From Keywords to Key Results – The Secrets of Effective Prompting

Prompting for Teachers and Students

CREATIVE TASKS

These are optional creative tasks that you can submit for an extra fee if you'd like to go deeper into the topic.

📧 If you submit one, I'll provide personalized feedback on your work.

✅ Choose any 4 tasks from the list and submit them in any format you prefer (written, visual, video, presentation, etc.).
📧 Send your completed tasks to the following email address:

infomynovamind@gmail.com

📧 You will receive detailed, personalized feedback on each submitted task within 2 weeks.

🎯 The goal is not perfection, but creative engagement with the material and practical experimentation.

1. "The Neighbor's AI" – Tone-Shifting Challenge

Goal: Practicing conscious use and variation of **tone**.
Task:

- Write three prompts with the same content but in different tones:
    1. Friendly, student-friendly tone
    2. Formal, academic tone
    3. Motivational, inspiring tone
- Topic: *"How would you explain the functioning of artificial intelligence to a 14-year-old?"*
- Participants must also explain **why they chose** certain expressions and how it influenced the AI's output.

2. "From Conspiracy to Curriculum" – Adding Context

Goal: Understanding the impact of context.
Task:

- Given a short, context-free prompt: *"Write 5 facts about the moon landing!"*
- Participants rewrite the same request in three different contexts (e.g., for a history lesson, for an aerospace engineer, for a conspiracy theorist) so that the output differs significantly.
- They should also create rules and examples for effective context-giving, and compare the results within the group.

3. "Prompt Doctor" – Clarity Tuning

Goal: Improving clarity in prompt design.
Task:

- Trainer provides a vague prompt (e.g., *"Give advice to students"*).
- Participants must:
    1. Identify why the request is unclear.
    2. Create three improved versions, each more specific (Level 1 → Level 3).
    3. Test all three and evaluate how the results improved.

4. "Format Hack" – Controlling Output Structure

Goal: Directing the format of AI responses.
Task:

- Choose an educational topic (e.g., environmental protection, reading comprehension).
- Request the same content in four different formats:
    1. Table
    2. Three-paragraph essay
    3. Short bullet list
    4. Quiz questions
- Analyze which format would be ideal for which student group and why.

5. "Example Wizard" – The Power of Examples

Goal: Understanding the role of examples in improving AI outputs.
Task:

- Select a complex educational topic (e.g., photosynthesis, the Industrial Revolution).
- Request an AI explanation:
    1. Without examples
    2. With one specific example
    3. With multiple types of examples (analogy, historical case, personal experience)
- Use at least two different AI models and analyze which example structure provided the most teachable output.

6. "Prompt Evolution" – Full Development Cycle

Goal: Applying tone, context, clarity, format, and examples together.
Task:

- Start with a weak, one-sentence prompt.

- Develop it in five steps, adding one new aspect each time:
    1. Tone → 2. Context → 3. Clarity → 4. Format → 5. Examples
- Compare the first and final versions and describe how the output quality changed.

7. "Creativity in Chains?" – Exploring AI and Constraints

Goal: To explore how constraints (e.g., strict format, word limits, style restrictions) influence AI's creative output, and to do so through an unusual and creative medium.

Task:
Create **A short comic strip**, or A**n encyclopedia entry** (max. 200 words) on how you think constraints affect AI creativity.

- Do constraints limit AI's ability to generate original and useful ideas, or can they actually inspire more creativity?
- Support your opinion with a personal experience or an example you've seen.
- If you wish, you may experiment by asking AI to respond to the same prompt **with** and **without** constraints, and compare the results briefly in your text.

8. "Reverse Engineering" – From Output to Prompt

Goal: Understanding prompt structure by working backwards.
Task:

- Have a look at the lessnon plan below.
- Guess what kind of prompt could have produced it, including tone, context, format.
- Then test your guessed prompt to see if you can replicate a similar output.

Time (minutes)	Activity	Mode of Work	Technical Requirements
0–5	**Introduction – Motivation and Prior Knowledge Activation**: Initiate discussion on the physiological and neurocognitive roles of sleep, supported by concise scientific statistics (e.g., sleep cycles, REM and non-REM phases, links to cognitive performance).	Whole-class frontal instruction	Projector or interactive whiteboard, presentation slides

Time (minutes)	Activity	Mode of Work	Technical Requirements
5–10	**Knowledge Transfer**: Presentation of peer-reviewed research findings (e.g., Harvard Medical School, National Sleep Foundation recommendations, meta-analyses on the relationship between academic performance and sleep duration/quality).	Frontal with Q&A	Presentation slides, visual charts
10–20	**Guided Research Task**: Students, in small groups, use curated academic resources (abstracts, infographics, data tables) to identify and summarize key evidence on the consequences of sleep deprivation in adolescents.	Group work	Printed research extracts or online academic database access, tablets/laptops
20–30	**Analytical and Logical Thinking Exercise**: Groups create a cause–effect diagram mapping how inadequate sleep influences learning capacity, memory consolidation, and emotional regulation, integrating neurobiological terminology.	Group work	Large paper sheets or digital mind-mapping tool
30–38	**Creative Output**: Groups design an evidence-based infographic or short advocacy poster aimed at peers, promoting healthy sleep habits supported by scientific evidence.	Group work	Graphic design software (e.g., Canva), colored markers if offline
38–43	**Group Presentations**: Each group presents its visual product and explains the key scientific arguments behind their recommendations.	Group presentation	Projector or screen-sharing option
43–45	**Synthesis and Reflection**: Teacher-led summary of core concepts; students share one actionable change they will implement based on the lesson.	Whole-class reflection	None