

AI PROMPTS

Lesson & Workshop Planning Prompt Pack

From learning goal to inclusive, active session - without surrendering your teaching judgment

BEST FOR

College instructors, trainers, facilitators, curriculum designers, and subject-matter experts

AI for Better Lives pillars: AI Made Simple | AI for Educators & Lifelong Learners

Use these prompts to accelerate planning while keeping learning objectives, evidence, accessibility, academic integrity, and human connection in the foreground.

The planning sequence

Plan	Question
Outcome	What should learners understand or be able to do?
Evidence	What would show that learning occurred?
Experience	What will learners do to build that capability?
Access	What barriers or alternatives should be anticipated?
Reflection	What will inform the next revision?

PROMPT 01 Clarify the outcome

Turn this topic into 2-4 observable learning objectives for [AUDIENCE/LEVEL]: [TOPIC]. Use verbs that describe what learners will do. For each objective, state why it matters and what evidence could demonstrate it.

PROMPT 02 Check alignment

Review these objectives, activities, and assessments: [PASTE]. Identify where they align, where an objective is not practiced or assessed, and where an activity does not serve an objective. Suggest the smallest revisions.

PROMPT 03 Activate prior knowledge

Design a five-minute opening for [TOPIC] that reveals what learners already know without embarrassing anyone. Include instructions, two possible misconceptions, and how I should respond.

PROMPT 04 Build a compelling hook

Create five opening hooks for a lesson on [TOPIC]: a real-life dilemma, surprising but verifiable finding, brief scenario, visual question, and prediction task. Avoid sensationalism and provide source types to verify factual claims.

PROMPT 05 Explain a difficult concept

Teach [CONCEPT] to [LEARNER LEVEL] using one plain-language definition, one accurate analogy, one non-example, and one application. Explicitly state the analogy's limits.

PROMPT 06 Generate diverse examples

Create six examples of [CONCEPT] across varied ages, cultures, work contexts, family structures, abilities, and resource levels. Avoid stereotypes. Label any assumptions that require checking.

PROMPT 07 Design active practice

Create three active-learning options for [OBJECTIVE]: one individual, one pair/small-group, and one whole-group. Each should take [TIME], work with [CLASS SIZE], and produce observable evidence of learning.

PROMPT 08 Case-study builder

Draft a realistic case study for [TOPIC] and [LEARNER LEVEL]. Include enough ambiguity for discussion, four analysis questions, an instructor key, common reasoning errors, and a note about avoiding unnecessary personal disclosure.

PROMPT 09 Discussion that goes somewhere

Write a sequence of six discussion questions for [TOPIC] that moves from comprehension to application, analysis, evaluation, and reflection. Add one follow-up probe for superficial answers.

PROMPT 10 Workshop timing map

Build a minute-by-minute plan for a [LENGTH]-minute workshop on [TOPIC]. Include opening, instruction, practice, transition, break if needed, application, questions, and closing. Reserve 10% of the time as a buffer.

PROMPT 11 Universal-design options

Review this activity: [PASTE]. Offer equivalent ways to participate, access information, and demonstrate learning. Consider visual, auditory, motor, language, attention, and technology barriers without lowering the learning goal.

PROMPT 12 Low-tech alternative

Create a no-account, no-AI, and low-bandwidth alternative to this activity: [ACTIVITY]. Preserve the same learning objective and approximate time.

PROMPT 13 Formative check

Create five quick checks for understanding for [OBJECTIVE], including one misconception-revealing item. Provide answers and explain what I should do if many learners miss each item.

PROMPT 14 Authentic assessment

Design an authentic assessment for [OBJECTIVE] that asks learners to use knowledge in a realistic context. Include instructions, success criteria, a simple rubric, and a transparent AI-use policy.

PROMPT 15 Rubric critique

Audit this rubric: [PASTE]. Identify vague criteria, overlapping categories, hidden cultural or stylistic preferences, and anything unrelated to the learning objective. Revise only the problematic parts.

PROMPT 16 Academic-integrity redesign

Redesign this assignment so learning is visible even when AI is available: [ASSIGNMENT]. Include process evidence, student explanation, source verification, reflection on AI use, and an accessible non-AI path.

PROMPT 17 Facilitator response guide

For a workshop on [TOPIC], list likely questions, resistance, emotional reactions, and confusion points. Draft responses that are accurate, respectful, concise, and within my professional scope.

PROMPT 18 Post-session reflection

Create a 10-minute facilitator reflection for this session: [PLAN/NOTES]. Ask about evidence of learning, participation patterns, timing, accessibility, unexpected moments, and one change for next time.

Real prompts from the studio

WHY THESE ARE DIFFERENT The prompts below are cleaned, portable versions of instructions used in real AI for Better Lives projects. They preserve the details that made the outputs useful while replacing course-specific information with brackets.

PROMPT 19 Complete lesson kit - used for AI-assisted course planning

You are an experienced instructional designer and college educator. Create a complete [LENGTH]-minute lesson on [TOPIC] for [AUDIENCE/COURSE LEVEL]. Use only the source material I provide for factual claims: [PASTE OR ATTACH SOURCES]. Begin with 2-4 observable learning objectives. Then provide a minute-by-minute agenda, an engaging opening, a concise teaching outline, one individual activity, one collaborative activity, discussion questions that progress from comprehension to application, two checks for understanding, an authentic assessment, a simple rubric, and a closing reflection. Include instructor notes, likely misconceptions, accessible participation options, and a no-account or low-tech alternative. Clearly label anything that requires source verification. Do not invent citations, student details, or course policies. Return the lesson in sections I can edit and teach from.

PROMPT 20 Editable quiz package - used for quiz and study-tool builds

Using only the material below, create an editable [NUMBER]-question quiz for [LEARNER LEVEL] about [TOPIC]: [PASTE OR ATTACH SOURCE MATERIAL]. Include a balanced mix of multiple-choice, true/false, short-answer, and application questions unless I specify otherwise. For every item, provide the correct answer, a brief explanation, the learning objective assessed, and a difficulty label. Make distractors plausible without being tricky. Do not test facts that are absent from the source. End with a separate instructor answer key and a student feedback version that explains what was correct, what needs review, and what to study next.

Final teaching check

- ☐ The learning objective is observable.
- ☐ Learners practice what the assessment asks them to do.
- ☐ AI-generated facts and examples are verified.
- ☐ Participation does not require personal disclosure.
- ☐ An accessible or low-tech route exists.
- ☐ The instructor, not the AI, owns final teaching decisions.

Sources and further reading

- **Framework:** [UNESCO AI Competency Framework for Teachers](#)

KEEP IT HUMAN AI is a support tool, not the final authority. Verify consequential claims, remove private information before prompting, name uncertainty, and keep human judgment in the loop.