



Living Lessons

*Half an hour to prepare
what used to take your evening.*

10 prompts to build a lesson, explain it another way, get students practising, mark fairly and write home, while you keep control of what your class actually learns.

Free for the SYSTINFO community



GOOD TO KNOW

AI prepares. You teach.

Three teachers in ten now use AI every week and report saving close to six hours, the equivalent of six weeks across a school year. UNESCO still insists the teacher remains the guardian of what is learned. Three markers before you start.

- **AI knows neither your class nor your syllabus**

It produces a global average. The real level of your students and the official programme are things you have to teach it.

- **Generated content gets read before it enters the room**

Dates, formulas, historical examples: an error you teach is far harder to undo than to catch.

- **Scripts and student names stay outside the tool**

Anonymise before pasting. A piece of coursework carries personal data you are answerable for.

The right habit: AI writes the draft, you sign the lesson.

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THE METHOD

Ten prompts, five moments.

A lesson runs in five stages: prepare, explain, practise, assess, communicate. These 10 prompts hand AI the first draft of each one. The teaching decisions stay with you.

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

01 Prepare the lesson

· 2 prompts

02 Explain it differently

· 2 prompts

03 Get them practising

· 2 prompts

04 Assess and report

· 2 prompts

05 Write home, go further

· 2 prompts



The Lesson Plan

PROMPT TO COPY

Role: you are a teaching mentor who has planned thousands of lessons.

Context: I teach [subject] to [year group], [number] students, a [length] session. Target: [what they must be able to do by the end].

Task: build the running order minute by minute, showing what I do and what the students do.

Format: a four-column table, timing, teacher activity, student activity, materials. Add the opening question I should ask.

What you get

A full running order to adjust, not to follow blindly. The student column exposes straight away the minutes when nobody is doing anything.



The Mixed Class

PROMPT TO COPY

Role: you are a teacher used to classes with several levels in one room.

Context: my lesson covers [topic]. Three groups: [struggling], [on track], [ahead].

Task: turn one activity into three versions, same goal, different demand.

Format: three sets of instructions written exactly as I will dictate them, then one line on what I should watch for in each group.

What you get

Three instruction sets ready for the board. Keeping a single goal avoids splitting the class into two sealed levels.



The Triple Take

PROMPT TO COPY

Role: you are an explainer who never settles for one image.

Context: my [year group] students are stuck on [topic].

Their most common confusion: [observed error].

Task: explain the idea three different ways, with no jargon.

Format: one everyday analogy, one diagram described in words, one counter-example. End with the sentence to say aloud to clear the confusion.

What you get

Three doors into the same idea. When the first one fails you already hold the second, instead of repeating yourself more loudly.



The Local Example

PROMPT TO COPY

Role: you are a teacher who roots every idea in what students already live.

Context: I teach [topic] to [year group] in [town or region]. My students mostly know [local realities: market, season, trades, transport].

Task: replace the textbook examples with situations they genuinely experience.

Format: four short examples, each with the question to put to the class. Flag with an asterisk any you are unsure about.

What you get

Examples your students recognise rather than endure. A textbook written elsewhere becomes a lesson about where they live.



The Rising Quiz

PROMPT TO COPY

Role: you are an assessment designer who measures understanding, not memory.

Context: topic covered: [topic], level [year group].

Classic mistakes: [list].

Task: write ten questions running from simple recall to use in an unfamiliar situation.

Format: ten numbered questions, the expected answer, and for each plausible wrong answer what it reveals about the student's reasoning.

What you get

A quiz that diagnoses instead of punishing. The wrong-answer column tells you what to reteach, and to whom.



The Tailored Task

PROMPT TO COPY

Role: you are a teacher who has built their own exercises for twenty years.

Context: I want to work on [skill] with [year group], in [length] of class time, with no special equipment.

Task: propose a group exercise, with its instructions and its answer key.

Format: the exact handout wording, the sequence in three steps, the answer key, and a shorter variant if time runs out.

What you get

An exercise ready to photocopy, answers included. The short variant rescues the lesson the day part one overruns.



The Clear Rubric

PROMPT TO COPY

Role: you are an examiner who marks the last script exactly like the first.

Context: I am marking [type of work] in [subject], level [year group], out of [total]. What matters most: [criteria].

Task: build my marking rubric, written so a student can read it.

Format: four or five criteria, each with four levels described in words from weakest to strongest, and the marks attached.

What you get

A rubric that makes the mark arguable, and therefore fair. Handed out before the task, it does half your explaining for you.



The Fair Report

PROMPT TO COPY

Role: you are a form tutor who writes useful reports and never wounding ones.

Context: student referred to by [initials only]. Results: [figures]. Observed behaviour: [facts, not judgements].

Progress: [yes, no, which].

Task: write the term report, addressed to the student and readable by the family.

Format: three sentences, what is secure, what precisely blocks, the first action to take. No adjectives about the person.

What you get

A report that says what to do on Monday morning.

Describing the action rather than the child changes what the family takes away.



The Note to Families

PROMPT TO COPY

Role: you are a teacher writing to busy parents, some uneasy with school language.

Context: I must announce [trip, difficulty, meeting, instruction]. Tone wanted: [informative, reassuring, firm].

Task: write the message, with none of the institution's vocabulary.

Format: ten lines maximum, the point in the first sentence, what parents must do, the date, and who to reply to.

What you get

A message read to the end. Putting the request before the background doubles the number of replies that arrive on time.



The Teacher's Check

PROMPT TO COPY

Role: you are a supportive inspector reading the document before it reaches the class.

Context: here is the lesson, exercise or message you have just produced: [paste it].

Task: flag what would put me in difficulty in front of students, without rewriting the document.

Format: a list, facts or dates to verify, content off syllabus, ambiguous instructions, examples unsuited to the context, student data to remove.

What you get

The read-through that protects the time you saved. An error caught before the lesson costs a minute, caught after it costs a whole session.



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