

LESSON 7

Your AI Copilot, Prompting AI to Do Better Work

60 minutes

Working with AI

WHAT THIS LESSON DOES

Learn to use AI assistants effectively as a Drafter, Critic, and Explainer on your own work. Master prompt patterns that get genuine results: being specific, giving a role, showing examples, and iterating. Practise on your Something Real project.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Describe what AI assistants do well: summarising, rewriting, drafting, critique, and explaining at a chosen level
- Apply effective prompt patterns: being specific, assigning a role, showing examples, and iterating rather than restarting
- Use an AI assistant in three distinct modes on your own portfolio work
- Evaluate and justify decisions about what to accept, adapt, or reject from AI output
- Recognise when AI assistance is inappropriate or crosses ethical lines

BEFORE THE BELL

- Have the sample TY bake sale pitch hook available as your worked example for the three-modes activity
- If students do not already have access to an AI assistant (ChatGPT, Claude, Copilot, or Gemini), test login credentials and bookmark the URLs

Your AI Copilot, Prompting AI to Do Better Work

HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key Concepts
17 min	activity	Step-by-step Task, Three Modes, One Project
3 min	content	Common Issues
20 min	activity	Portfolio Build, AI Workbench
5 min	content	Reflection
5 min	summary	Lesson Summary

TEACHING MOVES

- Model the entire Drafter → Critic → Explainer cycle yourself on the bake sale example before students try it independently. Show your thinking aloud when you decide to iterate a prompt rather than abandon it
- During the portfolio build, circulate and watch for students copying AI output unchanged; ask them to name one thing they changed and why
- When students say 'the AI gave me waffle', ask them to read their own prompt aloud and identify what was missing (specificity, role, real material, constraint)

WHAT TO WATCH FOR

- Students restart from scratch after a weak first response instead of iterating the prompt, remind them that iteration is the whole point and show an example of a better prompt based on the first weak answer
- Students paste entire essays and expect polished output, teach them to paste just the sentence or section they need feedback on, and to name a specific constraint (word count, tone, audience)
- Students assume an AI's answer is correct and do not fact-check or verify it, reinforce the verification lesson from earlier and ask them to spot-check at least one claim before accepting the output

DIFFERENTIATION

- Support: Provide a sentence-starter template for prompts: 'Act as a [role]. Here is my [material]: [paste]. Please [specific task] in [constraint].' Students can fill in the blanks
- Extension: Challenge students to use an AI assistant to critique a peer's work, then compare the AI feedback to their own; discuss what the AI missed and why human judgement still matters
- Support: For students unsure whether their use of AI crosses an honesty line, offer the test: 'Could my teacher tell whether I or the AI wrote this? If not, is that okay in this context?'