

FOR CRAFTS TEACHERS

40 chat prompts

Prompts for Crafts Teachers.

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.

Crafts Teacher

- 01 Create a lesson plan for a *[grade]*-class in textile crafts that meets the *[reference to current curriculum]* goals for *[specific focus, e.g. craft technique]*, with an introduction and three concrete activities.
- 02 Give me five strategies to motivate a *[grade X]* student who finds textile crafts difficult, with an encouraging idea for each.
- 03 Write a short guide for teaching a *[grade X]* class a basic sewing technique (e.g. *[specific technique, e.g. straight stitch]*), with three steps and a simple project.
- 04 Suggest three ways to integrate *[specific theme, e.g. upcycling]* into a textile crafts lesson for a *[grade X]* class, with a project proposal for each.
- 05 Create a list of five short encouraging phrases to build a *[grade X]* student's confidence during a textile crafts project.
- 06 Give me an example of a routine for starting a textile crafts lesson for a *[grade]* class with a simple introductory activity.
- 07 Suggest three ways to use everyday materials (e.g. *[specific material, e.g. old clothing]*) in a textile crafts lesson for a *[grade X]* class, with a project for each.
- 08 Write a short template for a 10-minute closing of a textile crafts lesson for a *[grade X]* class, with three elements (e.g. reflection, showcase).
- 09 Give me five ideas for making a textile crafts lesson for a *[grade]* class more playful, with a focus on *[specific goal, e.g. design]*, and an example for each.
- 10 Create a list of three short reflection questions for a *[grade X]* class after a textile crafts project on *[specific theme, e.g. the history of textiles]*, to capture their thoughts.

- 11 Suggest three ways to collaborate with the art teacher at a *[primary school]* to connect textile crafts to *[specific theme, e.g. patterns]*, with an idea for each.
- 12 Give me an example of a simple assessment of a *[grade X]* class's skills in *[specific technique, e.g. embroidery]*, with three criteria.
- 13 Write a list of five resources (e.g. books, videos) for a textile crafts lesson for a *[grade X]* class that support *[specific goal, e.g. craft knowledge]*.
- 14 Suggest three ways to adapt a textile crafts lesson for a *[grade X]* class with *[specific need, e.g. fine motor difficulties]*, with a solution for each.
- 15 Create a weekly planning template for textile crafts for a *[grade X]* class, with three focus areas (e.g. technique, design, reflection).
- 16 Give me five ideas for using minimal equipment in a textile crafts lesson for a *[grade X]* class to create *[specific project, e.g. crochet]*, with an example for each.
- 17 Suggest three ways to introduce a *[grade X]* class to *[specific technique, e.g. appliqué]*, with a hands-on exercise for each.
- 18 Write a short guide for handling a disruptive situation during a textile crafts lesson for a *[grade X]* class, with three steps and a calming strategy.
- 19 Give me an example of a textile crafts lesson for a *[grade X]* class that combines crafts with *[specific theme, e.g. cultural history]*, with three activities.
- 20 Create a list of three short ways to collaborate with the school librarian at a *[primary school]* to deepen *[specific goal, e.g. textile design]*, with an example for each. Wood and Metal
- 21 Create a lesson plan for a *[grade X]* class in wood and metal crafts that meets the *[reference to current curriculum]* goals for *[specific focus, e.g. materials knowledge]*, with three activities and a safety introduction.

22 Give me five strategies to motivate a *[grade X]* student who is afraid of using tools in wood and metal crafts, with an encouraging idea for each.

23 Write a short guide for teaching a *[grade X]* class a basic woodworking technique (e.g. *[specific technique, e.g. sawing straight]*), with three steps and a simple project.

24 Suggest three ways to integrate *[specific theme, e.g. sustainability]* into a wood and metal crafts lesson for a *[grade X]* class, with a project proposal for each.

25 Create a list of five short safety instructions for a *[grade X]* class before they begin using *[specific tool, e.g. drill]* in the crafts room.

26 Give me an example of a routine for starting a wood and metal crafts lesson for a *[grade]* class, with three steps and an introductory task.

27 Suggest three ways to use recycled materials (e.g. *[specific material, e.g. scrap wood]*) in a wood and metal crafts lesson for a *[grade X]* class, with a project for each.

28 Write a short template for a 5-minute closing of a wood and metal crafts lesson for a *[grade X]* class, with three elements (e.g. tidying up, reflection).

29 Give me five ideas for making a wood and metal crafts lesson for a *[grade X]* class more problem-solving oriented, with a challenge for each.

30 Create a list of three short reflection questions for a *[grade X]* class after a wood and metal crafts project on *[specific theme, e.g. function]*, to capture their learning.

31 Suggest three ways to collaborate with the maths teacher at a *[primary school]* to connect wood and metal crafts to *[specific theme, e.g. geometry]*, with three ideas for each approach.

32 Give me an example of a simple assessment of a *[grade X]* class's ability in *[specific technique, e.g. sanding]*, with three criteria.

33 Write a list of five resources (e.g. videos, tool guides) for a wood and metal crafts lesson for a *[grade X]* class that support *[specific goal, e.g. precision]*.

34 Suggest three ways to adapt a wood and metal crafts lesson for a *[grade X]* student with *[specific need, e.g. concentration difficulties]*, with a solution for each.

35 Create a weekly planning template for wood and metal crafts for a *[grade X]* class, with three focus areas (e.g. technique, design, safety).

36 Give me five ideas for using simple materials in a wood and metal crafts lesson for a *[grade X]* class to create *[specific project, e.g. a holder]*, with an example for each.

37 Suggest three ways to introduce a *[grade X]* class to *[specific metal technique, e.g. soldering]*, with a hands-on exercise for each.

38 Write a short guide for handling a safety hazard (e.g. *[specific hazard, e.g. improper tool use]*) during a wood and metal crafts lesson for a *[grade X]* class, with three steps.

39 Give me an example of a wood and metal crafts lesson for a *[grade]* class that combines crafts with *[specific theme, e.g. the development of technology]*, with three activities.

40 Create a list of three ways to collaborate with the caretaker at a *[primary school]* to improve *[specific goal, e.g. workshop maintenance]*, with an example 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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