Your Class, Prepared

Build a clear lesson and solid materials, with AI.

10 prompts to frame your goals, build the flow, explain simply, get learners practising and assess their work, without spending your evenings on prep.

Free for the SYSTINFO community

GOOD TO KNOW

AI drafts, you decide.

In 2026, tools like MagicSchool, Diffit or Gemini for Education, and assistants like ChatGPT or Le Chat, build a lesson plan, examples and a quiz in seconds. A real time saver, but three habits before you rely on it.

- **AI suggests, you decide**
  It drafts a plan or a quiz fast, but you check the facts, fit it to the syllabus and keep the point of the lesson.
- **No pupil data**
  Never give an AI names, grades or identifiable work. Work on anonymous cases or neutral examples instead.
- **Check facts and sources**
  An AI can invent a date, a formula or a reference. Cross-check any content before it reaches your learners.

The right habit: draft fast, read slowly, and keep control of what your learners must take aw



THE METHOD

Ten prompts, five steps.

No instructional-design degree needed. These 10 prompts take you from framing to assessment: frame, structure, explain, get them practising, then assess. Change the brackets to fit your lesson.

Every prompt follows the same recipe: Role, Context, Task, Format. Copy the structure, change the brackets.

01 **Frame the lesson**
· 2 prompts

02 **Structure the flow**
· 2 prompts

03 **Explain it clearly**
· 2 prompts

04 **Get them practising**
· 2 prompts

05 **Assess and mark**
· 2 prompts

PROMPT 01 · FRAME

Clear Objectives

PROMPT TO COPY

Role: you are an experienced instructional coach.
Context: I am preparing a lesson on [topic] for [audience], lasting [time].
Task: help me write 3 clear, measurable learning objectives.
Format: a list of 3 objectives, each with an action verb and the target level.

What you get

A clear aim. You know what your learners must be able to do by the end.

PROMPT 02 · FRAME

Know Your Class

PROMPT TO COPY

Role: you are an expert in differentiated teaching.
Context: my learners are [level, age, prior knowledge, constraints].
Task: tell me what to watch for with this exact group.
Format: prerequisites to check, likely difficulties, and 2 tips to adapt.

What you get

A lesson that lands. You start from the real level in the room, not a dream one.

PROMPT 03 · STRUCTURE

The Lesson Plan

PROMPT TO COPY

Role: you are a designer of teaching sequences.
Context: objectives [the 3 objectives], time [length], tools [board, projector].
Task: propose a timed run-through of the lesson.
Format: a step-by-step table with the time, the activity and the material for each moment.

What you get

A plan ready to follow. Every minute of the lesson has its place and purpose.

PROMPT 04 · STRUCTURE

A Strong Hook

PROMPT TO COPY

Role: you are a specialist in classroom motivation.
Context: I am opening a lesson on [topic] with [audience].
Task: suggest 3 ways to grab attention in the first minutes.
Format: 3 ideas (question, situation, story), one example sentence for each.

What you get

An opening that grips. Your learners want to know what comes next.

PROMPT 05 · EXPLAIN

The Idea Simplified

PROMPT TO COPY

Role: you are a teacher who makes hard things simple.
Context: I must explain [concept] to [audience] who are new to it.
Task: explain it simply, with an everyday analogy.
Format: a short explanation, one analogy, and a line to say out loud in class.

What you get

A sure click. A vivid image beats a long definition every time.

PROMPT 06 · EXPLAIN

A Concrete Example

PROMPT TO COPY

Role: you are a bank of teaching examples.
Context: my concept is [concept] and my learners live in [local context].
Task: give me 3 concrete examples rooted in their daily life.
Format: 3 short examples, simplest to richest, ready to show.

What you get

Concrete that speaks. The idea sticks to what your learners already know.

An Active Task

PROMPT TO COPY

Role: you are a designer of hands-on activities.
Context: objective [target], time available [length], class of [size].
Task: propose an activity where learners do, not just listen.
Format: the goal, the instructions, the materials, and the time for each phase.

What you get

A class that acts. We remember more by doing than by listening.

PROMPT 08 · PRACTISE

The Right Level

PROMPT TO COPY

Role: you are an expert in differentiation.
Context: here is my task [task] pitched at an average level.
Task: turn it into an easier version and a more advanced one.
Format: three levels side by side, same core brief, difficulty adjusted.

What you get

Each at their pace. Strugglers keep up, fast finishers move on.

A Ready Quiz

PROMPT TO COPY

Role: you are a designer of assessments.
Context: my lesson covered [objectives], level [audience].
Task: create a 5-question quiz to check the essentials.
Format: 5 mixed questions (MCQ, true-false, open), with the answer key apart.

What you get

A check in hand. You quickly see what landed and what did not.

PROMPT 10 · ASSESS

The Marking Grid

PROMPT TO COPY

Role: you are a specialist in fair assessment.
Context: I am marking [work or task] for [audience], out of [total].
Task: build a clear, fair marking grid.
Format: the criteria, points per criterion, and a cue for each level of success.

What you get

A mark you can defend. You mark fast, the same for all, with no argument.

THANK YOU · OVER TO YOU

One sentence, a big thank you.

These cards are offered to you, with no advertising. Our only reward is your appreciation.

Give us 30 seconds

Take a moment to thank us on one of our channels. A public word, even a short one, encourages us to keep supporting you, tip after tip.

Scan to join us and say thank you

WhatsApp **Mattermost** **LinkedIn** **Facebook**

systinfo.org · systinfo.ai · blog.systinfo.ai