

START Here!

5

#AlinEducation



WEEK Five Mega Prompts

Week 5: Mega Prompts

Hey there, word wizards and picture magicians! This week I have a challenge for you: can you paint with nothing but words? That's right, no pencils, no paintbrushes, just your imagination and some clever prompting. The better you describe it, the better the AI can bring it to life. Want a pirate cat eating pizza in outer space? Or a dragon riding a skateboard at sunset? Say the words and watch the magic happen. Let's see if your prompts can surprise even you!

Anchor Tool: Note [Say What You See](#) requires no login and is free.

[Adobe FireFly](#) requires requires teacher login for teacher-led demo only.

Core Concept: *AI tools turn words into pictures and the way you describe something, subject, action, style and setting, shapes the image created. By experimenting with prompts, students learn how detail, clarity and creativity in language directly affect the visual results.*

1. Clarity creates accuracy

The clearer your directions to AI, the better the results. A poor prompt means a poor image.

2. Imagination comes first

Before typing a prompt, have a clear mental (or sketched) picture of what you want to create. Drawing it helps sharpen your vision.

3. Details matter

Knowledge of [art movements](#), techniques, materials and aspect ratio helps you use precise words, which makes AI results closer to your vision.

4. Prompts are like camera shots

Just as photographers choose framing, lighting and style, prompt writers choose descriptive details. Here is a link to the [language of film](#). The more precise, the better the prompt, the better the result.

5. AI doesn't always get it right

Sometimes AI misses the mark. That's not failure, it's a chance to refine your idea and improve your prompt until it matches your vision.

WEEK Five Mega Prompts

Day 1 – Say What You See

Goal: *Students will explore how describing what they see creates image prompts and reflect on how prompts improve with practice.*

1. DISCUSSION

Ask: Have you seen or used AI tools that turn words into pictures?

Discuss: What kinds of words would help the AI make a better picture?

Record student ideas on the board.

Highlight: Prompts are simply descriptions, the clearer & more detailed, the better the result.

2. TEACHER DEMONSTRATION

Project [Say What You See](#) on the smart board.

Model: Search “See What You Say” in Google, open the app, and complete the first level.

Think aloud: Describe what you see, showing how precise wording improves results.

Highlight: On-screen tips and why they help.

Demonstrate: Demonstrate: how to fill in the [Say What You See Tracker](#)

Students: Take a screenshot after completing Level 3.

3. STUDENT ACTIVITY – PLAY SAY WHAT YOU SEE

In pairs, students take turns: Writing descriptive prompts, typing them into the app and recording results in the **Say What You See Tracker**.

4. CLASS DISCUSSION – TRACKER RESULTS

Invite a few students to share screenshots and explain their Tracker results.

Discuss: Are your prompts improving? How many tries did it take? What percentage did you get correct?

6. REFLECTION & [Flow Writing](#)

2–3 students share screenshots and explain their results.

Class discussion: What did you enjoy? What images stood out? What was tricky?

Students complete 5–10 minutes of Flow Writing on their experience.

EXTENSION Play further levels at home or school. Repeat Levels 1–3 until achieving a perfect score. Try harder levels for a challenge. Create a “How-To” video for other classes.

INTEGRATION WITH LITERACY

Encourage students to use compound, simple, and complex sentences.

Include adjectives, verbs, and adverbs in Flow Writing.

CORE UNDERSTANDING

AI turns words into pictures, but the quality of the image depends on how clear and detailed the description is. Practising “Say What You See” teaches students that careful observation and precise language are the foundation of strong prompts. Mistakes show where prompts can be improved, and each attempt strengthens both descriptive skills and AI responses.

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Day 2 – The Secrets of Fantastic Prompting

Goal: *Students will understand how descriptive prompts change images and begin creating AI-generated illustrations for a book project.*

1. WATCH & DISCUSS teacher-led [The Fantastic Prompt and Mr Fox](#)

Pause 2–3 times to ask: Which images do you like? Why?

Highlight how different prompts affect the images.

Note: Adobe Firefly's interface may vary by device.

2. CHARACTER DISCUSSION

Review the “Secrets of Prompting” screens from the video.

Challenge: Pick 2 other characters from Mr Fox (or an alternative class book if unfamiliar).

Brainstorm possible descriptive prompts for those characters.

Here's a quick summary of characters from Mr Fox for [reference](#).

3. PARTNER ACTIVITY: DRAW & DESCRIBE - so they can chat

In pairs, students draw one character each.

Use the Prompt Guide [BLM template](#) as a print out or display on smart board to write a descriptive prompt for the character.

Share 2–3 examples with the class.

4. TEACHER DEMONSTRATION

Enter 2–3 student prompts into Adobe Firefly. Show the generated images.

Class discussion: Does it look like we imagined? How could the prompt be improved?

5. BEGIN BOOK PROJECT

In pairs, students start a digital book (Book Creator or Canva). See [Guide to Book Creator](#)

Title suggestion: Experiments with AI Images. [Use success criteria from Week 4.](#)

Add: A title page, AI images (as generated), hand-drawn images, prompts written under each image, short comments on results.

Encourage creative typography and layout (show Amazing Worlds as an example).

6. TEACHER SUPPORT SYSTEM

While students work, teacher generates and shares additional AI images.

Management tip: Have students write their names on the whiteboard when ready for image generation.

Teacher downloads or shares images. (Options: Google Classroom, USB, AirDrop, or simply let students photograph the smart board with iPads)

7. CLASS DISCUSSION & REFLECTION

Select 2–3 students' Prompt Guides and discuss: Will these prompts work? How could they be improved? Reinforce that image generation and book creation will continue in the next lesson.

CORE UNDERSTANDING: THE CLEARER YOUR INPUT, THE BETTER THE AI OUTPUT

Detail and clarity in prompts shape the quality of AI-generated images and clear structured prompts make outputs predictable. Students begin applying prompt-engineering strategies explicitly, character, action, setting and style, then use iteration, reflection and collaboration to align images with intent and carry these skills into their digital books

WEEK Five Mega Prompts**Day 3 – Book Creation & Image Generation**

Goal: *Students will continue developing their digital books by combining hand-drawn and AI-generated images, refining prompts and reflecting on their creative process through discussion and writing.*

1. TEACHER-LED INTRODUCTION

Outline today's task:

Students will continue working on their books.

Teacher will work with pairs to generate AI images from their prompts.

Emphasise: Today is about making progress, sharing ideas and supporting one another.

2. STUDENT WORK – BOOK CREATION

Students work in pairs to:

Add AI-generated images to their digital books (Book Creator or Canva).

Refine prompts with teacher support.

Continue improving layouts, captions, and typography.

3. PROGRESS SHARING

Teacher invites 2–3 pairs to share their books-in-progress.

Class provides encouragement and constructive ideas for improvement.

Teacher highlights effective use of prompts, layout, or design choices.

4. ONGOING TEACHER SUPPORT

Teacher rotates between pairs to help generate images using Adobe Firefly.

Management tip: Students place names on the board when ready for teacher support, so others can continue working independently.

5. CLASS DISCUSSION

Invite volunteers to share progress with the whole class.

Guide discussion: What was tricky? What did you enjoy? What are you planning to do next to finish your book?

6. REFLECTION & FLOW WRITING

Students spend 5–10 minutes writing about their experiences.

Prompts: What progress did you make today? How did your prompts improve your images?

What are your next steps?

TIPS

Encourage students to balance text and images for clear storytelling.

Use [“spotlight moments”](#) to keep feedback positive and encouraging.

EXTENSION

Students create additional prompts and generate extra images for bonus pages.

More confident pairs can experiment with typography, design styles or alternative layouts.

Invite students to draft a “Tips for Prompting” page to share with future classes.

CORE UNDERSTANDING

Creative work improves through collaboration, sharing and feedback as well as focused design. Students refine pages with a focus on layout and audience so text and images communicate clearly. By combining descriptive prompts with AI tools students refine language and visuals and deepen understanding of how words transform into images

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Day 4 – Using Art Movements to Prompt

Goal: *Students will explore how applying different art movements to prompts influences AI-generated images and will integrate these into their digital books.*

1. VIDEO REVISIT

Re-watch [The Fantastic Prompt and Mr Fox](#) (4.3mins) Revisit around the 3-minute mark for art movements.

Focus: How different art movements change the images.

2. CLASS DISCUSSION

Discuss: How do different art movements affect the prompts?
Which examples do you like best? Why?

3. TEACHER DEMONSTRATION

Open Adobe Firefly.

Demonstrate: Use 2-3 student prompts from Day 2, applying different art movements.
Show how the results change depending on the selected style.

4. STUDENT RESEARCH & TEACHER-LED IMAGE CREATION

Students research 3 art movements they like using the [Week 5 Image Prompt Template - Art](#)
Once research is complete, pairs work with the teacher to: use their previous prompt for their chosen character, select their favourite art movement then generate an AI image.
Then upload their hand-drawn image as an image reference in Adobe Firefly.

Generate a new AI image combining the prompt + art movement + reference drawing.
Students compare the new image to their hand-drawn version and their earlier AI-generated image without the art movement.

Students then: Download and save the new images and insert them into the Book Creator book. Write the prompt under each image and add a short comment on the differences.

5. CLASS REFLECTION – GROUP DISCUSSION

Invite students to share and compare their results: Which AI image did you like best? Why? How did the reference image change the result? What difference did adding an art movement make?

Highlight that in the next session (Day 5), students will present their books and explain their findings about using AI to create images.

EXTENSION

Invite students to draft a short paragraph explaining why they chose their art movement, adding this to their book and integrating with literacy objectives.

CORE UNDERSTANDING

Art movements shape the way AI interprets prompts. By applying different styles, students see how artistic choices influence meaning and mood. Combining descriptive prompts with art history enriches their creative projects and deepens understanding of both language and visual storytelling.

WEEK Five Mega Prompts**Day 5 – Sharing Our Digital Books**

Goal: Students will finalise and present their completed digital books to the class, reflecting on their use of AI, creativity, and collaboration.

1. FINAL PREP

Students Check books against the Day 4 Success Criteria.

Add finishing touches (title page, prompts, reflections, layout).

Practise presenting with a partner: Reading clearly

Encourage students to think about: What surprised them most. What they learned about prompts, art movements and image references. Which results they are most proud to share.

2. PRESENTATIONS – PAIRS SHARE THEIR BOOKS

Each pair presents their book to the class.

Preferred: Display on the smart board using Book Creator's Read to Me option.

Alternative: Present directly from iPads or computers.

Each pair introduces their book, explains how AI and imagination worked together, and reads a short excerpt.

Audience Role

Listen respectfully.

Offer 2–3 positive comments or questions, such as:

"I liked how you combined drawings with AI images."

"How did you come up with that prompt?"

3. EXTENSION ACTIVITY – CLASS VIDEO SHOWCASE

Students record their book using iPad screen recording with "Read to Me" enabled.

Save and airdrop recordings to the teacher's device.

Teacher or students compile all recordings into a single class video showcasing every book.

4. REFLECTION – FLOW WRITING

Brief whole-class discussion.

Students complete 7 minutes of Flow Writing on: The part of today I enjoyed most was...

The most interesting image I saw was...AI helped me by... Next time, I would...

TIPS

Limit presentations to 2 minutes per pair.

CORE UNDERSTANDING

Sharing books allows students to reflect on their creativity and collaboration. Presenting highlights how AI and human imagination work together, while recording extends the project into a lasting class collection and creates a permanent record of learning.

WEEK Five Mega Prompts**WEEK 5 Summary**

Day	Goal	Core Understanding
Day 1 – Say What You See	Explore how describing what you see creates image prompts; practise refining descriptions to improve results.	Clear, specific description drives image quality; practice increases accuracy.
Day 2 – The Secrets of Fantastic Prompting	Apply descriptive prompts and begin creating AI-generated illustrations for the book project.	Clear structured prompts make outputs predictable; students explicitly apply character, action, setting and style and iterate to align with intent.
Day 3 – Book Creation & Image Generation	Combine hand-drawn and AI images in digital books; refine prompts with feedback; improve layout.	Collaboration, sharing and feedback plus a focus on layout and audience make pages communicate clearly.
Day 4 – Using Art Movements to Prompt	Research a favourite art movement; regenerate images using prompt + art movement + image reference; compare results; add to books.	Stylistic choices and references guide AI toward a specific look and mood, changing how the story is read.
Day 5 – Sharing Our Digital Books	Finalise and present books; reflect on AI, creativity and collaboration; optionally record a Read-to-Me showcase.	Presenting and recording make learning visible and highlight how AI and imagination work together.

TIPS

Model the frame: On smart boards use the four-part prompt, character, action, setting, style and think aloud while refining.

Use image references: Upload student drawings, add a favourite art movement, then compare hand-drawn → first AI → AI with movement and reference.

Queue management: Keep the names-on-board system for teacher-led Firefly time while peers continue layout and captions.

Differentiate: Younger students swap one style word and add a caption, older students iterate prompts justify movement choices and adjust layout for audience.

Takeaway for teachers

Week 5 is language first, clear structured prompts make images predictable, then art movements image references and simple layout choices turn those images into purposeful pages.

WEEK Five Mega Prompts

Table of **NSW curriculum outcomes** aligned with **Week 5 Mega Prompts AI lesson**, including outcome codes, descriptions and examples of evidence of student learning for Stage 2. Upload this document to the [VT AI Programer](#) for other stage outcomes.

Learning Area	NSW Syllabus Outcome	Application in Lesson
English	EN2-4A Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend texts.	Days 1-4: Students read and interpret AI-generated images, analyzing visual elements and providing descriptive responses.
English	EN2-2A Plans, composes and reviews a range of texts.	Days 2-3: Students create digital books combining text and AI-generated images, writing descriptive prompts and reflections.
Visual Arts	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	Days 2-4: Students draw characters and create descriptive prompts to generate AI artwork.
Visual Arts	VAS2.2 Uses the forms to suggest the qualities of subject matter.	Day 4: Students explore different art movements and their influence on AI-generated images.
Digital Technologies	DT2-2A Selects and uses digital systems and tools to share information.	Days 2-3: Students use Book Creator/Canva to create digital books with AI images.
Digital Technologies	DT2-7A Plans and safely creates digital solutions.	Days 1-4: Students experiment with AI tools like Adobe Firefly to generate images from prompts.
English	EN2-11D Responds to and composes texts that express viewpoints of the world <u>similar to</u> and different from their own.	Days 1-3: Students provide feedback on peers' work and reflect on different interpretations.
English	EN2-10C Thinks imaginatively, creatively and interpretively about information, ideas and texts.	Days 1-4: Students create imaginative prompts and interpret AI-generated images.
Visual Arts	VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	Day 4: Students explore how different art movements affect AI image generation.
Digital Technologies	DT2-5A Collaborates to define problems and design digital solutions.	Days 2-3: Students work in pairs to create digital books and refine prompts.
English	EN2-12E Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.	Days 2-4: Students connect text descriptions to visual representations through AI.
Visual Arts	VAS2.4 Identifies connections between subject matter in artworks and what they refer to.	Day 4: Students analyze relationships between prompts, art movements, and generated images.
Digital Technologies	DT2-3A Identifies and explores digital systems for specific purposes.	Days 1-4: Students use multiple digital tools (Say What You See, Adobe Firefly, Book Creator) for specific creative tasks.



WEEK Five Mega Prompts

LINKS

Say What You See – Google Arts & Culture experiment

<https://artsandculture.google.com/experiment/say-what-you-see/jwG3m7wQShZngw?hl=en>

No login, runs in-browser on iPads and laptops. Great for modelling descriptive prompts on smart boards.

The Fantastic Prompt and Mr Fox

<https://www.youtube.com/watch?v=65teklERUR4>

Adobe Firefly – image generation

<https://firefly.adobe.com/>

Teacher-led use recommended, especially for students under 13. Use student prompts, favourite art movements and image references to compare outcomes.

Book Creator – building the digital book

<https://bookcreator.com/>

Use “Read to Me” for sharing, plus simple page layouts and captions under images.

Art Movements

<https://www.ai-videocourses.com/blog/120-ai-art-styles-examples/>

Imaginairing & Flow Writing Quick Guide

<https://www.virtualteacher.com.au/downloads/Imaginairing&FlowWriting.pdf>

The Language of Film

<https://www.virtualteacher.com.au/making-movies/>

CLASSROOM HANDOUTS

Spotlight Moments - Explanation and samples

<https://www.virtualteacher.com.au/downloads/SpotlightMoments.pdf>

Main Characters from “Fantastic Mr Fox

<https://www.virtualteacher.com.au/downloads/Character%20Fantastic%20Mr%20Fox.pdf>

Say What You See Tracker - student results table and notes

<https://www.virtualteacher.com.au/downloads/SayWhatYouSee-Tracker.pdf>

Week 5 - Image Prompt Template - subject, action, style and setting scaffold

<https://www.virtualteacher.com.au/downloads/W5-Image-Prompt-Template.pdf>

Week 5 Image Prompt Template - Art quick facts, visual features,

<https://www.virtualteacher.com.au/downloads/W5-Image-Prompt-Template-Art.pdf>