ALIGNMENT

# PYP AI PROMPT CRAFT GUIDEBOOK



This guide was made to assist educators while they are learning to interact with large language models such as ChatGPT, Gemini, and Claude.
A prompt is the text that you put into a large language model to generate text from the model.
The acronym C.R.E.A.T.E. can be used as a checklist to make sure you are being specific and clear for the ChatBot. The roles and tasks can be adapted any way you wish.
If you are just starting out, you can copy and paste a role and a task together to use it for a prompt. I hope this helps educators collaborate with large language models effectively.

https://t.ly/aiprompt

Made By Cora Yang & Dalton Flanagan

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# C.R.E.A.T.E.

## CREATE



EDUCATION

CRAFT 101

### WATCH OUT

**Always consider ethics, safety, and the possibility of inaccuracies.**

- Avoid sharing personal information.
- Maintain student anonymity.
- Be aware of potential bias.
- Fact-Check AI-generated information.

### Context

The situation or environment in which the prompt is given. Provide background information that will help the ChatBot complete the task.

### Role

This is the role you want the AIBot to take on. If you had access to anyone in the world to complete this task, who would you like to help you?

### Example

Provide specific examples or a clear description of the desired style and tone. E.g. “Mirror the tone in the paragraph I've provided”,“Science Journal Article”

### Audience

Audience means the specific group of users or learners for whom the questions or tasks are intended.
E.g. Certain reading level, multilingual students.

### Task

Start the task with a verb. The task is the specific request you are making to the ChatBot.
Example: Generate five lesson plans for a unit on mapping.

### Evaluate

Check the output to make sure it is accurate. Cross reference facts with another source. Edit the text to enhance clarity.



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We suggest to use the word **[CREATE]** as an acronym to remember all the elements of a prompt. Not all prompts will contain all of these elements, and they **are not listed** in order of importance. Based on our knowledge, we reordered the importance of each steps, Task and Evaluate are essential, Context and Examples are important, and Role and Audience are nice to have.

**Task** and **Evaluate** are mandatory.
**Context** and **Example** are important.
**Role** and **Audience** are nice to have.

- Task
  - Start the task with a verb (generate, give, write, analyze). Articulate the end goal.
  - Example: Generate five lesson plans for a unit on mapping.
- Evaluate
  - Always check the output. The AIBot is trying to be convincing and not necessarily accurate. The interactions between humans and AIBots should be a collaboration. The human needs to verify the output because the human is the one who will be responsible for the content. The ChatBot is trying to be convincing and not accurate.
- Context
  - The situation or environment in which the prompt is given. Provide background information that will help the ChatBot complete the task. What does success look like? What environment are they working in?
- Audience
  - It is important to consider the audience you are trying to reach. Audience means the specific group of users or learners for whom the questions or tasks are intended.
  - Do you need to level the content for a Year 5 class? Do you need the tone to be professional?
- Role
  - This is the role you want the AIBot to take on. If you had access to anyone in the world to complete this task, who would you like to help you? Example: You are an experienced Project Based Learning facilitator.

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# Example Prompts

In these prompts, I will highlight the different elements of the prompt to better understand the format. Evaluate will not appear in the prompt because it needs to be completed after receiving the output.

Here are the colors being used:
Context, Role, Examples, Audience, Task, Evaluate

**Example 1: Create a mentor text**
You are an expert storyteller who can convey powerful messages with your tales. Craft an engaging and imaginative tale with a surprising ending. The story will be below a 950L lexile measurement level and will be interesting to a Year 4 audience. The story should have a clear narrative arc encompassing a beginning, middle, and end. Your protagonists are John and Jane, facing off against the antagonists Rich and Rachael in the setting of Phoenix, AZ. Ensure that your protagonists overcome their challenges independently, leading to a conclusion that imparts the lesson of compassion. Make certain the story is captivating, holding the audience's interest throughout.

**Example 2: Title generator**
I want you to act as a title generator for education technology presentations. I will provide you with the topic and keywords of a presentation, and you will generate ten engaging titles. Please keep the title concise, and ensure that the main idea is highlighted. Some example titles are: Navigating the Jagged Technological Frontier, The AI Playground: AI Projects in a Primary Classroom

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# How to use this guide?

This guide was made to assist educators while they are learning to interact with large language models such as ChatGPT, Gemini, and Claude. A prompt is the text that you put into a large language model to generate text from the model. The acronym C.R.E.A.T.E. from the previous pages, can be used as a checklist to make sure you are being specific and clear for the ChatBot. The roles and tasks can be adapted any way you wish. If you are just starting out, you can copy and paste a role and a task together to use it for a prompt. I hope this helps educators collaborate with large language models effectively.

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# Example Roles

### PYP

You are an experienced IB PYP teacher. You believe inquiry based learning is the best way to engage students. You plan lessons that are clearly connected to local and global contexts. You take an inquiry-guided approach to teaching. You design conceptual learning experiences that help students develop a deep understanding. You use formative assessments to give students timely and meaningful feedback about their progress. You use summative assessments to help guide students about what skills they need to do next in their learning journey. The aim of the curriculum is to create knowledgeable, open minded global citizens that understand different cultures and demonstrate a responsibility to the planet.

### Inquiry Based Learning

You are an experienced Inquiry-Based Learning (IBL) facilitator specializing in the Primary Years Programme (PYP) curriculum. You believe that IBL is a powerful approach that empowers students to take ownership of their learning and develop critical thinking, problem-solving, and research skills. You design learning activities based on inquiry to help students achieve deep understanding, make connections across disciplines, and apply their knowledge to real-world situations. Through inquiry-based learning, students develop a global perspective, learn to ask compelling questions, and engage in self-directed exploration, ultimately becoming lifelong learners. By integrating IBL within the PYP framework, you help students

### Project-based learning

You are an experienced Project Based Learning facilitator. You believe that students learn best by actively engaging in real-world and personally meaningful projects. You design projects for class that provide students time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

### Universal Design for Learning

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You are an expert in the Universal Design for Learning framework. You believe that developing flexible learning spaces and providing many ways for students to learn can support learning differences within students. When planning a learning experience, you provide multiple means of engagement, representation, and action. The flexible curricular materials and activities provide alternatives for students with differing abilities. These alternatives are built into the instructional design of the lessons. This allows all students to access, build and internalize the learning objectives.

**MakerEd**

You are an expert in maker education. Student agency and student interest are at the center of your learning experiences. You ask students to become more aware of the design of the world around them and begin to see themselves as people who can tinker, hack and improve that design. You know that learning is contextual and social, and that for children to get what they need, educators must have what they need. You leverage passion, peers, play and projects to create engaging learning experiences, where students can use hands-on experiences to craft and make meaningful learning.

**NGSS**

You are an expert in the Next Generation Science Standards. Within the Next Generation Science Standards (NGSS), there are three distinct and equally important dimensions to learning science. These dimensions are crosscutting, core ideas and practices. Crosscutting Concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. You are knowledgeable about the NGSS Science Standards, and you believe students should explore the concepts before the teacher explains them. You believe students develop a deep understanding of scientific concepts by applying them to real-world problems, helping students become scientifically literate and engaged members of society.

**PYP Report Writer**

You are an experienced PYP report writer assistant. You believe that effective report writing is crucial for communicating student progress, growth, and achievement within the PYP framework. You provide guidance and support to teachers in crafting meaningful, informative, and actionable reports that align with PYP principles and assessment criteria. Your expertise enables teachers to highlight student strengths, identify areas for improvement, and provide personalized feedback that encourages reflection and goal-setting. By assisting teachers in creating well-structured, evidence-based reports, you help foster a culture of continuous learning and growth,

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strengthen home-school partnerships, and empower students to take ownership of their educational journey within the PYP context.

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# Example Tasks

### Statement Of Inquiry

**Template:**
Generate four lines of inquiry for the PYP Year **<year level> <pyp unit>** unit about **<unit content brief>** by combining the key concept **<key concept>**, related concepts **<related concept 1>** and **<related concept 2>**, and the global context **<global context>**.
Write the lines of inquiry with active, present tense verbs, ensuring they are creative and complex. Lines of inquiry serve as the foundation for each unit, with three to four concise phrases that narrow and focus the scope of investigation. Rather than being framed as questions, these phrases connect directly to key concepts while supporting the central idea, effectively breaking learning into manageable segments. Effective lines of inquiry clarify and deepen understanding of the central idea while defining clear boundaries for teaching and learning. Though distinct from one another, they should maintain interconnections that support comprehensive understanding of the central idea. Well-crafted lines of inquiry naturally invite student-led exploration, provide opportunities to examine topics through multiple perspectives, and remain relevant to students' developmental experiences.

**Example:**
Generate four lines of inquiry for the PYP Year 3 Visual Art unit about Portraiture by combining the key concept Communication, related concepts Expression and Style, and the global context Identities and relationships.
Write the lines of inquiry with active, present tense verbs, ensuring they are creative and complex. Lines of inquiry serve as the foundation for each unit, with three to four concise phrases that narrow and focus the scope of investigation. Rather than being framed as questions, these phrases connect directly to key concepts while supporting the central idea, effectively breaking learning into manageable segments. Effective lines of inquiry clarify and deepen understanding of the central idea while defining clear boundaries for teaching and learning. Though distinct from one another, they should maintain interconnections that support comprehensive understanding of the central idea. Well-crafted lines of inquiry naturally invite student-led exploration, provide opportunities to examine topics through multiple perspectives, and remain relevant to students' developmental experiences.

### Factual Questions

**Template:**
Generate factual questions for the PYP Year <**year level**> <**pyp unit**> unit about <**unit content brief**> to help students unpack the statement of inquiry (SoI): "<**statement of inquiry**>". These questions should encourage students to explore the facts and knowledge that provide the groundwork for further inquiry.

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Include both teacher-generated and student-generated inquiries that are open-ended and promote curiosity. The questions should guide students toward the essential knowledge required to understand the concepts and global context in the SoI.

**Example:**
Generate factual questions for the PYP Year 3 Visual Art unit about Portraiture to help students unpack the statement of inquiry (SoI): "Identities and emotions can be communicated through different styles". These questions should encourage students to explore the facts and knowledge that provide the groundwork for further inquiry. Include both teacher-generated and student-generated questions that are open-ended and promote curiosity. The questions should guide students toward the essential knowledge required to understand the concepts and global context in the SoI.

### Conceptual Questions

**Template:**
Generate conceptual questions for the PYP Year <**year level**> <**pyp unit**> unit about <**unit content brief**> to help students unpack the statement of inquiry (SoI): "<**statement of inquiry**>". These questions should encourage students to consider the processes and relationships that connect or compare the facts to each other and the key concept <**key concept**> and related concepts <**related concept 1**> and <**related concept 2**>. Include both teacher-generated and student-generated inquiries that are open-ended.

**Example:**
Generate conceptual questions for the PYP Year 3 Visual Art unit about portraiture to help students unpack the statement of inquiry (SoI): "Identities and emotions can be communicated through different styles". These questions should encourage students to consider the processes and relationships that connect or compare the facts to each other and the key concept Communication and related concepts Expression and Style. Include both teacher-generated and student-generated inquiries that are open-ended.

### Debatable Questions

**Template:**
Generate debatable questions for the PYP Year <**year level**> <**pyp unit**> unit about <**unit content brief**> to help students unpack the statement of inquiry (SoI): "<**statement of inquiry**>". These questions should provoke debate, thought-provoking, inspiring students to engage in meaningful discussions, critically analyze the unit content and concepts, and defend their positions using evidence and logical reasoning.

**Example:**
Generate debatable questions for the PYP Year 6 Design and Technology unit about designing the look of a robot to make robotics more acceptable to the public to help

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students unpack the statement of inquiry (SoI): "In a world increasingly driven by scientific and technical innovation, Students need to embrace, collaborate and adapt when necessary in an ever-changing society." These questions should provoke debate, thought-provoking, inspiring students to engage in meaningful discussions, critically analyze the unit content and concepts, and defend their positions using evidence and logical reasoning.

**Learner Profile Attributes**

**Template:**
Identify the learner profile attributes that can best be developed through the inquiry process for the PYP Year <**year level**> <**pyp unit**> unit about <**unit content brief**>. Consider how the statement of inquiry (SoI), "<**statement of inquiry**>", and the related factual, conceptual, and debatable questions align with specific attributes:

- <**Factual Questions**>
- <**Conceptual Questions**>
- <**Debatable Questions**>

**Example:**
Identify the learner profile attributes that can best be developed through the inquiry process for the PYP Year 5 Sharing the Planet Unit about the interdependence on animals on the planet. Consider how the statement of inquiry (SoI), "To understand that humans are caretakers of the Earth, not merely rulers of the planet.", and the related factual, conceptual, and debatable questions align with specific attributes:

- Factual Questions: How can you define a System?
- Conceptual Questions: In what ways are humans connected to the food webs in various ecosystems?
- Debatable Questions: Is the increasing presence of humans in nature an aid or a hindrance?

**PYP Objectives**

**Template:**
Identify the PYP <**subject**> objectives that can be addressed by conducting the inquiry for the PYP Year <**year level**> unit about <**unit content brief**>. Consider how the statement of inquiry (SoI), "<**statement of inquiry**>", and the related questions align with specific objectives. The selected objectives should naturally align with the unit content, concepts, and global context <**global context**>, and consider how they contribute to students' subject-specific growth and development.

**Example:**
Identify the PYP English objectives that can be addressed by conducting the inquiry for the PYP Year 5 unit about travel writing. Consider how the statement of inquiry (SoI), "Identities and context can be communicated through genre", and the related questions align with specific objectives. The selected objectives should naturally align with the unit content, concepts, and global context Personal and cultural expression,

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| and consider how they contribute to students' subject-specific growth and development. |

### ATL Skills

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| **Template:**<br>Select Approaches to Learning (ATL) skills and specific strands that will be developed during the PYP Year <**year level**> <**pyp unit**> unit about <**unit content brief**>. Choose ATL skills and strands that will support students in achieving the unit's objectives, are relevant to the unit content and concepts, and contribute to student success in the related summative assessment task(s). Ensure the chosen ATL skills and strands are explicitly taught and aligned with the learning experiences throughout the unit. |
| **Example:**<br>Select Approaches to Learning (ATL) skills and specific strands that will be developed during the PYP Year 5 English unit about travel writing. Choose ATL skills and strands that will support students in achieving the unit's objectives, are relevant to the unit content and concepts, and contribute to student success in the related summative assessment task(s). Ensure the chosen ATL skills and strands are explicitly taught and aligned with the learning experiences throughout the unit. |

### Key and Related Concepts

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|---|
| **Template:**<br>Plan an PYP <**year level**> <**pyp unit**> key and related concepts for an inquiry-based unit about <**unit content brief**>. Select a Key concept and 2-3 Related concepts from the PYP framework that form an abstract, timeless, and universal conceptual understanding. Ensure the chosen concepts help teachers design engaging, inquiry-based lessons that explore the connections between the concepts and develop relevant skills. |
| **Example:**<br>Plan key and related concepts for an inquiry-based PYP Year 2 Sharing the Planet unit about inventions and scientific discoveries during the Renaissance. Select a Key concept and 2-3 Related concepts from the PYP framework that form an abstract, timeless, and universal conceptual understanding. Ensure the chosen concepts help teachers design engaging, inquiry-based lessons that explore the connections between the concepts and develop relevant skills. |

### Unit Planning

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**Template:**
Plan a Year **<year level> <subject>** unit. Design an inquiry-based lesson in which students will explore the question, **<driving question>**. The lesson must engage students in active inquiry, and support the broader inquiry into **<unit description>**. At the end, students will have a better understanding of **<enduring understandings>**.

**Example:**
Plan a Year 6 Science unit. Design an inquiry-based lesson in which students will explore the question, “How can we, as a school community, contribute to a more sustainable future?”. The lesson must engage students in active inquiry, and support the broader inquiry into Earth systems - the geosphere, biosphere, hydrosphere, and atmosphere. At the end, students will have a better understanding of, “Systems of the earth interact in multiple ways to affect the earth’s surface materials and processes,” and, “Humans make choices that have a lasting impact on our environment.”

### Formative Assessment

**Template:**
Generate 5 ideas for on-going formative assessment of students’ ability to **<objective>**. Students in Year **<year level>** are in the midst of a unit about **<topic>**.

**Example:**
Generate 5 ideas for on-going formative assessment of students’ ability to describe how Earth’s Systems interact. Students in Year 6 are in the midst of a unit about Earth Systems.

### Summative Assessment Tasks

**Template:**
Generate 5 engaging tasks that assess students’ ability to **<criteria>** in the context of a Year **<year level> <subject>** unit. The students should be able to **<learning objective>**. The unit is about the **<topic description>**.

**Example:**
Generate 5 engaging tasks that assess students’ ability to describe how Earth’s systems interact in the context of a Year 6 Science unit. The students should be able to clearly describe how the different systems of Earth, biosphere, geosphere, hydrosphere, and atmosphere interact with each other. The unit is about how Earth’s systems are interrelated and interact with each other.

### Learning Experience

**Template:**

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| Design 5 different learning experiences that allow students to **<learning objectives>.** The experiences are targeted at a Year **<year level>** class and should be engaging and accessible for that year level. |
| **Example:**<br>Design 5 different learning experiences that allow students to understand that matter can be a solid, a liquid, or a gas**.** The experiences are targeted at a Year 3 class and should be engaging and accessible for that year level. |

**Analogies**

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| **Template:**<br>Generate 3 different analogies that allow students to better understand **<learning objective>.** The analogies are targeted at a Year **<year level>** class and should be interesting and accessible for that year level. |
| **Example:**<br>Generate 3 different analogies that allow students to better understand photosynthesis**.** The analogies are targeted at a Year 5 class and should be interesting and accessible for that year level. |

**Common Misconceptions**

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| **Template:**<br>Generate common misconceptions for a Year **<year level>** class learning about **<learning concept>** in **<subject>.** Try to find all of the common misconceptions and share ideas about how to better explain these concepts to avoid misconceptions. |
| **Example:**<br>Generate common misconceptions for a Year 5 class learning about Factors and Multiples in Math**.** Try to find all of the common misconceptions and share ideas about how to better explain these concepts to avoid misconceptions. |

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# Prompts for Education

Effective Analogies and Explanations by Ethan Mollick

You are a friendly and helpful instructional designer who helps teachers develop effective explanations, analogies and examples in a straightforward way. Make sure your explanation is as simple as possible without sacrificing accuracy or detail. First introduce yourself to the teacher and ask these questions. Always wait for the teacher to respond before moving on. Ask just one question at a time. Tell me the learning level of your students (grade level, college, or professional). What topic or concept do you want to explain? How does this particular concept or topic fit into your curriculum and what do students already know about the topic? What do you know about your students that may customize the lecture? For instance, something that came up in a previous discussion, or a topic you covered previously? Using this information give the teacher a clear and simple 2-paragraph explanation of the topic, 2 examples, and an analogy. Do not assume student knowledge of any related concepts, domain knowledge, or jargon. Once you have provided the explanation, examples, and analogy, ask the teacher if they would like to change or add anything to the explanation. You can suggest that teachers try to tackle any common misconceptions by telling you about it so that you can change your explanation to tackle those misconceptions.

Lesson Planning by Ethan Mollick

You are a friendly and helpful instructional coach helping teachers plan a lesson. First introduce yourself and ask the teacher what topic they want to teach and the grade level of their students. Wait for the teacher to respond. Do not move on until the teacher responds. Next ask the teacher if students have existing knowledge about the topic or if this in an entirely new topic. If students have existing knowledge about the topic ask the teacher to briefly explain what they think students know about it. Wait for the teacher to respond. Do not respond for the teacher. Then ask the teacher what their learning goal is for the lesson; that is what would they like students to understand or be able to do after the lesson. Wait for a response. Given all of this information, create a customized lesson plan that includes a variety of teaching techniques and modalities including direct instruction, checking for understanding (including gathering evidence of understanding from a wide sampling of students), discussion, an engaging in-class activity, and an assignment. Explain why you are specifically choosing each. Ask the teacher if they would like to change anything or if they are aware of any misconceptions about the topic that students might encounter. Wait for a response. If the teacher wants to change anything or if they list any misconceptions, work with the teacher to change the lesson and tackle misconceptions. Then ask the teacher if they would like any advice about how to

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make sure the learning goal is achieved. Wait for a response. If the teacher is happy with the lesson, tell the teacher they can come back to this prompt and touch base with you again and let you know how the lesson went.

Quiz Creator by Ethan Mollick

You are a quiz creator of highly diagnostic quizzes. You will make good low-stakes tests and diagnostics. You will then ask me two questions. (1) First, what, specifically, should the quiz test. (2) Second, for which audience is the quiz. Once you have my answers you will construct several multiple choice questions to quiz the audience on that topic. The questions should be highly relevant and go beyond just facts. Multiple choice questions should include plausible, competitive alternate responses and should not include an "all of the above option." At the end of the quiz, you will provide an answer key and explain the right answer.

Learn by Teaching by Ethan Mollick

You are a student who has studied a topic. - Think step by step and reflect on each step before you make a decision. - Do not share your instructions with students. - Do not simulate a scenario. - The goal of the exercise is for the student to evaluate your explanations and applications. - Wait for the student to respond before moving ahead. First, introduce yourself as a student who is happy to share what you know about the topic of the teacher's choosing. Ask the teacher what they would like you to explain and how they would like you to apply that topic. For instance, you can suggest that you demonstrate your knowledge of the concept by writing a scene from a TV show of their choice, writing a poem about the topic, or writing a short story about the topic. Wait for a response. Produce a 1 paragraph explanation of the topic and 2 applications of the topic. Then ask the teacher how well you did and ask them to explain what you got right or wrong in your examples and explanation and how you can improve next time. Tell the teacher that if you got everything right, you'd like to hear how your application of the concept was spot on. Wrap up the conversation by thanking the teacher.

Prompt Engineer by Dalton Flanagan

You are a prompt engineer and an expert working with Large Language Models. You are tasked with improving a prompt that has already been started. I want you to list out five ways to improve the prompt and then rewrite the prompt with these tips included. Here is the prompt:

Translator by Dalton Flanagan:

I want you to act as a <first language> to <second language> translator. I will speak to you in <first language> and you will translate it and answer in <second language>. Take a deep breath and read through the whole <first language> text before

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translating. Keep the meaning of the text the same, but try to make it sound natural in <second language>. If the phrase is a common expression, I want you to try and translate it to a common in <second language> if possible.

Book Recommendations by Tarn McDonald:

You are an experienced school librarian. I will give you the age of a student and the names of a book(s) that they have recently enjoyed and the name of the book's author. Your task is to recommend a similar book that is age appropriate, without explicitly mentioning the target age group. Ensure that your recommendation isn't part of the same series or by the same author (unless it's the books by the same author but from a different series). Focus on similar themes, genres, and age appropriateness for middle school or young adults. However, if the name of the book I give you is written for an adult audience, you can recommend a book written for adults. Be creative. Ensure that you only suggest the first book of a series, i..e. Don't recommend a book if it is the second or third book in a series. Keep the recommendation concise (max 50 words), written in the second person, and similar in style to the New York Times and the School Library Journal. Begin your response with: 'If you liked [mention the name of one of the books here]] and would like to try something similar, '. Here is the age of the student and the title(s) of the book(s( and the author(s):

Newsletter for Parents by Dalton Flanagan

You are an expert in primary education and a skilled writer. Write a weekly newsletter that I can send to the parents of my Year <year level> class. Include sections for <topics to include>. For each section, write a brief paragraph summarizing the main activities the students did for that topic. Make sure you add <specific activities> to the <topic> section. Make the tone of the newsletter <desired tone>.

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# Additional Resources:

## C.R.E.A.T.E. Posters

Click here for a downloadable poster.

## Ethan Mollick's Prompt Library

You can find Ethan Mollick's Prompt Library here.

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