Week 4: Introduction to *AMAZING Worlds* & AI-Generated Images

Hi everyone! Welcome to Week 4 of our AI in Education series. This week we're diving into text-to-image prompting. You'll learn how to use words creatively to tell AI exactly what you want to see. Together, we'll explore how different words, details and descriptions shape the images AI creates. You'll get the chance to write, reflect and create amazing visuals from your own imagination.

Theme: *Creating Images from Words (Text-to-Image) & Human–AI Collaboration*
Anchor Tool: Google Whisk AI **Free**; teacher demo/login required.
Devices: iPads preferred; a computer or laptop also works.
Core Concept: AI can be guided by prompts to generate imaginative images. Students learn how word choice, detail and iteration shape results, then publish their creations in digital books that combine AI with their own drawings and storytelling.

1. AI follows prompts, it doesn't imagine
Whisk AI doesn't "think" like humans. It follows the instructions we give it. The more precise and descriptive the words, the closer the image is to what we imagined.

2. Iteration improves results
If the first image isn't quite right, change the prompt. Adding or adjusting details shows how refinement brings AI outputs closer to your creative vision.

3. Balance human creativity with AI images
Students create both hand-drawn illustrations and AI-generated pictures. Comparing them highlights differences and shows that AI is a partner in creativity, not a replacement.

4. Typography shapes storytelling
In Book Creator or Canva, fonts, colours and layouts influence how the story feels. Students learn that design choices matter as much as words and images.

5. Sharing builds authorship and pride
When students present their finished books, they see themselves as authors. Reflection and feedback show how AI supported their creativity while the choices and meaning came from them.

Day 1 – Introduction to AI & AMAZING Worlds & AI Generated Images

Goal: *Introduce students to the idea of AI-generated images, Human–AI collaboration and how words become pictures.*

1. READ: Students read **AMAZING WORLDS** book as whole class.

2. DISCUSSION
How do you think the pictures in the book were made? What do you think of them? Would you like to visit these worlds? What do you think about the Orange Circle?
Teacher explains AI
AI is a computer technology that follows instructions to create things like pictures, music, and stories. It does not think like a human, it uses a dataset and patterns to generate a response. For example, if you type "a purple dinosaur wearing sunglasses," AI looks for those elements and combines them. If the result isn't quite right, you can change your words to improve it.
Emphasise: Not a single place, creature, or adventure in AMAZING WORLDS has been seen by human eyes before. Without AI, they wouldn't exist. This is a Human–AI collaboration.

3. IMAGINAIRING
Students sit still for one minute with eyes closed, imagining their own world (colours, sights, sounds, smells, feelings). 2-3 students share their imaginings with the class.
Students then do **Flow Writing** (5-10 mins), nonstop writing about their imagined world. No stopping, no talking, no correcting.
2-3 students share their writing, with the class suggesting extra details that could enrich the writing. (The same procedure as in previous sessions)

4. DRAW
Using their writing students draw their imagined world. A3 paper is a good choice, using pencil in detail then add colour with Textas. The vibrancy makes the image photograph well.

5. WATCH
AMAZING Worlds VIDEO of the book.

6. REFLECTION Flow Writing
What did you enjoy? What images stood out? What would you like to try next with AI images?

CORE UNDERSTANDING:
AI uses instructions called prompts to generate images. Human imagination drives the process and words shape the result.

Day 2 – How AI Uses Prompts

Goal: *Introduce students to the idea of prompts, demonstrate how AI follows instructions, and practise writing and testing their own prompts.*

1. WATCH
WHAT INSPIRED – AMAZING WORLDS: The Story Behind the Story (BTS)
Highlight: AI doesn't "think" like a person. It follows instructions (prompts). A prompt is just a set of words. If the AI doesn't get it right the first time, we change the prompt — this is called iteration.

2. TEACHER DEMONSTRATION on smart board
Open Whisk AI (or Canva / Adobe Express / Bing Image Creator).
Type in a simple prompt: "A red spaceship floating in a purple sky."
Discuss: Is this what we expected? What could we change?
Try adding detail: "A shiny red spaceship floating in a galaxy full of stars."
Compare results.
Show a result that isn't quite right. Ask students to suggest precise changes (colour, style, setting, camera angle), then re-run the prompt to compare."
Note: With Whisk AI, prompts work best between **10–25 words.** Detailed prompts often produce stronger results.

4. STUDENT HANDS-ON Activity
In groups of 2-3 students review their imagined world descriptions from Day 1.
Write 2–3 prompts (10–25 words) to describe their world.
Share and refine prompts together, add details, change words, improve descriptions. Each student selects the best prompt to describe their world.
Each group selects one the prompt to try first.

5. TEACHER DEMONSTRATION on smart board
Teacher logs into Whisk AI.
One prompt from each group is entered and the image generated.
Students discuss results: Does it look like what we imagined? How could we improve the prompt?
Teacher downloads or shares images. (Options: Google Classroom, USB, airdrop, or simply let students photograph the smart board with iPads.)

6. REFLECTION – Flow Writing
Prompt: "What did I notice about my prompt and the image it created? What would I change next time?"

CORE UNDERSTANDING
AI follows prompts. The words we choose determine the image. Iteration improves results.

Day 3 – Create a Book with AI & Student Images

Goal: *Introduce students to Book Creator or Canva, begin designing a multimedia book that combines AI images, hand-drawn worlds, and written prompts.*

1. DEMONSTRATION
Teacher demonstrates how to open and set up the program:
Book Creator: choose 16:9 landscape. **Quick Guide to Book Creator**
Canva: choose Presentation – Blank option.
Show how to add a title and design a cover. With authors names added.
Add a page. Upload one AI-generated image and your prompt. Add one hand-drawn image, add a summary from your Flow Writing

2 DISCUSSION: Do the AI images match the prompts? How do they compare with the student drawings? Which feels closer to the imagined world?

3. STUDENT HANDS-ON Activity
Students work in pairs within their original groups.
Begin their digital book:
• Add a title. Insert their AI images on following pages.
• Photograph and upload their drawings. Write their prompts under each image.
• Add short comments on the results.
Encourage use of typography to enhance meaning. Show Amazing Worlds as an example of layout and style.

4. TEACHER LED SUPPORT
While students are working, teacher supports groups by generating and distributing additional AI images using **WHISK AI.** This requires teacher supervision at all times.
Troubleshoot formatting, extend advanced students with text formatting in colour/fonts and demonstrate optional voice-over or adding background music.

5. WRAP-UP & CLASS REFLECTION
Select 2–3 pairs to share progress on the smart board or on individual iPads, enable read me mode in Book Creator.
Whole-class discussion: A few pairs present their book progress on the smart board or on individual iPads if that works better. The class provides feedback, noticing how each pair has combined AI images, drawings and prompts in different ways.

EXTENSION: Use the pen tool in Book Creator (or Canva drawing features) to create a digital sketch of their world. Providing AI generated, hand drawn & digital images for comparison.

CORE UNDERSTANDING:
Digital publishing tools like Book Creator or Canva combine AI and human creativity into a single project. By mixing prompts, AI images and student artwork, each book becomes a unique reflection of imagination and collaboration.

Day 4 - Complete Your Book Project

Goal: *Students will complete their digital books, finalising layout, images, prompts, and reflections. They will prepare their work for sharing in the class showcase.*

1. DISCUSSION

Recap: "Yesterday we began creating our books with AI images, drawings, and prompts. Today we're going to finish them so they're ready to share."
Ask: "What makes a book feel complete? What parts are still missing?"

2. STUDENT HANDS-ON Activity

In pairs, students continue working on their books:

• Finalise covers and titles.

• Insert remaining AI images and hand-drawn images.

• Add written prompts and reflections under each image.

• Experiment with fonts, colours and layout for readability and style.

• Check progress against the **Success Criteria** (see resources).

Teacher encourages inclusion of at least 2 AI images and 2 hand-drawn images.

3. TEACHER SUPPORT

Teacher circulates, supporting groups. Generate/distribute any missing AI images from prompts. The teacher troubleshoots layout and formatting issues.
Provide extra challenges for advanced students (e.g., adding background music, experimenting with typography, digital drawing).

4. WRAP-UP & CLASS SHARE (15 minutes)

A few pairs present their book progress on the smart board. Class feedback: What do you notice? What works well? What could be improved tomorrow before sharing?

5. REFLECTION Whole Class

Prompt: "How did I combine AI and my own creativity today? What do I still want to add before my book feels finished?"

NOTE SUCCESS CRITERIA are in the Resources section or **download here.**

CORE UNDERSTANDING:
Completing a digital book means curating and polishing all elements so the work communicates clearly to an audience.

Lesson 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 the book against the Day 4 Success Criteria **download here.**
Add finishing touches (title page, prompts, reflections, layout).
Practise presenting with a partner, read clearly, turn pages smoothly, check images and text.
Teacher: Remind students: speak clearly, share both AI and hand-drawn images, and explain at least one reflection or prompt.

2. PRESENTATIONS Pairs Present to the class
• Ideally on the smart board using Book Creator "Read to Me" option.
• If not possible, individual iPads are acceptable.
• 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 (e.g., "I liked how you combined drawings with AI images").

EXTENSION ACTIVITY
Screen Recording with "Read to Me" Enabled:
Students record their book using the iPad's screen recording feature.
Save and airdrop recordings to the teacher device.
The Teacher or students compile all recordings into a single class video showcasing every book.

4. REFLECTION – **Flow Writing**
Brief Discussion followed by 7 mins of Flow Writing: The part of today I enjoyed most was… The most interesting book I saw was… AI helped me by… Next time, I would…"

TEACHER TIP
Limit to 2 minutes per pair. Or run two stages: half present live; half submit Read-to-Me screen recordings to be compiled.

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 lasting record of learning.

MISSION - If You're Up For It (1 week)

Goal: *Students design and publish a digital book combining creative writing, AI-generated images, thoughtful formatting, typography and personal authorship.*

1. PLAN YOUR STORY
Choose whether to make a story like **AMAZING WORLDS** or invent a new one.
Think about your title, dedication and how many pages you'll need, between **15-20 pages**

2. SET UP YOUR BOOK
Open Book Creator (choose the Square option so spreads display correctly in preview) or Canva. Review formatting in **AMAZING Worlds book** for ideas:
Page 1 = Title Page (by itself).
Page 2 = leave blank (so pages 2–3 display opposite) **Page 3** = Dedication page.
Pages 4–5 = Begin your story (text & images on opposite pages). Continue with this pattern.

3. WRITE & FORMAT
Write your story, paying attention to typography (fonts, size, colours, and layout).
Add your text to pages, balancing text on one side and images on the other.

4. ADD IMAGES
Aim for about **5 AI images** to illustrate your story. Write and save the prompts you used.
Images should be **1:1 (square)** for this book format. These can be created at school with teacher support or at home with parent supervision.

5. FINISHING TOUCHES
Add an author page with your name. (see **AMAZING Worlds book** for formatting). Include:
Title, Dedication, Story pages, AI images + prompts, Copyright and Credits.

6. EXPORT & SHARE
Once finished, export your book as a PDF. Share with your class or family.

7. OPPORTUNITY FOR AGENCY
This Mission gives students choice and ownership. They decide what story to write, how to illustrate it and how to format their book. By creating their own published project, students practise creativity, independence and pride in authorship.

COMPLETION TIME
This could be a week-long project. It can also be extended at home. Book Creator and Canva are both free to use (with education accounts). Students who are "up for it" can bring their finished books back to class to share, or even create a screen recording with the "Read to Me" option to make a class library of narrated books.

CORE UNDERSTANDING
AI and human creativity can combine to make professional, quality digital books. By designing their own story, prompts and layouts, students learn how publishing works while developing independence, creativity and a sense of authorship.

Week 4 – *AMAZING Worlds* & AI-Generated Images
This table links the activities from Week 4 with NSW K–6 syllabus outcomes for Stage 2.

Learning Area	NSW Syllabus Outcome	Application in Lesson
English	EN2-4A: Uses an increasing range of skills and strategies to understand texts	Reading and discussing AMAZING WORLDS book; flow writing; reflection writing (Day 1)
English	EN2-2A: Plans, composes and reviews texts	Flow writing about imagined worlds (Day 1); composing prompts (Day 2); digital book creation (Day 3)
English	EN2-11D: Responds to and composes texts that express viewpoints	Group work on writing prompts (Day 2); reflection on AI-generated images (Day 2)
English	EN2-1A: Communicates effectively for a range of purposes	Class and group discussions (Day 1, Day 2); presenting digital books (Day 4, Day 5); peer feedback (Day 5)
English	EN2-12E: Demonstrates understanding of spoken texts	Listening to presentations (Day 5); participating in class discussions (Day 1, Day 2)
Creative Arts	VAS2.1: Represents the qualities of experiences and things in both imaginative and realistic ways	Drawing imagined worlds (Day 1); combining AI and hand-drawn images (Day 3)
Creative Arts	VAS2.2: Uses visual arts techniques, tools and materials	Using Book Creator/Canva (Day 3); digital and hand-drawn art creation (Day 3)
Creative Arts	VAS2.3: Acknowledges that artists make artworks for different reasons	Discussing AI-generated images (Day 1, Day 2); reflecting on artistic choices (Day 4)
Creative Arts	VAS2.4: Explores ways to represent interpretations	Creating and presenting digital books (Day 4, Day 5); peer feedback (Day 5)
Science & Technology	ST2-3DP-T: Uses a range of digital technologies to produce solutions	Using AI tools to generate images (Day 2, Day 3); digital book creation (Day 3, Day 4)
Science & Technology	ST2-11DI: Describes how digital systems represent data	Teacher demonstration of AI image generation (Day 2); testing prompts with AI tools (Day 2)
Science & Technology	ST2-2DP-T: Selects and uses materials for specific purposes	Selecting digital and traditional art materials for book creation (Day 3, Day 4)
Science & Technology	ST2-11DI: Explains digital systems	Explaining how AI tools work (Day 2); reflecting on digital creation process (Day 4, Day 5)

TEACHER TIPS

• Prompts: Start short, iterate, refine; Stage 2 can use 20–25 words.

• Balance: Mix AI images with student drawings; compare and discuss differences.

• Tech: Test Book Creator/Canva logins; use Square option for spreads; rotate groups if devices are limited.

• Typography: Fonts, colours, layouts affect tone; emphasise readability.

• Images: Use 1:1 ratio for Book Creator square format; avoid stretched/cropped images.

• Presentations: Practise with Read to Me; check flow and audio.

• Extensions: Add digital sketches, voice-overs, or screen recordings; compile class video.

• Feedback: Celebrate originality; model specific, constructive feedback.

• Check out the **Text to Image Prompt Guide** & **AI Text to Image Tools**

Takeaway for teachers:
Week 4 highlights how prompts shape AI images and how publishing tools combine student creativity with technology. Books showcase imagination, iteration and authorship, giving students pride and ownership while reinforcing that AI is a creative partner.

Week 4 Summary

Day	Goal	Core Understanding
Day 1 Introduction to AI & AMAZING Worlds	Introduce AI-generated images and Human–AI collaboration. Students imagine, write, draw and reflect on their own world.	AI uses prompts to generate images. Human imagination drives the process; words shape the result.
Day 2 How AI Uses Prompts	Introduce prompts, show how AI follows instructions and practise writing/testing their own prompts.	AI follows prompts. The words we choose determine the image. Refining prompts improves results.
Day 3 Create a Book with AI & Student Images	Students begin digital books in Book Creator/Canva, combining AI images, drawings and prompts.	Publishing tools combine AI and human creativity into one project, reflecting imagination and collaboration.
Day 4 Complete Book Projects	Students finalise digital books: layout, images, prompts and reflections for class showcase.	Completing a book means bringing together AI images, drawings, prompts and reflections into a polished project.
Day 5 Sharing Digital Books	Students present and reflect on their books, demonstrating creativity and AI collaboration.	Sharing highlights Human–AI collaboration. Presenting and recording creates a lasting class collection.

Day 4 - Success Criteria

This table outlines the success criteria for Day 4's lesson, so students can check their progress as they complete their digital books. **Download the Success Criteria pdf here.**

Criteria	Achieved (✔)
Book has a clear title and cover page.	
At least 2 AI-generated images included.	
At least 2 hand-drawn images included.	
Each image has the matching prompt written underneath.	
Reflections are added to explain choices or ideas.	
Layout is neat, readable, and creative (use of fonts/colours).	
Optional: Added a digital drawing, voice-over, or background music.	
Book is complete and ready to share with the class.	