

FOR TEACHERS · AGES 16–19

80 chat prompts

# Prompts for Religious Studies Teachers · Upper Secondary.

*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.

32

# 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.

## Upper Secondary Religious Studies Teacher

- 01 Create a lesson plan for an Upper Secondary Religious Studies lesson on *[specific theme, e.g. ethics and morality]*, with three sections focusing on theories, dilemmas, and reflection, and a link to *[reference to current curriculum]*.
- 02 Give me five strategies for teaching Upper Secondary students about *[specific theme, e.g. world religions]*, with a practical activity for each and a reflection on religious understanding.
- 03 Write a short guide for introducing *[specific theme, e.g. religion and identity]* to a Religious Studies class, with three steps and an engaging discussion starter.
- 04 Suggest three ways to use digital tools to teach *[specific theme, e.g. sacred texts]*, with an analysis activity for each and a link to *[reference to current curriculum]* goals on digital competence.
- 05 Create a list of five source-evaluation tasks for a Religious Studies class on *[specific theme, e.g. religion and society]*, with one source for each and a reflection question.
- 06 Give me an example of a routine for starting a Religious Studies lesson on *[specific theme, e.g. worldviews]*, with three steps and a link to contemporary perspectives.
- 07 Suggest three ways to integrate *[specific theme, e.g. religion and conflict]* into discussions, with an ethical question for each and a reflection on different perspectives.
- 08 Create an assessment rubric for a Religious Studies lesson on *[specific theme, e.g. ethical theories]*, with three knowledge requirements from *[reference to current curriculum]* and criteria for different grade levels.
- 09 Give me five ideas for teaching *[specific theme, e.g. religion and science]*, with a creative activity for each and a link to ethical reasoning.

10 Write a short template for planning a Religious Studies lesson on *[specific theme, e.g. religion and media]*, with three sections (introduction, analysis, reflection) and a source-evaluation task.

11 Suggest three ways to collaborate with a history teacher on a cross-curricular project about *[specific theme, e.g. religion and society]*, with one idea for each and a goal linked to *[reference to current curriculum]*.

12 Give me an example of a lesson on *[specific theme, e.g. world religions]*, with three steps focusing on comparisons and a discussion task.

13 Create a list of five discussion questions for a Religious Studies class on *[specific theme, e.g. ethics]*, focusing on moral dilemmas and a contemporary connection.

14 Suggest three ways to use primary sources to teach *[specific theme, e.g. sacred texts]*, with one source for each and an analysis task.

15 Write a short guide for teaching *[specific theme, e.g. religion and identity]*, with three steps and a link to *[reference to current curriculum]* goals on ethical perspectives.

16 Give me five ideas for making *[specific theme, e.g. worldviews]* more engaging for Upper Secondary students, with a practical activity for each and a rationale.

17 Suggest three ways to assess students' understanding of *[specific theme, e.g. religion and conflict]*, with one method for each and a link to *[reference to current curriculum]* knowledge requirements.

18 Create a plan for a Religious Studies lesson on *[specific theme, e.g. ethical theories]*, with three sections and a closing reflection task on societal relevance.

19 Give me an example of a source-evaluation exercise on *[specific theme, e.g. religion and media]*, with three steps and an analysis of source credibility linked to *[reference to current curriculum]*.

20 Write a list of three short ways to connect *[specific theme, e.g. religion and science]* to students' everyday lives, with one question for each and a link to *[reference to current curriculum]*.

21 Create a detailed plan for a project on *[specific theme, e.g. religion and society]* for a Religious Studies class, with three lessons focusing on cultural influences and ethical dilemmas.

22 Give me five strategies for teaching *[specific theme, e.g. sacred texts]*, with a source-based activity for each and a link to religious understanding.

23 Write a short guide for using debate in a Religious Studies lesson on *[specific theme, e.g. ethics and morality]*, with three steps and an analysis of ethical perspectives.

24 Suggest three ways to integrate *[specific theme, e.g. worldviews]* with Swedish, with a cross-curricular activity for each and a goal linked to *[reference to current curriculum]*.

25 Create a list of five creative writing tasks for a Religious Studies class on *[specific theme, e.g. religion and identity]*, with instructions for each and a link to personal reflection.

26 Give me an example of a routine for closing a Religious Studies lesson on *[specific theme, e.g. religion and conflict]*, with three steps and a reflection question.

27 Suggest three ways to use role play to teach *[specific theme, e.g. ethical dilemmas]*, with a scenario for each and a reflection on moral choices.

28 Write an assessment task for a Religious Studies class on *[specific theme, e.g. world religions]*, with three levels and criteria linked to *[reference to current curriculum]* knowledge requirements.

29 Give me five ideas for teaching *[specific theme, e.g. religion and media]*, with a practical activity for each and a reflection on source criticism.

30 Write a short template for planning a Religious Studies lesson on *[specific theme, e.g. religion and science]*, with three sections and a link to *[reference to current curriculum]* goals on ethical reasoning.

31 Suggest three ways to collaborate with a Social Studies teacher on a cross-curricular theme about *[specific theme, e.g. religion and society]*, with one idea for each and a goal.

32 Give me an example of a lesson on *[specific theme, e.g. worldviews]*, with three steps and a discussion on existential questions.

33 Create a list of five analysis tasks for a Religious Studies class on *[specific theme, e.g. sacred texts]*, with one source for each and a source-critical question.

34 Suggest three ways to use current news to teach *[specific theme, e.g. religion and conflict]*, with one article for each and a reflection on relevance.

35 Write a short guide for teaching *[specific theme, e.g. ethics]*, with three steps and a link to *[reference to current curriculum]* goals on critical thinking.

36 Give me five ideas for connecting *[specific theme, e.g. religion and identity]* to contemporary social issues, with one question for each and a rationale.

37 Suggest three ways to assess students' ethical reasoning on *[specific theme, e.g. religion and science]*, with one method for each and a link to *[reference to current curriculum]*.

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

39 Give me an example of a source-critical analysis task on *[specific theme, e.g. religion and media]*, with three steps and an evaluation of source context linked to *[reference to current curriculum]*.

40 Write a list of three short ways to use digital tools to teach *[specific theme, e.g. ethical theories]*, with one resource for each and a link to *[reference to current curriculum]*.

41 Create a lesson series on *[specific theme, e.g. religion and society]* for a Religious Studies class, with three lessons exploring historical influences, contemporary trends, and ethical questions, and a link to *[reference to current curriculum]*.

42 Give me five ideas for teaching *[specific theme, e.g. ethical theories]*, with a source-based activity for each and a reflection on moral reasoning.

43 Write a short guide for introducing *[specific theme, e.g. worldviews]* to a Religious Studies class, with three steps and an engaging existential question as a warm-up.

44 Suggest three ways to use digital tools to teach *[specific theme, e.g. religion and conflict]*, with an analysis task for each and a link to *[reference to current curriculum]* goals on digital competence.

45 Create a list of five discussion tasks for a Religious Studies class on *[specific theme, e.g. sacred texts]*, with one question for each and a link to cultural expressions.

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

47 Suggest three ways to integrate *[specific theme, e.g. religion and science]* with philosophy, with a cross-curricular activity for each and a goal linked to *[reference to current curriculum]*.

48 Create an assessment task for a Religious Studies class on *[specific theme, e.g. world religions]*, with three levels and criteria linked to *[reference to current curriculum]* knowledge requirements.

49 Give me five strategies for making *[specific theme, e.g. ethics and morality]* engaging for Upper Secondary students, with a practical activity for each and a rationale.

50 Write a short template for planning a Religious Studies lesson on *[specific theme, e.g. religion and media]*, with three sections and a source-critical analysis task.

51 Suggest three ways to collaborate with a Swedish teacher on a project about *[specific theme, e.g. sacred texts]*, with one idea for each and a link to *[reference to current curriculum]*.

52 Give me an example of a lesson on *[specific theme, e.g. religion and society]*, with three steps and a discussion on cultural influences.

53 Create a list of five source-evaluation exercises for a Religious Studies class on *[specific theme, e.g. religion and conflict]*, with one source for each and a credibility analysis.

- 54 Suggest three ways to use role play to teach *[specific theme, e.g. ethical dilemmas]*, with a scenario for each and a reflection on moral perspectives.
- 55 Write a short guide for teaching *[specific theme, e.g. worldviews]*, with three steps and a link to *[reference to current curriculum]* goals on existential questions.
- 56 Give me five ideas for connecting *[specific theme, e.g. religion and identity]* to contemporary social issues, with one question for each and a rationale.
- 57 Suggest three ways to assess students' religious understanding of *[specific theme, e.g. world religions]*, with one method for each and a link to *[reference to current curriculum]*.
- 58 Create a plan for a Religious Studies lesson on *[specific theme, e.g. religion and science]*, with three sections and a discussion on scientific and religious perspectives.
- 59 Give me an example of an analysis task on *[specific theme, e.g. ethics]*, with three steps and an evaluation of ethical theories linked to *[reference to current curriculum]*.
- 60 Write a list of three short ways to use digital resources to teach *[specific theme, e.g. religion and media]*, with one resource for each and a link to *[reference to current curriculum]*.
- 61 Create a lesson plan for a Religious Studies class on *[specific theme, e.g. sacred texts]*, with three sections focusing on interpretation, context, and contemporary relevance, and a link to *[reference to current curriculum]*.
- 62 Give me five strategies for teaching *[specific theme, e.g. religion and conflict]*, with a source-based activity for each and a link to ethical reasoning.
- 63 Write a short guide for using debate in a Religious Studies lesson on *[specific theme, e.g. religion and society]*, with three steps and an analysis of different perspectives.
- 64 Suggest three ways to integrate *[specific theme, e.g. ethical theories]* with history, with a cross-curricular activity for each and a goal linked to *[reference to current curriculum]*.

65 Create a list of five creative discussion questions for a Religious Studies class on *[specific theme, e.g. worldviews]*, focusing on existential themes and a contemporary connection.

66 Give me an example of a routine for starting a Religious Studies lesson on *[specific theme, e.g. religion and identity]*, with three steps and an engaging question.

67 Suggest three ways to use film to teach *[specific theme, e.g. religion and science]*, with one film for each and an analysis task.

68 Write an assessment rubric for a Religious Studies class on *[specific theme, e.g. religion and media]*, with three knowledge requirements from *[reference to current curriculum]* and criteria for different levels.

69 Give me five ideas for teaching *[specific theme, e.g. world religions]*, with a practical activity for each and a reflection on cultural expressions.

70 Write a short template for planning a lesson on *[specific theme, e.g. ethics and morality]*, with three sections and a link to *[reference to current curriculum]* goals on critical thinking.

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

72 Give me an example of a lesson on *[specific theme, e.g. religion and society]*, with three steps and a discussion on societal impact.

73 Create a list of five analysis tasks for a Religious Studies class on *[specific theme, e.g. religion and identity]*, with one source for each and a source-critical analysis question.

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

75 Write a short guide for teaching *[specific theme, e.g. religion and science]*, with three steps and a link to *[reference to current curriculum]* goals on ethical perspectives.

76 Give me five ideas for making *[specific theme, e.g. worldviews]* relevant to Upper Secondary students, with a contemporary connection for each and a rationale.

77 Suggest three ways to assess students' source-critical skills on *[specific theme, e.g. religion and media]*, with one method for each and a link to *[reference to current curriculum]*.

78 Create a plan for a lesson on *[specific theme, e.g. ethical dilemmas]*, with three sections and a closing reflection on moral choices.

79 Give me an example of a source-evaluation exercise on *[specific theme, e.g. world religions]*, with three steps and an analysis of source credibility linked to *[reference to current curriculum]*.

80 Write a list of three short ways to use digital tools to teach *[specific theme, e.g. religion and conflict]*, with one resource for each and a link 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

For new prompts, guides and reflections on AI in education — search for *Johan Lindström*