS**

What topic did you explore last week, What did you like?

What new question would you like to research about the things you liked?

Use these reflections to spark today's AI research topics.

5. STUDENT ACTIVITY

In pairs, students complete the PREPP builder template to create a new AI prompt.

Year 5-6 can test it in EduChat independently in pairs is great. Younger students can test their prompts as a whole class or group, as a teacher directed activity using of EduChat.

They compare how changing one part (like role or parameters) changes the answer. They verify the answers using the URLs provided and also Google or relevant books.

6. FLOW WRITING REFLECTION (5–7 MINUTES)

Students complete a reflection. What did I discover about how my prompt affects the answer and how can I make AI responses more accurate or useful for research?"

Encourage examples: a prompt they improved, something they verified or how the tone changed. Was I able to verify the AI responses?

CORE UNDERSTANDING

Each part of a prompt changes how AI responds. When students carefully craft prompts using the PREPP structure, they take control of their learning, asking clearer questions, getting deeper explanations and learn how to verify and refine information. Small wording changes can make a big difference in research quality and understanding.

Students begin to understand how to use AI for research and how to check and refine AI answers for accuracy and usefulness.

P.S. PREP is a standard prompting format. I have added an extra P to it here to reinforce the importance of verification.

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DAY 4: AI as a Creative Partner

OVERVIEW

Students explore how AI can act as a creative partner to extend their ideas. Working in groups, they co-create a story with AI by asking “what happens next?”

The teacher demonstrates story generation and speech-to-text, then groups revise and personalise their stories. The focus is on keeping students in control while using AI to enhance creativity.

Goal: *Students will explore how AI can support and extend creative storytelling. Working in groups they will learn how to build on each other's ideas use, AI to offer suggestions and add their own voice and style through revision and iteration.*

1. WATCH AND DISCUSS

The video: [“What Comes Next AI Demystified”](#)

Discuss how ideas evolve and how AI can be a tool for extending ideas. Focus on the idea of collaboration: human and AI working together.



2. WHAT COMES NEXT: CLASS STORY IN A CIRCLE

Play the one word “what comes next game.” Exactly the same as in the video.

3. GROUP STORY DEVELOPMENT

Watch the Video [“Follow That Dog”](#) ((You can refer to the AI inputs in [W9-AI-Creative-Partner.pdf](#) for context)

We're going to create a story together one part at a time. Each group will add one sentence to move the story forward, then the AI will respond with one sentence to continue it.

Students form groups of 4 or 5.

Copy and paste this prompt into EduChat: “I want to create a story. I will provide a sentence. Then I want you to add one sentence for what comes next.”

In a teacher-led demonstration, each group in turn adds to the story, helping the story grow with everyone's ideas.

STEP 4 – STORY ITERATION

The final story is distributed to students. Students work in Word or Docs to revise and extend the AI-enhanced story. They add their own voice style or humour. Students iterate the story, inserting dialogue, changing it or reshape characters.

CORE UNDERSTANDING

AI can be a creative partner that supports but does not replace the storyteller. When students guide the process AI provides options that spark imagination and extend ideas. By revising and responding to AI suggestions, students learn that creativity is a shared process, that stays rooted in human choice and voice.

EXTENSION: Year 5-6 students can use EduChat independently, working in pairs is a great idea. They can prompt for different ideas. Who else enters the story? What is the setting like?

TIP: *Copy and paste the final version into Google classroom Comment and students can copy and paste into their own google doc for editing.*

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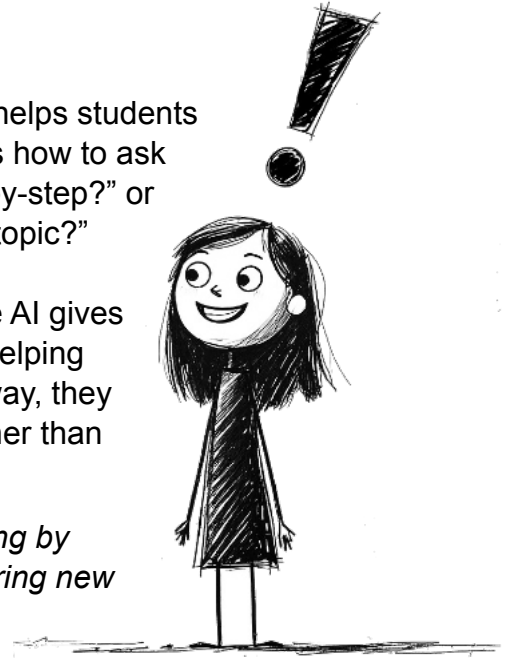
Day 5: Using AI to Learn How to Learn

OVERVIEW

On our final day, we'll focus on turning the AI into a guide that helps students learn new concepts, not just find answers. We'll teach students how to ask the AI questions like, "Can you explain how to solve this step-by-step?" or "What are the important things I should understand about this topic?" rather than just "What's the answer?"

This session will show them how to phrase prompts so that the AI gives them a learning journey, like asking for hints or explanations, helping them grasp the "why" and "how" behind the information. This way, they learn to use AI as a tutor that supports their understanding rather than just a shortcut to an answer.

Goal: *Students will take control and take the initiative in learning by treating the AI as a guide, asking for help in small steps, exploring new ideas and developing strategies for deeper understanding.*

**1. INTRODUCTION** (5 minutes):

Briefly discuss how AI can be more than just a question-answer machine. Explain that today's focus is on using AI to help them learn step-by-step.

2. DEMONSTRATION (10 minutes):

Show a live demo. [Use the Learn How To Learn template.](#) Copy and paste [The Learn How to Learn Prompt](#) into EduChat.

I want to learn my 6 times tables.

I am a Year 3 student.

I want you to ask me 10 questions .

If I get one wrong, give me 3 different explanations of how to work it out, one at a time, to see if I can get the correct answer.

Then you give me the correct answer if I haven't worked it out.

Encourage me along the way; when I get an answer correct give me an emoji.

Use words like splendid, fantastic, amazing & super.

After 10 questions give me a mark out of 10 and evaluate my quiz.

Include the time it takes me to complete the 10 questions.

Once the prompt is entered, run the activity as a whole-class demonstration.

Select different students to answer each question as the AI responds.

After completing the 10 questions, repeat the activity with another table, such as the 8 times table.

TIP: *if you revisit the same chat again, the AI will use the same instructions for the next times table you select.*

WEEK Nine Prompting like a PRO**Day 5: Using AI to Learn How to Learn (cont)****3. STUDENT ACTIVITY** (15 minutes):

Let students practice formulating their own questions and learning style. They can pick a topic or a problem and try asking the AI to walk them through it rather than just give a direct answer. Use the **W9-Learn How to Learn Template** for guidance.

4. STUDENT ACTIVITY - TESTING Year 5-6 students can use EduChat independently to prompt the AI with their Template answers. Younger students can test their prompts as a whole class or group as a teacher directed activity using of EduChat

5. DISCUSSION (5 minutes):

Bring the class back together for a group discussion. Talk about what students discovered about how they learn best.

Encourage them to think about how AI can support their individual learning styles, for example, by explaining things step-by-step, using explanations, creating examples or turning information into a story. Guide the conversation with questions such as: What helped you understand the story or task most clearly? How could you ask the AI to respond in a way that suits your learning style? Did you notice that the AI could adapt when you changed your prompt or asked in a different way? Highlight that AI works best as a learning partner, helping each student learn in their own way, not just giving quick answers. What were the most effective questions? Did they find the AI helpful?

6. REFLECTION & WRAP-UP (10 minutes):

End with a flow writing activity where students write what they found most interesting about using the AI this way. They can also note one thing they learned and one question they might ask differently next time. You can do a quick group share to let students reflect on how this changes their approach to learning.

CORE UNDERSTANDING

Students learn that taking control of their learning means asking questions that help them understand “how” and “why,” not just “what.” By using AI to explain concepts step-by-step with examples, they discover that learning is a process they can guide themselves. The right question is often more powerful than the right answer.

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MISSION – If You're Up For It - Prompt Like a Pro

Goal: Use EduChat to try these new challenges. Each mission asks for a different type of response; see what EduChat can really do!

Here are some samples; once you get the hang of it, invent your own prompts to try.

1. Learn how to request structured information in table format.

Prompt: What's the difference between living on Earth and living on Mars? Provide a table as a T-chart showing the pros and cons of each. Copy and paste this into a Word or Google Doc. Provide links to website sources. Double-check links are working.

Output Type T-Chart / Comparison Table

2. Decide How You Want to Learn

Prompt: I want to learn about metaphors. Provide a quiz for me to answer (not multiple choice). Give me one question at a time. When I finish 10 questions, tell me my score. If I get an answer wrong, give me 3 hints to help me improve.

Output Type Interactive Quiz

3. Explain Anything

Prompt: Explain how volcanoes erupt using simple words. Provide a step-by-step guide & include a short glossary of 5 new words. Add 5 links to websites where I can check your information.

Output Type Step-by-Step Guide + Verified Resources

4. Ace Spelling Challenge

Prompt: Write a silly story using all of the following spelling words: [insert spelling words]. Keep it under 200 words and make it funny. I am in Year 5.

Output Type Creative Story

5. Riddle Me This!

Prompt: Create five riddles about space. Don't tell me the answers until I've guessed. Give them to me one at a time. If I get it wrong, give me 2 hints one at a time.

Output Type Interactive Riddle Set

OPTIONAL

Students create a list of effective prompts and results. Listing which prompts worked best.

CORE UNDERSTANDING

Students learn that the clarity and quality of their prompts shape how AI responds. Through different types of prompts and output formats in EduChat, they practise guiding AI, structuring information and staying in control of the creative process. They understand that AI is a learning partner that helps them think, organise and communicate ideas more effectively, while developing ethical and creative confidence in how they use AI.

WEEK Nine Prompting like a PRO

Table of **NSW curriculum outcomes** aligned with **Week 9 Prompting Like PRO** for student learning for Stage 2.

Learning Area	NSW Syllabus Outcome	Application in Lesson (Days)
English	EN2-OLC-01: Communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting	Group discussions and questioning activities, practice with prompts, story development. Class discussions & reflections (Days 1–5)
English	EN2-CWT-01: Plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience	Creative story development with AI (Days 4)
English	EN2-RECOM-01: Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension	Research and verification activities Understanding step-by-step explanations (Days 3, 5)
English	EN2-HANDW-02: Uses digital technologies to create texts	Flow writing activity & reflection work. (Days 1, 3, 5)
English	EN2-UARL-01: Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts	Story development and iteration (Day 4)
Technology	ST2-1DI-T: Describes how digital solutions are designed to meet needs or opportunities	Students use and experiment with AI tools to enhance learning. (Days 1–5)
Personal & Social Capability	PD2-10: Demonstrates a range of interpersonal skills that build and enhance relationships	Research and verification strategies Learning how to learn activities (Days 3, 5)
Personal & Social Capability	EN2-12E: Recognises and uses an increasing range of strategies to reflect on their own and others' learning	Using EduChat platform Interface navigation, Digital research (Days 1–5)
English	EN2-CWT-02: Plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience	Structured prompt writing Story planning and development (Days 2, 4)
English	EN2-CWT-03: Plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience	Story iteration and revision Mission: Refining prompts and responses (Days 4 & Mission)
English	EN2-SPELL-01: Selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts	Spelling challenge activity (Mission)

WEEK Nine Prompting like a PRO

SUMMARY

Day	Focus	Key Activities	Core Understanding
Day 1 Use AI to Learn AI	Learning how AI responds to questions	Watch the 'Use AI to Learn AI' video, explore EduChat interface, and practise asking and reading AI responses. Students take notes, write questions, and share findings.	AI doesn't have intent—humans guide it through clear and thoughtful prompts.
Day 2 Understanding Prompts	Question building and clarity	Use the AI Prompt Builder Template to learn how to structure prompts using who, what, where, why, and how. Students experiment with creative roles and compare responses.	Good prompts tell the AI who you are, what you want, and how you want it explained.
Day 3 Researching and verifying with AI	Fact-checking and structured inquiry	Use the PREPP Template to research topics like the Superman Caves. Students craft precise prompts, verify links, and explore how prompt structure changes responses.	Students learn to check, refine, and verify AI information for accuracy and reliability.
Day 4 AI as a Creative Partner	Collaborative storytelling	Work in groups to co-create stories with AI, alternating sentences with EduChat. Revise and personalise the AI's additions to add voice, humour, and creativity.	AI supports but does not replace creativity—students stay in charge of the story's ideas and tone.
Day 5 Using AI to Learn How to Learn	Self-directed learning and reflection	Students use the Learn How to Learn Template to ask AI to guide them step-by-step through a topic. They practise using AI for deeper understanding, not just answers.	Students discover that the best learning happens through guided exploration, AI helps them understand how and why, not just what.

TIPS

Always tell the AI who you are, what you want it to do, and how you want it done (for example: "You are a Year 5 scientist. Explain..."). This clarity gives better results.

Ask for a specific format (table, quiz, story, script) in your prompt—then compare how different formats help you understand or present ideas.

After the first AI response, ask a follow-up or refine your prompt to improve clarity, depth or format rather than starting over.

Use the AI's answer as a draft, not a final product. Review it, check its facts, fix any errors, put your own ideas in and make it your work.

Save your favourite prompts in a "Prompt Library" and label them, this helps next time you want quick but clever AI results.

TAKEAWAY

Students learn that clear, structured prompts shape powerful AI responses and that they must critically review and refine those outputs to ensure accuracy, fairness & creative ownership.

WEEK Nine Prompting like a PRO**LINKS****W9 - Learn How to Learn Copy Prompt - pdf**

<https://www.virtualteacher.com.au/downloads/W9-AI-Learn-How-to-Learn-Copy-Prompt.pdf>

W9 - Learn How to Learn Template

<https://www.virtualteacher.com.au/downloads/W9-AI-Learn-How-to-Learn.pdf>

W9 AI Creative Partner W9-Learn How to Learn Template

<https://www.virtualteacher.com.au/downloads/W9-AI-Creative-Partner.pdf>

Week 9 - AI Prompt Builder - Template

<https://www.virtualteacher.com.au/downloads/W9-AI-Prompt-Builder.pdf>

Week 9 – PREPP Prompt Builder - Template

<https://www.virtualteacher.com.au/downloads/W9-AI-PREPP-Prompt-Builder.pdf>

IMAGiNAIRING - Webpage

<https://www.virtualteacher.com.au/imaginaire/>

FLOW Writing - Webpage

<https://www.virtualteacher.com.au/flowwriting/>

VIDEOS**Week 9: Use AI to Learn AI — Getting to Know the Interface (EduChat Demo for Students)**

<https://www.youtube.com/watch?v=8H-q1ryrhu0>

Superman Caves Video Link from my Geology website page

<https://www.virtualteacher.com.au/geology/>

AI as a Creative Partner - Follow that Dog - Video

<https://youtu.be/nJ-9PXGukP8>

AI Demystified – What's Next for Classrooms & Students?

<https://www.youtube.com/watch?v=FMwCPYCJfX0>