

What do YOU like?



Lesson Plan: Writing Passion-Powered Picture Books

Year Level: Years 2–6

Lesson Duration: 4–5 sessions (90 mins each)

Core Focus: Identifying passions, personal storytelling, creative writing, image generation, collaboration, multimedia publishing.

Outcomes:

- Students identify and explore personal interests.
- Students write short narrative or descriptive texts based on their passions.
- Students illustrate their stories using traditional drawing or AI-generated images.
- Students reflect on the creative process and the power of their own voice.

NSW Curriculum Learning Outcomes

ENGLISH – K–6 Syllabus

Stage 2: EN2-1A, EN2-2A, EN2-3B, EN2-10C, EN2-CWT-01, EN2-HANDW-02

Stage 3: EN3-2A, EN3-5B, EN3-7C, EN3-9E, EN3-CWT-01, EN3-HANDW-02

CREATIVE ARTS – VISUAL ARTS K–6

Stage 2: VAS2.1, VAS2.2, VAS2.4

Stage 3: VAS3.1, VAS3.2, VAS3.4

DIGITAL TECHNOLOGIES – SCIENCE & TECHNOLOGY K–6

Stage 2: ST2-2DP-T, ST2-11DI-T, ST2-12DI-T,

Stage 3: ST3-2DP-T, ST3-11DI-T, ST3-12DI-T

Summary of Skills Developed

- Creative Writing (English outcomes)
- Personal Voice and Identity (English + PDHPE links)
- Illustration & Visual Interpretation (Visual Arts)
- Digital Literacy and AI Awareness (Digital Technologies)
- Reflection and Self-Assessment (General capabilities: Critical & Creative Thinking, Personal & Social Capability)

Session 1 - Discover Your Passion

Learning Objectives

- Reflect on individual interests and passions
- Use Imaginaire and Flow Writing to generate creative ideas
- Create detailed personal writing about a passion
- Produce a hand-drawn image inspired by their interest

Activities

1. Read Aloud & Discussion (20mins)

- Read What Do YOU Like? together (PDF or video).
- Discuss the quirky and passionate interests in the book.
- Ask: “What do YOU like?” “What do you get obsessed with?”

2. Brainstorm & Share (20mins)

Ask: “What do YOU like?”

Prompt students with quirky or unusual examples:

- “Is there something you’re obsessed with?”
- Something you know a lot about?
- Something other people think is weird, but you love?”
- List interests or on a shared class board.

3. Imaginaire & Flow Writing (20 mins)

- Use [Imaginaire](#) for a 1-minute silent visualisation: “Close your eyes. Imagine your favourite interest, what do you love doing, thinking about, collecting or creating?”
- Write using [Flow Writing](#) for 7 minutes, no stopping, no worrying about spelling.

4. Drawing Their Passion (30 mins)

- Students create a detailed A3 drawing of their passion using pencil and textas.
This will be one of the three core images used in their book project.

SESSION 2 - Books & Generating AI Images

Learning Objectives

- Students begin building their digital books in Book Creator
- Import their hand-drawn illustrations
- Write prompts based on their passions
- Generate an AI image with teacher guidance.
- Create a digital drawing and reflect on the differences between all three image types.

PART 1 – BOOK CREATOR SETUP & IMPORT (30 mins)

Activities:

Introduction to Book Creator

- **Demonstrate** how to start a new book using the Landscape 16:9 format.
Show how to access background colours, change fonts, and add titles and text.
- **Create Title Page**
Students work in pairs to create the title page for their shared book:
 - Add a title (e.g., What Do We Like? or original name)
 - Add both students' first names as authors
 - Choose font, colours, background
- **Photograph & Import Drawing**
 - Students photograph the hand-drawn image from Session 1 and import it into the second page of their Book Creator project.
 - Add a caption or short description about their drawing.

PART 2 – CLASS PROMPTING DEMONSTRATION (15 mins)

Activities:

Class Discussion & AI Prompting Demo

- Bring students together to the EWB (electronic whiteboard).
- Briefly review what a prompt is.
- Teacher demonstrates prompting in [Whisk:](#)
- Show a prompt based on a student drawing.
- Generate an image and discuss:
- Is this what we imagined? What words made it effective?

SESSION 2 - Books & Generating AI Images (cont)

PART 3 – STUDENT PROMPTS + AI IMAGES (35 mins)

Activities:

- Write Prompts in Book Creator - Students return to their iPads and write a detailed AI prompt directly into their Book Creator book on a new page.
- Encourage specificity: colour, texture, action, background, size, mood.

Teacher–Student AI Image Generation (25 mins – rolling activity)

Teacher works with each pair at the EWB or computer to input their prompt into Whisk and generate the image

AI image is either: Photographed from the screen using iPads OR downloaded and distributed to students for import

While students wait their turn: Continue formatting their books

Write captions or fun facts about their passion

Begin Fast Finisher Activity

PART 4 – DIGITAL DRAWING CHALLENGE(10 mins)

Use the Pen Tool in Book Creator to create a digitally drawn image of their interest/passion on a new page.

SESSION 3 Finishing Touches – Completing the Books

(90 mins)

Objective:

- Students complete their What Do We Like? Book Creator projects by including all key elements: hand-drawn, AI-generated, and digitally drawn images, their prompts, personal writing, and interesting facts about their passions.

PART 1 – STRUCTURE AND GOALS (5 mins)

Teacher Introduction:

Explain to students that by the end of this session, their books should include:

- A title page with author names as they are working in pairs
- A hand-drawn image and caption
- A digital drawing of their passion
- An AI-generated image with the prompt used
- A short paragraph or Flow Writing piece about their passion
- At least 1 - 3 interesting facts about their interest
- If time permits, Create an image (AI, digital, or hand-drawn) to match their facts.

FINAL TASK – Compare All 3 Images (5 mins)

Once students have all three visuals in their book: Hand-drawn, AI-generated, Digital drawing

Add a short reflection:

Which image best shows your interest?

How do they differ?

Which do you like the most?

SESSION 4 Sharing, Reflecting & Imagining What's Next

(90 mins)

Objective:

- Students present their completed Book Creator books to the class,
- Receive and give constructive feedback,
- Reflect on the creative process,
- Consider how they might use AI and other tools in more independent, imaginative ways.

PART 1 – MINI PRESENTATION FESTIVAL (50 mins)

Class Setup:

- Arrange seating or set up the EWB (Electronic Whiteboard) to present books clearly.
- Student Presentations: (3–5 minutes per pair)
- Students in pairs share their Book Creator project with the class
- Using BookCreator preview with read aloud option.

Audience Role: Listen actively

Prepare to give positive feedback and constructive suggestions

(e.g., "I liked how you described...", "You could make the prompt clearer by adding...")

PART 2 – CLASS DISCUSSION: AI as a Creative Tool (20 mins)

Guided Whole-Class Discussion: Use these open-ended questions to drive deeper thinking:

Which AI images looked the most like the student's idea or drawing?

What made some prompts more successful than others?

How would you improve your prompt next time?

What surprised you about how the AI interpreted your words?

What worked better, AI, digital drawing, or hand-drawn? Why?

Could you use these tools to tell a story that hasn't been assigned?

Teacher prompts the idea of open storytelling:

"What if next time, you made your own story using a mix of images? AI, hand-drawn, or digital, what would you like to try?"

SESSION 4 Sharing, Reflecting & Imagining What's Next (cont)

PART 3 – FLOW WRITING REFLECTION (15 mins)

7-Minute [Flow Writing](#):

Prompt: "What did you enjoy the most? What was tricky? What surprised you? What would you like to try next time?"

Guidelines: No stopping, Don't worry about spelling, Keep pencil on the page for the full 7 minutes Use Flow Writing technique

Optional Share (time permitting):

Invite a few students to read aloud a short part of their reflection.

NEXT STEPS (5 mins)

Teacher Wrap-Up:

- Highlight how students used AI as a partner in creativity
- Encourage independent or paired story creation next time

Mention upcoming opportunities:

- A sequel story
- A passion project
- Open-ended creative storytelling using multiple image types