

FOR RELIGIOUS STUDIES TEACHERS

60 chat prompts

# Prompts for Religious Studies 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.

## Religious Studies Teachers

- 01 Create a lesson series on *[specific theme, e.g. religion and society]* for a grade *[x]* class, with three lessons exploring cultural influences, ethical dilemmas, and contemporary relevance, and a connection to *[reference to current curriculum]*.
- 02 Give me five strategies for teaching grade *[x]* students about *[specific theme, e.g. world religions]*, with a practical activity for each and a reflection on religious understanding.
- 03 Create a lesson plan for a Religious Studies lesson in grade *[x]* on *[specific theme, e.g. ethics and morality]*, with three sections focusing on concepts, dilemmas, and reflection, and a connection to *[reference to current curriculum]*.
- 04 Write a short guide for introducing *[specific theme, e.g. religion and identity]* to a grade *[x]* class, with three steps and an engaging warm-up activity.
- 05 Suggest three ways to use digital tools to teach *[specific theme, e.g. sacred texts]* in grade *[x]*, with an activity for each and a connection to digital competence in *[reference to current curriculum]*.
- 06 Create a list of five analytical tasks for a grade *[x]* class on *[specific theme, e.g. religion and society]*, with a source for each and a reflection question.
- 07 Give me an example of a routine for starting a Religious Studies lesson in grade *[x]* on *[specific theme, e.g. religious celebrations]*, with three steps and a connection to cultural expressions.
- 08 Suggest three ways to integrate *[specific theme, e.g. ethical dilemmas]* into a grade *[x]* class through discussion, with an ethical question for each and a reflection on perspectives.
- 09 Create an assessment rubric for a Religious Studies lesson in grade *[x]* on *[specific theme, e.g. worldviews]*, with three knowledge requirements from *[reference to current curriculum]* and criteria for different levels.

- 10 Give me five ideas for teaching *[specific theme, e.g. religion and conflicts]* in grade *[x]*, with a creative activity for each and a connection to ethical perspectives.
- 11 Write a short template for planning a Religious Studies lesson in grade *[x]* on *[specific theme, e.g. religion and science]*, with three sections (introduction, analysis, reflection) and a source evaluation task.
- 12 Suggest three ways to collaborate with a *[Social Studies teacher]* on a cross-curricular project about *[specific theme, e.g. religion and society]* in grade *[x]*, with one idea for each and a goal.
- 13 Give me an example of a lesson in grade *[x]* on *[specific theme, e.g. world religions]*, with three steps focusing on similarities and differences and a discussion task.
- 14 Create a list of five discussion questions for a grade *[x]* class on *[specific theme, e.g. ethics]*, focusing on moral dilemmas and a contemporary connection.
- 15 Suggest three ways to use primary sources to teach *[specific theme, e.g. sacred texts]* in grade *[x]*, with a source for each and an analytical task.
- 16 Write a short guide for teaching *[specific theme, e.g. religion and identity]* in grade *[x]*, with three steps and a connection to ethical reasoning according to *[reference to current curriculum]*.
- 17 Give me five ideas for making *[specific theme, e.g. worldviews]* more engaging for a grade *[x]* class, with a practical activity for each and a rationale.
- 18 Suggest three ways to assess students' understanding of *[specific theme, e.g. religion and conflicts]* in grade *[x]*, with a method for each and a connection to *[reference to current curriculum]* knowledge requirements.
- 19 Create a plan for a Religious Studies lesson in grade *[x]* on *[specific theme, e.g. religious celebrations]*, with three sections and a closing reflection task on cultural expressions.
- 20 Give me an example of a source evaluation exercise for a grade *[x]* class on *[specific theme, e.g. religion and media]*, with three steps and an analysis of source credibility.

- 21 Write a list of three short ways to connect *[specific theme, e.g. ethics and morality]* to students' everyday lives in a grade *[x]* class, with a question for each and a connection to *[reference to current curriculum]*.
- 22 Create a detailed plan for a project on *[specific theme, e.g. religion and society]* for a grade *[x]* class, with three lessons focusing on cultural influences and ethical perspectives.
- 23 Give me five strategies for teaching *[specific theme, e.g. sacred texts]* in grade *[x]*, with a source-based activity for each and a connection to religious understanding.
- 24 Write a short guide for using debate in a Religious Studies lesson on *[specific theme, e.g. ethical dilemmas]* in grade *[x]*, with three steps and an analysis of perspectives.
- 25 Suggest three ways to integrate *[specific theme, e.g. worldviews]* with Swedish in a grade *[x]* class, with a cross-curricular activity for each and a goal.
- 26 Create a list of five creative writing tasks for a grade *[x]* class on *[specific theme, e.g. religious celebrations]*, with instructions for each and a connection to cultural expressions.
- 27 Give me an example of a routine for closing a Religious Studies lesson on *[specific theme, e.g. religion and science]* in grade *[x]*, with three steps and a reflection question.
- 28 Suggest three ways to use role play to teach *[specific theme, e.g. religion and conflicts]* in grade *[x]*, with a scenario for each and a reflection on ethics.
- 29 Write an assessment task for a grade *[x]* class on *[specific theme, e.g. world religions]*, with three levels and criteria linked to *[reference to current curriculum]* knowledge requirements.
- 30 Give me five ideas for teaching *[specific theme, e.g. ethics and morality]* in grade *[x]*, with a practical activity for each and a reflection on ethical reasoning.
- 31 Write a short template for planning a Religious Studies lesson in grade *[x]* on *[specific theme, e.g. religion and identity]*, with three sections and a connection to contemporary issues in *[reference to current curriculum]*.

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

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

34 Create a list of five analytical tasks for a grade *[x]* class on *[specific theme, e.g. religion and media]*, with a source for each and a source evaluation question.

35 Suggest three ways to use storytelling to teach *[specific theme, e.g. sacred texts]* in grade *[x]*, with a narrative activity for each and a reflection on meaning.

36 Write a short guide for teaching *[specific theme, e.g. religion and conflicts]* in grade *[x]*, with three steps and a connection to ethical perspectives according to *[reference to current curriculum]*.

37 Give me five ideas for connecting *[specific theme, e.g. ethics]* to contemporary issues in a grade *[x]* class, with a question for each and a rationale.

38 Suggest three ways to assess students' religious understanding in a grade *[x]* class on *[specific theme, e.g. religious celebrations]*, with a method for each and a connection to *[reference to current curriculum]*.

39 Create a plan for a Religious Studies lesson in grade *[x]* on *[specific theme, e.g. world religions]*, with three sections and a discussion on cultural expressions.

40 Give me an example of a source evaluation task for a grade *[x]* class on *[specific theme, e.g. religion and science]*, with three steps and an evaluation of source credibility.

41 Write a list of three short ways to use digital resources to teach *[specific theme, e.g. religion and identity]* in grade *[x]*, with a resource for each and a connection to *[reference to current curriculum]*.

42 Give me five ideas for teaching *[specific theme, e.g. world religions]* in grade *[x]*, with a source-based activity for each and a reflection on religious understanding.

43 Write a short guide for introducing *[specific theme, e.g. ethics and morality]* to a grade *[x]* class, with three steps and an engaging ethical question as a warm-up.

44 Suggest three ways to use digital tools to teach *[specific theme, e.g. religion and identity]* in grade *[x]*, with an activity for each and a connection to *[reference to current curriculum]*.

45 Create a list of five discussion tasks for a grade *[x]* class on *[specific theme, e.g. religious celebrations]*, with a question for each and a connection to cultural expressions.

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

47 Suggest three ways to integrate *[specific theme, e.g. religion and conflicts]* with history 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. sacred texts]*, with three levels and criteria linked to *[reference to current curriculum]* knowledge requirements.

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

50 Write a short template for planning a Religious Studies lesson in grade *[x]* on *[specific theme, e.g. ethical dilemmas]*, with three sections and a source evaluation task.

51 Suggest three ways to collaborate with a *[Swedish teacher]* on a project about *[specific theme, e.g. religion and media]* in grade *[x]*, with one idea for each and a connection to *[reference to current curriculum]*.

52 Give me an example of a lesson on *[specific theme, e.g. religion and identity]* for a grade *[x]* class, with three steps and a discussion on personal perspectives.

53 Create a list of five source evaluation exercises for a grade *[x]* class on *[specific theme, e.g. religion and society]*, with a source for each and an analysis of credibility.

- 54 Suggest three ways to use role play to teach *[specific theme, e.g. ethics]* in grade *[x]*, with a scenario for each and a reflection on moral choices.
- 55 Write a short guide for teaching *[specific theme, e.g. religious celebrations]* in grade *[x]*, with three steps and a connection to cultural expressions in *[reference to current curriculum]*.
- 56 Give me five ideas for connecting *[specific theme, e.g. worldviews]* to contemporary issues in a grade 9 class, with a question for each and a rationale.
- 57 Suggest three ways to assess students' ethical reasoning in a grade *[x]* class on *[specific theme, e.g. religion and science]*, with a method for each and a goal.
- 58 Create a plan for a Religious Studies lesson in grade *[x]* on *[specific theme, e.g. world religions]*, with three sections and a closing reflection on similarities and differences.
- 59 Give me an example of an analytical task for a grade *[x]* class on *[specific theme, e.g. religion and conflicts]*, with three steps and an evaluation of source credibility.
- 60 Write a list of three short ways to use digital resources to teach *[specific theme, e.g. sacred texts]* in grade *[x]*, with a resource for each and a connection to *[reference to current curriculum]*.

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](https://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](https://choosewise.education/wise)

## Follow Johan Lindström on LinkedIn

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