WEEK Seven Single Purpose Assistants SPAAs

Week 7 – Why Context Matters: SPAAs Are the Future of AI in Education

Give students a lesson, and you educate them for an hour.
Teach students to use AI effectively, and you educate them for a lifetime.

AI is here to stay, but simply giving students open access to ChatGPT isn't the answer. Kids under 13 can't legally interact with AI unsupervised, and even older students need a guided, safe and meaningful experience. That's where SUPER SPAAs - Single Purpose AI Assistants, step in.

These assistants are not generic chatbots. They are built using prepared knowledge, NSW curriculum documents, Socratic questioning frameworks, conversational style guides and evaluation criteria. This means a SPAA doesn't guess, doesn't freelances and doesn't pull in random internet information. Instead, it answers from what you've given it, making it trustworthy, relevant and perfectly aligned with your teaching goals.

Why SPAAs Are Brilliant

1. **Focused & Precise:** SPAAs stick to their job, using a targeted dataset for reliable, on-point answers every time.
2. **Pedagogy-First:** Socratic questioning sparks curiosity, critical thinking and deeper understanding.
3. **Privacy by Design:** No logins, no data collection, no student tracking, fully COPPA, GDPR, and APP compliant.
4. **Customisable:** Aligned with the 2024 NSW curriculum (or your own) and adjustable for any class context.
5. **Holistic Feedback:** Engagement, understanding, creativity and enthusiasm are evaluated, not just correct answers.

Why This Matters

Context is everything. By giving AI the right knowledge base and conversation style, we turn it into a true teaching partner that supports students while keeping learning safe, measurable, and meaningful.

Make Your Own SPAAs

You can build your own SPAAs using **Chipp AI.**

Week 7: Meet the Super Assistants

Hello AI learners! *Last week we explored AI that turns colour, movement and words into music. This week we move from sound to conversation, trying out SPAAs, Single Purpose AI Assistants built with NSW curriculum documents, Socratic questioning, & evaluation guides. These demos show how safe & fun AI can be when powered by the right context. Students will see AI work from trusted sources, challenge it & discuss answers together. This week is all about building confidence & proving that context creates trustworthy, high-quality outcomes.*

PRO Tip
Use SPAAs as whole-class demos, with students working in groups of 4–5. Each group discusses and submits one response, with the occasional wildcard for fun. For individual use, have students work in pairs.
Important: get approval from your principal (and parents if required) before student use. Pro forma permission letters are included in the resources section.

Theme: Exploring Single Purpose AI Assistants (SPAAs) to see how context shapes conversation, questioning, and feedback.
Anchor Tools: A selection of SPAAs from [your SPAA page], one per day. Use an for group demos and allow paired student use where approved.

Core Concept: AI is most powerful when it works within a clear context. SPAAs are built with curriculum documents, Socratic questioning frameworks, conversational style guides & evaluation criteria. Students see how controlling the data source keeps answers relevant, safe & trustworthy.

1. **Context shapes output.** SPAAs respond only from approved documents, keeping answers on-topic and aligned with curriculum goals.
2. **Conversation builds thinking.** Socratic-style prompts guide students to reason, justify, and dig deeper.
3. **Confidence grows with practice.** Students learn that AI can be safe and reliable when used in a controlled way.
4. **Evaluation drives reflection.** SPAAs give feedback on engagement, understanding, and critical thinking.
5. **Group work encourages discussion.** Students work in teams to agree on answers, challenge the AI, and compare results.

Day 1 – Take SUPER Maths for a Spin

Goal: *Students will experience how a focused AI assistant (Super Maths) can guide learning, encourage critical thinking, and provide meaningful feedback. They will build confidence in using AI safely and reflect on how context shapes the quality of AI responses.*

OVERVIEW
Super Maths makes maths learning interactive and student-led. Through Socratic questioning, it sparks curiosity and critical thinking, helping students explore concepts, build confidence, and turn maths into a superpower!

1. **WATCH & DISCUSS**
   Show the **Super Maths video** to introduce students to the tool.
   Briefly discuss what they notice about how it works.

2. **TEACHER DEMO**
   Open the **Super Maths SPAA** on the smart board.
   Use a class name (e.g. “5G” or something fun). Select a topic this can be anything you like, something from your program, something the students suggest.

3. **GROUP WORK**
   Organise students into groups of 4–5. When each question appears, groups discuss their answers. Mini whiteboards are great. Rotate between groups so each gets a turn to respond. Occasionally choose a “wild card” response for variety.

4. **INPUT & ROTATE**
   One student from the chosen group comes up and types the answer.
   Move on to the next group for the following question.

5. **EVALUATION & REFLECTION**
   After each group has had a turn to answer a question, ask Super Maths for an evaluation.
   Read the feedback together and take a screenshot for reference.

6. **DISCUSS THE PROCESS:** Ask students what they thought about using Super Maths.

7. **FLOW WRITING REFLECTION:**
   Students write a short reflection following the FLOW writing structure used in previous weeks. What worked, what surprised them, one improvement to try next time.

EXTENSION (IF PERMISSIONS COMPLETED)
Students work in pairs to complete another 5 questions. Each pair takes a screenshot of their evaluation. Screenshots can be collected and added to a Book Creator book or class document file for later review.

CORE UNDERSTANDING
AI is most effective when it works within a trusted framework. Super Maths uses approved curriculum documents, Socratic questioning, and conversational prompts to keep answers relevant, accurate, and engaging. By discussing answers, reflecting through FLOW writing, and reviewing AI evaluations, students learn that context creates trustworthy AI outcomes and that they can actively shape their learning experience.

Day 2 – TAKE SUPER THINKER FOR A SPIN!

Goal: *Students will engage with different modes of thinking, see how each one approaches problems differently, and reflect on which style they naturally prefer. They will build confidence in exploring challenges creatively and systematically, supported by AI feedback.*

OVERVIEW

Meet your genius partner in thinking! Super Thinker challenges, guides & inspires students to master the art of thinking. Whether solving problems, dreaming big or unpacking tricky ideas, this SPAA turns thinking into an adventure. Choose a "thinking superpower" Critical Thinking, First Principles Thinking, Creative Thinking, De Bono's Lateral Thinking or Logical Thinking & work through scenarios that stretch reasoning, spark creativity & build confidence in thinking deeply.

1. **WATCH & INTRODUCE**
   Choose Your Thinking Super Power video. Introduce Super Thinker as the "genius partner in thinking."
   Explain the different thinking skills students can choose.

2. **TEACHER DEMO**
   Open the Super Thinker SPAA on the smart board.
   Use a class name (e.g. "5G") and select one thinking skill to Demo.

3. **GROUP WORK**
   Organise students into groups of 4–5. Present the first challenge and allow groups to discuss solutions. Rotate groups so each one gets a turn to share its idea with the class. Allow occasional "wild card" solutions to encourage creativity.

4. **INPUT & ROTATE**
   One student from the chosen group enters the group's response.
   Continue rotating groups for each new challenge or scenario.

5. **EVALUATION & REFLECTION**
   Ask Super Thinker for an evaluation after several responses.
   Take a screenshot of the class evaluation and review it together.

6. **DISCUSS THE PROCESS:**
   Which thinking strategies worked best? Which were hardest?

7. **FLOW WRITING REFLECTION:** Students write a short reflection about how they approached problems and what they learned about their own thinking style.

EXTENSION (IF PERMISSIONS COMPLETED)

Students pair up and choose a different thinking skill. Complete 5 more challenges and screenshot their evaluation. Collect and compile screenshots in a Book Creator book

CORE UNDERSTANDING

There are many ways to think about and solve problems. Using Super Thinker, students learn that context & approach shape the solutions we create. They see that AI can guide, challenge & encourage them, but their reasoning & creativity remain central to the process.

Day 3 – TAKE SUPER ENGLISH FOR A SPIN!

Goal: *Students will explore English through inquiry, learn effective prompting, build critical thinking and strengthen analytical and writing skills.*

OVERVIEW
Super English makes English learning exciting and creative. Using the Socratic method, it sparks curiosity and critical thinking through guided discussions, helping students build analytical, prompting and writing skills. Whether exploring literature, grammar or writing, Super English keeps lessons interactive, relevant and inspiring, turning English into a superpower!

1. **INTRODUCE**
   Introduce the app live. Explain how Super English uses questioning to make English interactive & thought-provoking.
2. **TEACHER DEMO**
   Open the Super English SPAA on the smart board. Use a class name (e.g. “5G”) and select a topic such as adjectives, idioms, grammar focus, or creative writing prompt.
3. **GROUP WORK**
   Organise students into groups of 4–5. Display the first question and allow groups to discuss possible responses. Rotate groups so each one gets a turn to share its answer. Allow occasional “wild card” answers to spark discussion and creativity. Mini white boards are great for this.
4. **INPUT & ROTATE** One student from the chosen group enters the group’s response into the SPAA. Continue rotating groups for each new question.
5. **EVALUATION & REFLECTION** Ask Super English for an evaluation after several responses. Take a screenshot of the evaluation and review it together as a class.
6. **DISCUSS THE PROCESS:** What insights did students gain? How did the AI prompt deeper thinking about language, literature, or writing style?
7. **FLOW WRITING REFLECTION:** Students write a short reflection about what they learned and how they might use these skills in future writing or discussions.

EXTENSION (IF PERMISSIONS COMPLETED) Students pair up and explore a different topic or skill area. Complete 5 more questions and screenshot their evaluation. Compile screenshots in a Book Creator book or class portfolio for later review.

CORE UNDERSTANDING
Language is a powerful tool for thinking and expression. Using Super English, students see that questioning and dialogue deepen understanding, build writing confidence, and connect classroom learning to the world around them.

DAY 4 – TAKE SUPER TASK FOR A SPIN!

Goal: *Students will direct their own learning using Super Task, exploring topics through AI-driven dialogue. They will learn effective prompting, practice asking clarifying questions and build confidence in taking charge of their own learning process.*

OVERVIEW
Super Task puts students in control of what and how they learn. Using speech-to-text (where available) and adaptive questioning, they choose a topic and year level, answer five questions, and guide the conversation with their own prompts — asking for detail, images, jokes or a summary as they learn to interact with AI effectively.

1. **WATCH & INTRODUCE**
   Play the Super Task video on the **Super Task page** & explain how students can guide their own learning through prompting.
2. **TEACHER DEMO**
   Open the Super Task SPAA on the smart board. Choose a topic and year level to demonstrate how the questions are asked and how prompts can change the conversation.
3. **GROUP WORK**
   Organise students into groups of 4–5. Display each question, allow groups to discuss and choose one group to provide the answer. Encourage students to try follow-up prompts such as “Can you explain more?” or “Show me an image.” Use mini whiteboards for this.
4. **INPUT & ROTATE**
   One student from the chosen group enters or speaks the group’s response. Rotate groups for each new question so every group gets a turn.
5. **EVALUATION & REFLECTION**
   After five questions, ask Super Task for a summary or evaluation. Take a screenshot and review the feedback as a class.
6. **DISCUSS THE PROCESS:**
   How did prompting change the quality of answers? Which prompts worked best to deepen understanding?
7. **FLOW WRITING REFLECTION:**
   Students write a short reflection about how they used prompts to learn and what they discovered about directing their own learning.

EXTENSION (IF PERMISSIONS COMPLETED)
Students pair up, choose a new topic or year level & complete another round of five questions. They should experiment, screenshot their evaluation and add it to a Book Creator book

CORE UNDERSTANDING
Students learn they can guide AI to suit their needs. By practicing effective prompting with Super Task, they turn passive consumption into active, personalised learning.

DAY 5 – SUPER REFLECTION & REVIEW

Goal: *Students will consolidate their learning by reviewing evaluations from the SPAAs, reflecting on their engagement, creativity, & understanding & discussing how AI can be used to support learning. They will consider how AI assistants are built and imagine designing one themselves.*

OVERVIEW
Day 5 focuses on reflection & review. Students & teachers examine SPAA evaluations using screen shots, discussing key areas like creativity, enthusiasm, engagement & understanding. They may redo a favourite SPAA as a class or try SUPER Debater. The extension students present saved evaluations & reflections from Book Creator or Canva projects.

1. **INTRODUCE THE SESSION**
   Explain that today's goal is to review what they have learned and how the SPAAs helped them think, create and engage.

2. **REVIEW CLASS EVALUATIONS**
   Display screenshots of evaluations from each SPAA. Discuss the class performance focusing on creativity, enthusiasm, engagement and critical thinking. Review the **SuperThinker.gif** about protocols for using AI.

3. **STUDENT DISCUSSION**
   Invite students to share their thoughts: Which SPAA did they enjoy most? Which questions made them think the hardest? What surprised them about the AI feedback?

4. **OPTIONAL REDO OR NEW SPAA**
   Allow students to revisit a favourite SPAA or try a new one such as SUPER Debater as a class in their groups. Compare results to see growth or new insights.

5. **FLOW WRITING REFLECTION**
   Students write a short reflection about their learning journey across the week, which skills grew the most, what they learned about AI, and how they felt using it.

EXTENSION (IF PERMISSIONS COMPLETED)
Extension groups present their Book Creator or Canva projects, sharing screenshots and discussing their learning process. As a final challenge, students brainstorm and design their own SPAA concept: What should the AI do? What documents or materials could provide context? What evaluation strategies would they include? How should the AI respond? (Provide example prompts and answers.) If time permits, create a class SPAA together using the free options in the **Chipp app.**

CORE UNDERSTANDING
Reflection turns experience into insight. By reviewing evaluations, discussing results and imagining their own AI assistant, students see that they can shape not just their learning but the tools they use to learn, turning them from AI consumers into AI creators.

MISSON – If You're Up For It - Design Your Own Super App!

Goal: *Students work collaboratively to design a kid-friendly app using the Super App Design Template (Word document). This project builds on their AI knowledge and challenges them to create a tool they would like to use in the classroom.*

AFTER completing Lesson 5, students who want to go further can take on THE MISSION.

1. STUDENTS
Work in groups of 4–5 students.

2. DESIGN
An app together by filling in the **How to Design a Super App template**, including: What the app should do. Who it's for What outputs and responses it should give How it checks answers Which sources it uses for context How it evaluates after 5 questions (creativity, critical thinking, enthusiasm, understanding) Any fun extras (stickers, jokes, challenges).

3. PRESENT
Each team's app idea to the class. Vote as a class to choose the most exciting or useful design if there are multiple apps.

5. BUILD
A simple version of the winning app using the free option in Chipp AI, pasting in the prompts from the Word document template.

OPPORTUNITY FOR AGENCY
Students decide: The topic or purpose of their app. How it behaves (tone, feedback, rewards) What learning goals it supports They have ownership from idea to execution, and they see their work turned into a real app prototype.

COMPLETION TIME
This can be run as a week-long design sprint or spread across lessons.

OPTIONAL
Students create a short video demo of their prototype.
Record reflections about what worked and what they would improve.

CORE UNDERSTANDING
Students learn that AI isn't just something you use, it's something you can create. By designing & testing an app, they deepen their understanding of user experience, feedback, & ethical AI design, while practicing creativity, critical thinking, collaboration & problem-solving.

Table of **NSW curriculum outcomes** aligned with **Week 7 Creating Music & Sound with Google Experiments**, for student learning for Stage 2.

Learning Area	NSW Syllabus Outcome	Application in Lesson
English	EN2-OLC-01: Communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting	Students collaborate and communicate ideas in group SPAAs activities. (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	Students write for a range of purposes in response to SPAAs prompts. (Days 1–5)
English	EN2-RECOM-01: Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension	Students discuss and interpret information from SPAAs and peers. (Days 1–5)
English	EN2-HANDW-02: Uses digital technologies to create texts	Students use digital tools and AI to compose and share their work. (Days 1–5)
English	EN2-UARL-01: Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts	Students experiment with creative responses and representations in SPAAs. (Days 1–5)
Technology	ST2-11DI-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	Students collaborate and support each other in SPAAs group tasks. (Days 1–5)
Personal & Social Capability	EN2-12E: Recognises and uses an increasing range of strategies to reflect on their own and others' learning	Students reflect on their work and learning process after SPAAs activities. (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	Students write informative responses and share findings from SPAAs. (Days 1–5)
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	Students write to persuade or present arguments in SPAAs discussions. (Days 1–5)
English	EN2-SPELL-01: Selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts	Students experiment with language and spelling in SPAAs writing tasks. (Days 1–5)
English	EN2-VOCAB-01: Builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words	Students expand vocabulary through collaborative SPAAs activities. (Days 1–5)

SUMMARY

Day	Focus	Key Activities	Core Understanding
Day 1 Super Maths	Guiding learning through AI	Watch Super Maths video, teacher demos SPAA, groups discuss and answer questions, screenshot evaluation, FLOW writing reflection	AI works best with trusted context. Students see how AI questions build understanding and give meaningful feedback.
Day 2 Super Thinker	Unlocking different thinking modes	Watch 'Choose Your Thinking Superpower' video, demo one thinking style, groups solve challenges, screenshot evaluation, reflect on strategies used	Different thinking styles change how problems are solved. AI can guide reasoning and spark creativity.
Day 3 Super English	Building analytical & writing skills	Teacher demos SPAA, groups respond to questions on literature, grammar, or writing, screenshot evaluation, write FLOW reflections	Questioning deepens understanding. AI helps students think critically and improve writing skills.
Day 4 Super Task	Directing learning through prompting	Teacher demos SPAA, groups answer 5 questions, experiment with follow-up prompts (explain, show image, tell a joke), screenshot evaluation	Students learn that effective prompting personalises AI responses and puts them in charge of learning.
Day 5 Reflect & Review	Reviewing, discussing, creating	Review screenshots from all SPAAs, discuss creativity and engagement, optional redo or try Super Debater, FLOW writing reflection	Reflection builds insight. Students see how context shaped their results and imagine designing their own SPAA.

TIPS

Keep groups small: Groups of 4–5 work best. Use mini whiteboards so everyone has a voice before sharing a group answer.

Rotate & wildcards: Rotate which group responds each time, and occasionally pick a “wildcard” answer to keep engagement high.

Focus on prompts: Encourage students to try follow-up prompts (“Can you explain more?” “Show me an image.” “Tell me a joke.”) so they see how context shapes responses.

Discuss evaluations: Spend time reviewing the AI’s feedback together. Highlight creativity, engagement and critical thinking, not just correctness.

Save & show: Take screenshots of evaluations and compile them in Book Creator or a class portfolio for parent meetings or student reflection.

Reflect regularly: FLOW writing after each session helps students process what they learned and plan improvements for next time.

Extend for early finishers: Invite pairs to try a different SPAA, explore new prompts, or design their own SPAA idea (context documents, evaluation strategies, example responses).

TAKEAWAYS

This week shows how context makes AI safe, relevant, and powerful for learning. Students learn to trust AI when it uses approved content, and they gain confidence by prompting, reflecting, and seeing their progress through evaluations.

EXAMPLE CHAT EVALUATION

"Fantastic work, Taylor! Your lateral thinking is razor-sharp, and your enthusiasm lights up the process. Keep stretching your imagination—you're unstoppable!"
LATERAL THINKING: 10/10 – Clever ideas like using a neighbour's ladder to climb through an open window.
CREATIVITY: 9/10 – Unique solutions with a touch of humour, like teaching the family pet to fetch the key.
CRITICAL THINKING: 8/10 – Thoughtful reasoning about practicality and risks.
FIRST PRINCIPLES REASONING: 8/10 – Good breakdown of assumptions, like checking if every door is actually locked.
LOGICAL THINKING: 9/10 – A solid, step-by-step approach to solving the problem.
ENTHUSIASM: 10/10 – Highly engaged and eager to explore every possibility.
OVERALL SCORE: 4.9/5

LINKS

SUPER MATH - The AI Tutor That Adapts to YOUR STUDENTS!
On website https://www.virtualteacher.com.au/super-ai-assistants/ including link to the app SUPER Thinker, SUPER English, SUPER Task, SUPER Maths
https://youtu.be/mE2g8hKCaYE?si=fhCsI9iWIKHGtiLJ

SUPER Task
https://super-voice.net/super-task/

SuperThinker.gif about protocols for using AI.
https://www.virtualteacher.com.au/images/SuperThinker-info.gif

How To Design a Super App
https://www.virtualteacher.com.au/downloads/Design_a_Super_App.pdf

Letter to the Principal
https://www.virtualteacher.com.au/downloads/Dear_Principal.docx

Letter to Parents
https://www.virtualteacher.com.au/downloads/Dear_Parent.docx

Chipp AI
https://chipp.ai/