

FOR GEOGRAPHY TEACHERS

60 chat prompts

Prompts for Geography 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.*

VOL.

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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.

Geography Lesson Planning

- 01 Create a lesson plan for a geography lesson in *[grade x]* on *[specific theme, e.g. climate change]*, with three sections focusing on causes, consequences, and sustainability, and a link to the national curriculum.
- 02 Give me five strategies for teaching map analysis in geography to *[grade x]* students, with a practical exercise for each and a reflection on its value.
- 03 Write a short guide for introducing *[specific theme, e.g. population geography]* to a *[grade x]* class, with three steps and an engaging warm-up activity.
- 04 Suggest three ways to use digital tools to teach *[specific theme, e.g. natural resources]* in *[grade x]*, with one activity for each and a link to digital competence in the national curriculum.
- 05 Create a list of five analysis tasks for a *[grade x]* class on *[specific theme, e.g. urbanisation]*, with a geographical source for each and a reflection question.
- 06 Give me an example of a routine for starting a geography lesson in *[grade x]* on *[specific theme, e.g. climate zones]*, with three steps and a link to spatial processes.
- 07 Suggest three ways to integrate *[specific theme, e.g. sustainable development]* into a *[grade x]* class using fieldwork, with a practical exercise for each and a reflection.
- 08 Create an assessment rubric for a geography lesson in *[grade x]* on *[specific theme, e.g. natural disasters]*, with three knowledge requirements from the national curriculum and criteria for different levels.
- 09 Give me five ideas for teaching *[specific theme, e.g. migration]* in *[grade x]*, with a creative activity for each and a link to geographical perspectives.
- 10 Write a short template for planning a geography lesson in *[grade x]* on *[specific theme, e.g. global trade]*, with three sections (introduction, analysis, reflection) and a map task.

- 11 Suggest three ways to collaborate with a *[science teacher]* on a cross-curricular project about *[specific theme, e.g. climate change]* in *[grade x]*, with one idea for each and a goal.
- 12 Give me an example of a lesson in *[grade x]* on *[specific theme, e.g. Earth's resources]*, with three steps focusing on sustainability and a discussion task.
- 13 Create a list of five discussion questions for a *[grade x]* class on *[specific theme, e.g. urbanisation]*, focusing on causes and consequences with a connection to current events.
- 14 Suggest three ways to use maps to teach *[specific theme, e.g. population distribution]* in *[grade x]*, with a map task for each and an analysis of patterns.
- 15 Write a short guide for teaching *[specific theme, e.g. natural disasters]* in *[grade x]*, with three steps and a link to geographical analysis in the national curriculum.
- 16 Give me five ideas for making *[specific theme, e.g. climate zones]* more engaging for a *[grade x]* class, with a practical activity for each and a rationale.
- 17 Suggest three ways to assess students' understanding of *[specific theme, e.g. sustainability]* in *[grade x]*, with one method for each and a link to the national curriculum's knowledge requirements.
- 18 Create a plan for a geography lesson in *[grade x]* on *[specific theme, e.g. migration]*, with three sections and a closing reflection task on spatial relationships.
- 19 Give me an example of an analysis task for a *[grade x]* class on *[specific theme, e.g. global trade]*, with three steps and an evaluation of map data.
- 20 Write a list of three short ways to connect *[specific theme, e.g. natural resources]* to students' everyday lives in a *[grade x]* class, with one question for each and a link to the national curriculum.
- 21 Create a detailed plan for a project on *[specific theme, e.g. climate change]* for a *[grade x]* class, with three lessons focusing on geographical patterns and sustainability solutions.

22 Give me five strategies for teaching *[specific theme, e.g. urbanisation]* in *[grade x]*, with a map-based activity for each and a link to spatial processes.

23 Write a short guide for using fieldwork in a geography lesson on *[specific theme, e.g. natural resources]* in *[grade x]*, with three steps and an analysis task.

24 Suggest three ways to integrate *[specific theme, e.g. migration]* with Social Studies in a *[grade x]* class, with a cross-curricular activity for each and a goal.

25 Create a list of five creative writing tasks for a *[grade x]* class on *[specific theme, e.g. climate zones]*, with instructions for each and a link to geographical analysis.

26 Give me an example of a routine for closing a geography lesson on *[specific theme, e.g. natural disasters]* in *[grade x]*, with three steps and a reflection question.

27 Suggest three ways to use GIS tools to teach *[specific theme, e.g. population distribution]* in *[grade x]*, with one activity for each and a data analysis component.

28 Write an assessment task for a *[grade x]* class on *[specific theme, e.g. sustainable development]*, with three levels and criteria linked to the national curriculum's knowledge requirements.

29 Give me five ideas for teaching *[specific theme, e.g. global trade]* in *[grade x]*, with a practical activity for each and a reflection on sustainability.

30 Write a short template for planning a geography lesson in *[grade x]* on *[specific theme, e.g. climate change]*, with three sections and a link to geographical perspectives in the national curriculum.

31 Suggest three ways to collaborate with a history teacher on a cross-curricular theme about *[specific theme, e.g. migration]* in *[grade x]*, with one idea for each and a goal.

32 Give me an example of a discussion on *[specific theme, e.g. urbanisation]* for a *[grade x]* class, with three questions and a method for assessing participation.

- 33 Create a list of five map tasks for a *[grade x]* class on *[specific theme, e.g. natural resources]*, with one map for each and an analysis of patterns.
- 34 Suggest three ways to use role play to teach *[specific theme, e.g. climate policy]* in *[grade x]*, with a scenario for each and a reflection on solutions.
- 35 Write a short guide for teaching *[specific theme, e.g. population geography]* in *[grade x]*, with three steps and a link to sustainability in the national curriculum.
- 36 Give me five ideas for connecting *[specific theme, e.g. natural disasters]* to current issues in a *[grade x]* class, with one question for each and a rationale.
- 37 Suggest three ways to assess students' geographical analysis skills in a *[grade x]* class on *[specific theme, e.g. global trade]*, with one method for each and a goal.
- 38 Create a plan for a geography lesson in *[grade x]* on *[specific theme, e.g. climate zones]*, with three sections and a discussion on spatial relationships.
- 39 Give me an example of an analysis task for a *[grade x]* class on *[specific theme, e.g. sustainability]*, with three steps and an evaluation of map data.
- 40 Write a list of three short ways to use digital resources to teach *[specific theme, e.g. migration]* in *[grade x]*, with one resource for each and a link to the national curriculum.
- 41 Create a lesson series on *[specific theme, e.g. urbanisation]* for a *[grade x]* class, with three lessons exploring causes, consequences, and sustainability solutions, and a link to the national curriculum.
- 42 Give me five ideas for teaching *[specific theme, e.g. climate zones]* in *[grade x]*, with a map-based activity for each and a reflection on spatial patterns.
- 43 Write a short guide for introducing *[specific theme, e.g. natural resources]* to a *[grade x]* class, with three steps and an engaging visual warm-up.

44 Suggest three ways to use GIS tools to teach *[specific theme, e.g. climate change]* in *[grade x]*, with an analysis task for each and a link to the national curriculum.

45 Create a list of five discussion tasks for a *[grade x]* class on *[specific theme, e.g. migration]*, with one question for each and a link to sustainability.

46 Give me an example of a routine for closing a geography lesson on *[specific theme, e.g. global trade]* in *[grade x]*, with three steps and a reflection task.

47 Suggest three ways to integrate *[specific theme, e.g. natural disasters]* with science in a *[grade x]* class, with a cross-curricular activity for each and a goal.

48 Create an assessment task for a *[grade x]* class on *[specific theme, e.g. population geography]*, with three levels and criteria linked to the national curriculum's knowledge requirements.

49 Give me five strategies for making *[specific theme, e.g. sustainable development]* engaging for a *[grade x]* class, with a practical activity for each and a rationale.

50 Write a short template for planning a geography lesson in *[grade x]* on *[specific theme, e.g. climate policy]*, with three sections and a map analysis task.

51 Suggest three ways to collaborate with a Social Studies teacher on a project about *[specific theme, e.g. globalisation]* in *[grade x]*, with one idea for each and a link to the national curriculum.

52 Give me an example of a lesson on *[specific theme, e.g. natural resources]* for a *[grade x]* class, with three steps and a discussion on sustainability.

53 Create a list of five map tasks for a *[grade x]* class on *[specific theme, e.g. urbanisation]*, with one map for each and an analysis of geographical patterns.

54 Suggest three ways to use fieldwork to teach *[specific theme, e.g. climate zones]* in *[grade x]*, with one exercise for each and a reflection on spatial relationships.

55 Write a short guide for teaching *[specific theme, e.g. migration]* in *[grade x]*, with three steps and a link to geographical analysis in the national curriculum.

56 Give me five ideas for connecting *[specific theme, e.g. natural disasters]* to current issues in a *[grade x]* class, with one question for each and a rationale.

57 Suggest three ways to assess students' map skills in a *[grade x]* class on *[specific theme, e.g. global trade]*, with one method for each and a goal.

58 Create a plan for a geography lesson in *[grade x]* on *[specific theme, e.g. sustainability]*, with three sections and a closing reflection on social responsibility.

59 Give me an example of an analysis task for a *[grade x]* class on *[specific theme, e.g. climate change]*, with three steps and an evaluation of map data.

60 Write a list of three short ways to use digital resources to teach *[specific theme, e.g. population distribution]* in *[grade x]*, with one resource for each and a link to the national curriculum.

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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

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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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