

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

- If students do not already have access to an AI assistant (ChatGPT, Claude, Copilot, or Gemini), test login credentials and bookmark the URLs.
- Confirm which AI assistant the school has approved (ChatGPT, Claude, Copilot, Gemini). Check students have access before lesson starts.
- Students need access to one approved AI assistant (ChatGPT, Claude, Copilot, or Gemini) via the school browser.
- Students need their existing portfolio (04_polished_proposal, 05_numbers_sheet, 06_decision_chart) and access to the approved AI assistant.

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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: Give students this prompt pattern to copy and fill in: 'Act as a [role]. Here is my [material]: [paste]. Please [specific task] in [constraint].'
- 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?'