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PRIMARY AI CLASSROOM GUIDEBOOK



Unlock the transformative power of Artificial Intelligence in your classroom. This essential guidebook is your key to navigating the future of education, moving beyond theory and into practical, day-to-day application. Inside, you will master the art of effective prompting to harness the full potential of AI as a teaching tool. Follow our step-by-step instructions to create your own custom AI chatbots, designed to act as personalized tutors and dynamic learning companions for your students. To bring it all together, explore a rich collection of innovative lesson ideas that seamlessly integrate AI in the Primary classroom

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Safe & Fair AI Use

Goal: Share a structured, practical way for primary teachers to build meaningful learning experiences with AI.

Core Principles

- **Safety:** Protect student identity and wellbeing first.
- **Fairness:** Ensure equal access, reduce bias, and support every learner.
- **Transparency:** Be clear when AI is used and how.
- **Learning First:** AI supports thinking; it doesn't replace it.

Responsibilities

Teacher responsibilities: Choose approved tools; set the objective; model an example; supervise student interactions.
Student responsibilities: Cite your use of AI, verify claims, reflect on how AI changed their thinking.

Begin to Introduce AI Literacy

- Model accurate prompts using the CREATE framework.
- Discuss bias and perspective: "Whose voice is missing?"
- Discuss data privacy and implications.
- Give examples of Deepfakes. Pause and question validity of images when viewing images online.

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1) Data Safety

- Use only school-approved AI tools; log in with school accounts.
- No personal identifiable information (PII) in prompts: no names, faces, addresses, IDs, schedules, or unique details.
- Check tool privacy policy, data retention, and training use settings before using it.

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2) Wellbeing

- No AI companion/chat “friend” apps for students.
- Keep face-to-face interactions central.
- Stop-Flag-Report if content or interactions are upsetting, biased, or unsafe.

3) Integrity & Transparency

- Students include an AI Use Statement on AI assisted work:
  “I used [tool] to [what]. Link to conversation: [conversation].”
- Teachers model appropriate AI referencing in their work.

4) Cognitive Offloading

- When using AI tools with students, be clear on your learning objectives and make sure they align with the use of AI tools. Not every lesson should use AI tools.
- Students are aware of the learning objectives and take ownership of their own learning.

5) Accuracy & Hallucinations

- Treat AI answers as drafts. Always check facts with a book/site you trust.
- Providing a knowledge source to AI Activities can limit hallucinations.
- For research, require facts from an AI tool to be verified by other sources.

6) Fairness & Bias

- Having a paid platform school wide allows for equal access.
- Check outputs for stereotypes or exclusions; ask “Is this fair to everyone?”
- Allow documented supports (e.g., text-to-speech, translation) as per learning plans.

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

Conversation With AI For Teaching&Learning

How to Use This Checklist

Keep **C.R.E.A.T.E.** in Mind for Engaging Conversations with AI

- **Task and Evaluate are "must-haves";**
- **Context and Examples are "important";**
- **Role and Audience are "preferred" to make your prompts even better.**

- **Keep details like full names, addresses, and phone numbers private.**
- **Avoid using real names or sensitive information when asking questions.**
- **AI responses might sometimes reflect bias, think critically about the answer.**
- **Always verify the information you get from AI with reliable sources.**

Context — Important

Describe the situation.
Give some background to help the ChatBot understand and answer better.

Role — Important

Choose a role for the bot.
Think of someone who could help you—who would you pick for this task?

Example — Preferred

Give examples of the style or tone.
For example, “Talk like Shakespeare” or “can you tell this story like a pirate”.

Audience — Preferred

Think about the audience.
Who is this for? For example, students at your age or someone who is younger.

Task — Must

Tell the bot what to do.
Start with an action word like “Make” or “Explain.” Example: “Write a song”.

Evaluate — Must

Evaluate the answer for accuracy.
Fact check to ensure the results are accurate, and edit them to make it better.

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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

You are an experienced MYP educator. Identify the learner profile attributes that can best be developed through the inquiry process for the MYP Year 1 Design Technology unit about designing the appearance of a robot to make robotics more acceptable to the public. Consider how 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", and the related factual, conceptual, and debatable questions align with specific attributes:

- Factual Questions: How can you define a System?
- Conceptual Questions: What would be another use for a robotic or automated product in the wider community?
- Debatable Questions: Is the increasing presence of Robots in our society an aid or a hindrance?

[Prompt Library with more examples.]

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C.R.E.A.T.E. YOUR AI ACTIVITY

The Educator's Guide to Building AI Chatbots

This framework is a practical guide for teachers to design effective, student-facing AI chatbot activities. It combines the teaching goals with a conversation checklist to transform your ideas into an intentional and reliable educational assistant.

Define Your Goal

What do you want students to know, understand, or be able to do by the end of the lesson? This is the overarching learning objective.

Choose Your Activity

What type of interaction will help you achieve your goal? The type of activity will dictate the chatbot's role and how it interacts with students.
Examples:

- Socratic dialogue
- Reflective conversation
- Simulation
- Debate
- Language practice role play

Scope the Content & Support

- **Curate the Knowledge Source:** What specific information will the AI use? Upload the content that will serve as the chatbot's knowledge base.
- **Define the Level of Support:** Based on your activity choice, how much direct support will the AI offer? Be explicit.

C.R.E.A.T.E. AI Conversation Checklist

C ontext: Provide a background for the AI, including the subject, lesson goal, and the specific knowledge source it must use.
Important

R ole: Define a persona for the AI, such as a tutor, a neutral moderator, or a historical figure.
Important

E xample: Show the AI the style and tone you want it to use in its responses, by giving examples.
Preferred

T ask: Tell the AI its main objective and provide the opening question or statement to start the conversation.
Preferred

A udience: Specify the age and skill level of the students you are creating the activity for.
Must

E valuate: Evaluate the answer for accuracy. Fact check to ensure the results are accurate, and adjust for better outcomes.
Must

Test & Refine: Before giving this activity to students, always test the chatbot yourself and make changes until it works as intended.

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S.M.A.R.T.

AI Art Checklist For Teaching&Learning

- Be specific, and use detailed descriptions, including the background.
- Adjectives help! Use them to describe your subject, style, and look.
- Avoid opposite terms. Don't mix words like "realistic" and "abstract."
- Let AI help. You can use other AI Chatbots to generate prompts.

Subject

This is what you want to see in your picture. Make sure to describe the subject clearly.

Medium

The type of art you want, like drawing, painting, 3D, or photography. Choosing the right medium can change how the art looks.

Art Style

The style refers to the artistic style of the image. Examples include impressionist, surrealist, pop art, etc.

Relevant Details

Add extra info like colors, shapes, sizes, or textures to make the image more specific and interesting.

Touch-ups

Fine-tune your prompt by making sure all important elements are included.

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Primary AI Lesson Ideas

Title: Character Description Generation
Learning Objective: Students are using adjectives to describe a character.
Description: Students write a character description for their fictional story. The students then use Canva to generate an image of the character from the description. They compare the image to the image of the character in their head. Did you include enough description? Do you need to add or remove any words?
Tools used: https://www.canva.com/
AI Literacy Connection: Deepfakes are getting easier and easier to create. This is an entry point to talk to students about not believing everything they see online.
Example: The wizard is a weathered, bright-eyed wanderer—stooped like an old oak yet somehow unbowed—whose presence feels both homely and monumental. His beard is a river of ash and snow; his hat, a tattered, iconic silhouette; his staff, a practical walking stick that doubles as a thunderbolt. He smells of pipe-smoke and pine, of road dust and quiet libraries. In his gaze lives a twinned light: playful, twinkling mischief and ancient, unblinking judgment. He is courteous, sardonic, patient, and—when folly threatens—suddenly, startlingly stern. An enigmatic counselor wrapped in plain wool, he carries authority the way mountains carry weather. 

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Title: Descriptive Scene Generation
Learning Objective: Students are using adjectives to describe a scene or setting of their story.
Description: Students write a character description for their fictional story. The students then use Canva to generate an image of the character from the description. They compare the image to the image of the character in their head. Did you include enough description? Do you need to add or remove any words?
Tools used: • https://skybox.blockadelabs.com/ • https://www.classvr.com/
AI Literacy Connection: Deepfakes are getting easier and easier to create. This is an entry point to talk to students about not believing everything they see online.
Example: The Egyptian tomb was yellow with age, around us were cobwebs, the floor beneath us was sand. The large space was silent and filled with ancient statues and hieroglyphics. In the middle of the floor was a figure. Their back was to us and he was covered in a blood red cloak which was draped on the ground as he knelt before the altar. We stopped in our tracks, too terrified to make a sound. 

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Title: Animated Drawings
Learning Objective: Students are learning to describe a character's actions.
Description: Students draw a character with crayons, pencils or markers. The character needs to be humanoid, two legs, two arms, and a head. The images are added to Meta's animated drawings and animated by the teacher. It is important the teacher does this step because this is a tool for people 18 and older. After the images are animated, the students can record a voice over describing the actions of the character.
Tools used: https://sketch.metademolab.com/canvas
AI Literacy Connection: This could be a chance to talk about copyright. The images uploaded to the software must be your own.
Example: https://youtu.be/Im09TpjWMcQ

Title: Language Practice
Learning Objective: Students are able to practice speaking in a language.
Description:The teacher will create an activity on FlintK12.com and lock it to the specific language being taught. To focus the lesson, the teacher will select the "speak and listen" for oral practice or the "write and read" for writing practice. If any students have trouble participating, they should be partnered up to interact with the activity in pairs.
Tools used: https://www.flintk12.com/
AI Literacy Connection: The AI systems behind ChatGPT and Gemini, are great at translating text to different languages.
Example: https://app.flintk12.com/public/library/090a3248-80b6-4dd1-b725-d6b309f9475f This is an example of a Language Activity that allows the students to practice Chinese.

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Title: Learner Profile Activity
Learning Objective: Students understand how they learn the best.
Description: The teacher will adapt the Learner Profile activity for their own context. You can include Learner Profile Attributes if you are in an IB school. The benefit of this activity is that the teacher and the student will have a clear one page report of how the student feels they learn the best. This can be used to guide lessons in the future or used to upload to another activity to differentiate and personalize the content for the student.
Tools used: https://www.flintk12.com/
AI Literacy Connection: AI systems can analyze the information from the Learner Profile to recommend specific resources, adjust the difficulty of tasks, and provide individualized feedback. This helps students understand how AI can be used to support their learning in a targeted way. It also opens up discussions about data privacy and the ethical implications of using personal data in educational technology.
Example: https://app.flintk12.com/public/library/interactive-lea-7c0a38 You can adapt the following activity for your own context. This is a link to the prompt I used for the activity so you can create it on another platform.

Title: Get to know you activity
Learning Objective: Students articulate their interests.
Description: The teacher will create an activity to learn about the students at the start of the year. Flint allows the teacher to lock the AI Activity to a specific language
Tools used: https://www.flintk12.com/
AI Literacy Connection: Be careful what you enter into an AI ChatBot. When we share our personal information with an AI, we must consider where that data goes. Flint is a secure ChatBot that won't train on your data but other platforms will keep your data to train and improve their models.
Example: https://app.flintk12.com/public/library/getting-to-know-d28073 You can adapt this activity to your own context and age group.

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Title: Writing Feedback Activity
Learning Objective: Students get instant feedback on their writing.
Description: It is difficult to conference with every student as soon as they finish their small moment writing. With this Flint activity, students can get feedback on their writing instantly and begin to iterate and improve the writing. I asked for the feedback to be given in two stars and a wish format.
Tools used: https://www.flintk12.com/
AI Literacy Connection: Cognitive offloading can prevent learning. Using this tool to get feedback can help you be a better writer, but you have to actually complete the writing activity.
Example: This is a flint activity giving feedback to Year 4 writers. I have uploaded a rubric as a knowledge source. I will include the rubric here. Here is the activity: https://app.flintk12.com/public/library/small-moment-st-626857

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AI PLAYGROUND

Learn AI Literacy Through Play

Master AI: Understand it, Guide it, Think with it!

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Quick, Draw!



Age: 6+

AI Literacy Concept: **AI learns from data to recognize patterns.** The AI has seen millions of drawings to learn. AI isn't just programmed with rules for each object, but learns by example.

Click to play!

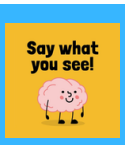
Teachable Machine

Age: 10+

AI Literacy Concept: **Directly experiencing the AI training process**, understanding the role of **data**, and encountering the concept of **bias.**

Click to play!

Say What You See



Age: 11+

AI Literacy Concept: **Effective prompting for Generative AI and understanding AI's interpretation.** This teaches the skill of communicating with Gen AI and seeing how nuances in language affect the outcome.

Click to play!

Blob Opera



Age: 6+

AI Literacy Concept: **AI generating creative content based on user control.** You see a direct link between your simple actions and the AI's complex, creative output.

Click to play!

AutoDraw

Age: 6+

AI Literacy Concept: **AI as a helpful predictor/assistant.** You see AI trying to understand your intention and offer help, making drawing faster or neater.

Click to play!

AI or Human



Age: 13+

AI Literacy Concept: AI-generated text and images can look just like real writing and real photos. In AI or Human, you'll try to tell them apart. Compare your score to the average.

Click to play!

Semantris

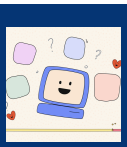


Age: 8-10+

AI Literacy Concept: **AI understands deeper language context (semantics in Natural Language Processing).** This shows AI working with the meaning of words.

Click to play!

Odd One Out



Age: 10+

AI Literacy Concept: **Critically evaluating AI-generated content and understanding AI's limitations.**This encourages to think about what makes an image feel "real".

Click to play!

Cultural Icons



Age: 12+

AI Literacy Context: **Demonstrates how AI can be used to explore large datasets** of cultural information and provide contextual understanding around various topics.

Click to play!

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Our website:
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