

FOR AFTER-SCHOOL CARE STAFF

40 chat prompts

Prompts for After-School Care Staff.

Ready-to-use prompts for planning, teaching and reflection.

*The right tool at the right time.
Part of the WISE Framework for Education at
choosewise.education.*

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Glossary

A few terms that recur throughout this guide. If you already know them, skip ahead to the framework on the next page.

AI — Artificial Intelligence

An attempt to make machines mimic brain functions — to "think" and learn roughly the way humans do. We don't fully understand how the brain works, but we can try to replicate the parts we do understand.

Prompt

An instruction given to a chatbot to get a desired response or task performed.

Iterate

After receiving a response from a chatbot, you refine and clarify the parts you're not satisfied with — sharpening the answer until it's what you want. The better your starting prompt, the fewer iterations you'll need.

Chatbot

A chatbot has been trained to find patterns in large amounts of text. It uses those patterns to generate a response to your prompt. The answer is produced in real time.

GPT

The underlying model (Generative Pre-trained Transformer) that a chatbot uses. The same GPT can power different chatbots — for example, Copilot and ChatGPT have both used OpenAI's GPT.

Generative AI

AI that creates (generates) text, images, video, or sound in real time when prompted to do so.

Bias

AI responses can be skewed or partial, depending on the data the AI was trained on and the biases present in that data. These biases are harder to spot in chatbots than in image-generating AI.

Hallucination

The text you receive from a chatbot is based on patterns in its training data, but word generation also involves randomness — meaning generated words can sometimes create a meaning that simply isn't true.

A framework for writing your own prompts

Role: Act as an experienced physics teacher.

Task: Create a lesson plan that introduces year 8 students to optics.

Context: I teach at a middle school, have 25 students in my class, and the lesson is 60 minutes long.

Format: Link content and activities to the physics curriculum and give me a plan that describes each part of the lesson and the materials required.

Tone: Use a formal but friendly tone.

A few chatbots to know

AI can also generate images and more, but we focus here on chat capabilities.

ChatGPT — OpenAI's chatbot

Gemini — Google's chatbot

NotebookLM — Google's tool that can, among other things, generate a two-voice podcast

Copilot — Microsoft's chatbot

Claude — Anthropic's chatbot

Perplexity — From San Francisco, was early to include source links

Duck AI — DuckDuckGo's chatbot, lets you pick among several GPTs

Mistral AI — A chatbot from France

Most chatbots have age restrictions.

How to use the prompts

All the prompts are starting points — examples to get you going. Adapt them to fit your context.

After using a chatbot for a while, you'll learn what kinds of prompts work better or worse. Try the same prompt twice — first as-is, then with the prefix "Act as an experienced expert teacher in [subject]" — and see whether the quality of the response improves. A good response means a good prompt. A poor response means the prompt needs more context or adjustment. Some chatbots are better than others at certain tasks, so if you're not satisfied despite multiple tries, consider switching chatbot.

Brackets and privacy

You paste the prompt text into the chatbot's input field. Wherever brackets *[like this]* appear, replace the text inside with whatever fits your context.

Always double-check the responses — chatbot output is not guaranteed to be accurate.

Note: Think carefully before uploading texts or documents. Never upload personal data or sensitive information. Mind GDPR.

After-School Care Staff

- 01 Create a plan for an afternoon activity at after-school care for grades [1–5] where children build simple [specific construction, e.g. towers] using recycled materials, with three steps to introduce, carry out, and reflect on the activity.
- 02 Give me five fun outdoor activities for after-school care children in grades [1–5] that strengthen [specific goal, e.g. collaboration], with a short description for each.
- 03 Write a brief guide for an after-school care teacher to organise a [specific activity, e.g. treasure hunt] for grades [1–5], with three steps and a theme connected to [specific subject, e.g. nature].
- 04 Suggest three calm indoor activities for after-school care children in grades [1–5] that promote [specific goal, e.g. concentration], with one idea for each and minimal materials required.
- 05 Create a list of five short encouraging phrases to inspire after-school care children in grades [1–5] to take part in a [specific new activity, e.g. painting] during after-school time.
- 06 Give me an example of a routine for starting the afternoon at after-school care for grades [1–5], with three steps and a simple [specific activity, e.g. gathering game] to welcome the children.
- 07 Suggest three theme-based craft activities for after-school care children in grades [1–5] linked to [specific theme, e.g. autumn], with one suggestion for each and simple materials.
- 08 Create an afternoon plan for after-school care for grades [1–5] where children play a [specific game, e.g. charades], with three stages (introduction, play, reflection).
- 09 Give me five ideas for movement activities at after-school care for grades [1–5] that require minimal equipment, focusing on [specific goal, e.g. coordination], with a description for each.
- 10 Write a brief template for an after-school care teacher to use to let children in grades [1–5] reflect on a [specific activity, e.g. group play], with three simple questions.

- 11 Suggest three ways to collaborate with class teachers to reinforce *[specific subject, e.g. mathematics]* through an after-school care activity for grades *[1–5]*, with one idea for each.
- 12 Give me an example of an outdoor activity for after-school care children in grades *[1–5]* where they explore *[specific theme, e.g. nature]*, with three steps for carrying it out.
- 13 Create a list of five simple creative activities for after-school care children in grades *[1–5]* that use *[specific material, e.g. paper]*, with a short description for each.
- 14 Suggest three ways to organise a play day at after-school care for grades *[1–5]* with a focus on *[specific goal, e.g. collaboration]*, with one game for each and minimal planning required.
- 15 Write a brief guide for an after-school care teacher to introduce a *[specific activity, e.g. storytelling circle]* for grades *[1–5]*, with three steps and a theme such as *[specific theme, e.g. friendship]*.
- 16 Give me five ideas for calm activities at after-school care for grades *[1–5]* that promote *[specific goal, e.g. relaxation]*, with one activity for each and simple instructions.
- 17 Suggest three ways to use the outdoors at after-school care for grades *[1–5]* to teach children about *[specific theme, e.g. plants]*, with one practical activity for each.
- 18 Create an afternoon plan for after-school care for grades *[1–5]* where children build a *[specific item, e.g. birdhouse]*, with three steps and a short reflection afterwards.
- 19 Give me an example of a group activity at after-school care for grades *[1–5]* where children play a *[specific game, e.g. memory game]*, with three steps for carrying it out.
- 20 Write a list of three brief ways to use music in an after-school care activity for grades *[1–5]* to promote *[specific goal, e.g. movement]*, with one suggestion for each.
- 21 Create a session for after-school care children in grades *[1–5]* where they do a *[specific activity, e.g. obstacle course]*, with three steps and a focus on *[specific goal, e.g. coordination]*.

22 Give me five ways to use stories in after-school care activities for grades [1–5] to strengthen [specific goal, e.g. imagination], with one idea for each.

23 Write a brief guide for an after-school care teacher to organise a [specific activity, e.g. nature crafts] for grades [1–5], with three steps and a theme such as [specific theme, e.g. autumn].

24 Suggest three ways to use games at after-school care for grades [1–5] to promote [specific goal, e.g. collaboration], with one game for each and simple rules.

25 Create a list of five simple outdoor games for after-school care children in grades [1–5] that strengthen [specific goal, e.g. movement], with a short description for each.

26 Give me an example of a routine for ending the day at after-school care for grades [1–5], with three steps and a calm [specific activity, e.g. story reading].

27 Suggest three ways to use simple materials (e.g. [specific material, e.g. sticks]) in an after-school care activity for grades [1–5], with one creative idea for each.

28 Write a brief template for an after-school care teacher to plan a [specific activity, e.g. drama play] for grades [1–5], with three stages (introduction, activity, reflection).

29 Give me five ideas for after-school care activities for grades [1–5] that connect to [specific theme, e.g. friendship], with one activity for each and simple instructions.

30 Create an afternoon plan for after-school care for grades [1–5] where children do a [specific activity, e.g. treasure hunt], with three steps and a short evaluation.

31 Suggest three ways to collaborate with parents to include their ideas in an after-school care activity for grades [1–5], with a focus on [specific goal, e.g. culture], and one idea for each.

32 Give me an example of a simple movement game for after-school care children in grades [1–5] that practises [specific goal, e.g. balance], with three steps for carrying it out.

33 Write a list of five themed days for after-school care for grades [1–5] linked to [specific theme, e.g. the seasons], with a short activity description for each.

34 Suggest three ways to use the outdoor area at after-school care for grades [1–5] for a [specific activity, e.g. planting project], with one idea for each.

35 Create a plan for an after-school care teacher to lead a [specific activity, e.g. board game session] for grades [1–5], with three steps and a focus on [specific goal, e.g. strategy].

36 Give me five ideas for indoor activities at after-school care for grades [1–5] that promote [specific goal, e.g. creativity], with one activity for each and minimal resources.

37 Suggest three ways to use stories or books in an after-school care activity for grades [1–5] to strengthen [specific goal, e.g. language], with one idea for each.

38 Write a brief guide for an after-school care teacher to organise a [specific activity, e.g. dance session] for grades [1–5], with three steps and a theme such as [specific theme, e.g. the joy of movement].

39 Give me an example of an afternoon activity at after-school care for grades [1–5] where children make a [specific item, e.g. newspaper], with three steps and a short reflection.

40 Create a list of three brief ways to use outdoor games to teach after-school care children in grades [1–5] about [specific theme, e.g. collaboration], with one suggestion for each.

CONTINUE ON THE WEB

The right tool at the right time.

This collection is part of a library of AI prompts for every role in the school — free to use, adapt, and share.

More prompt sets

Find prompts for principals, subject teachers, school leaders, support staff and more at choosewise.education/prompts

The WISE Framework for Education

Four questions that turn any "should we use this AI tool?" conversation into a structured decision — choosewise.education/wise

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