

FOR SOCIAL STUDIES TEACHERS

60 chat prompts

Prompts for Social 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
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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.

Social Studies Teachers

- 01 Create a lesson plan for a Social Studies lesson in grade [x] on [specific theme, e.g. democracy], with three sections focusing on concepts, processes, and source criticism, and a connection to [reference to current curriculum].
- 02 Give me five strategies for teaching source criticism in Social Studies 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. human rights] to a grade [x] class, with three steps and an engaging discussion starter.
- 04 Suggest three ways to use digital tools to teach [specific theme, e.g. media] in grade [x], with an activity for each and a connection to digital literacy in [reference to current curriculum].
- 05 Create a list of five source-criticism tasks for a grade [x] class on [specific theme, e.g. climate policy], with one source for each and an analysis question.
- 06 Give me an example of a routine for starting a Social Studies lesson in grade [x] on [specific theme, e.g. economics], with three steps and a connection to current social issues.
- 07 Suggest three ways to integrate [specific theme, e.g. globalisation] into a grade [x] class using role play, with a scenario for each and a reflection on perspectives.
- 08 Create an assessment rubric for a Social Studies lesson in grade [x] on [specific theme, e.g. elections and political parties], with three knowledge requirements from [reference to current 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 connection to social perspectives.
- 10 Write a short template for planning a Social Studies lesson in grade [x] on [specific theme, e.g. the legal system], with three sections (introduction, analysis, reflection) and a source-criticism task.

- 11 Suggest three ways to collaborate with a *[history teacher]* on a cross-curricular project about *[specific theme, e.g. democracy]* 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. sustainable development]*, with three steps focusing on social processes and a discussion task.
- 13 Create a list of five discussion questions for a grade *[x]* class on *[specific theme, e.g. media and power]*, focusing on causes and consequences and a connection to current events.
- 14 Suggest three ways to use current news to teach *[specific theme, e.g. economics]* in grade *[x]*, with one article and one analysis task for each.
- 15 Write a short guide for teaching *[specific theme, e.g. equality]* in grade *[x]*, with three steps and a connection to democratic values according to *[reference to current curriculum]*.
- 16 Give me five ideas for making *[specific theme, e.g. climate change]* 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. global issues]* in grade *[x]*, with one method for each and a connection to *[reference to current curriculum]* knowledge requirements.
- 18 Create a plan for a Social Studies lesson in grade *[x]* on *[specific theme, e.g. media]*, with three sections and a closing reflection task on influence.
- 19 Give me an example of a source-criticism exercise for a grade *[x]* class on *[specific theme, e.g. migration]*, with three steps and an analysis of source credibility.
- 20 Write a list of three short ways to connect *[specific theme, e.g. rights]* to students' everyday lives in a grade *[x]* class, with one question for each and a connection to *[reference to current curriculum]*.
- 21 Create a detailed plan for a project on *[specific theme, e.g. sustainability]* for a grade *[x]* class, with three lessons focusing on social structures and student perspectives.

22 Give me five strategies for teaching *[specific theme, e.g. democracy]* in grade *[x]*, with a practical activity for each and a connection to source criticism.

23 Write a short guide for using debate in a Social Studies lesson on *[specific theme, e.g. climate policy]* in grade *[x]*, with three steps and an analysis task.

24 Suggest three ways to integrate *[specific theme, e.g. economics]* with *[geography]* 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. equality]*, with instructions for each and a connection to social analysis.

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

27 Suggest three ways to use role play to teach *[specific theme, e.g. elections and political parties]* in grade *[x]*, with a scenario for each and an analysis of perspectives.

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

29 Give me five ideas for teaching *[specific theme, e.g. globalisation]* in grade *[x]*, with a source-based activity for each and a reflection on credibility.

30 Write a short template for planning a Social Studies lesson in grade *[x]* on *[specific theme, e.g. the legal system]*, with three sections and a connection to current social issues.

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

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

33 Create a list of five analysis tasks for a grade [x] class on [specific theme, e.g. climate change], with one source for each and a source-criticism question.

34 Suggest three ways to use current events to teach [specific theme, e.g. migration] in grade [x], with one news item for each and a reflection on relevance.

35 Write a short guide for teaching [specific theme, e.g. democracy] in grade [x], with three steps and a connection to social processes according to [reference to current curriculum].

36 Give me five ideas for connecting [specific theme, e.g. economics] to students' everyday lives in a grade [x] class, with a practical activity for each and a rationale.

37 Suggest three ways to assess students' social understanding in a grade [x] class on [specific theme, e.g. global issues], with one method for each and a connection to [reference to current curriculum].

38 Create a plan for a Social Studies lesson in grade [x] on [specific theme, e.g. rights], with three sections and a closing discussion on democratic values.

39 Give me an example of a source-criticism analysis task for a grade [x] class on [specific theme, e.g. climate policy], with three steps and an evaluation of source credibility.

40 Write a list of three short ways to use digital resources to teach [specific theme, e.g. elections and political parties] in grade [x], with one resource for each and a connection to [reference to current curriculum].

41 Create a lesson series on [specific theme, e.g. globalisation] for a grade [x] class, with three lessons exploring social structures, consequences, and source criticism, and a connection to [reference to current curriculum].

42 Give me five ideas for teaching [specific theme, e.g. democracy] in grade [x], with a source-based activity for each and a reflection on social processes.

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

44 Suggest three ways to use digital tools to teach *[specific theme, e.g. sustainable development]* 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. equality]*, with one question for each and a connection to democratic values.

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

47 Suggest three ways to integrate *[specific theme, e.g. migration]* 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. economics]*, with three levels and criteria linked to *[reference to current curriculum]* knowledge requirements.

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

50 Write a short template for planning a Social Studies lesson in grade *[x]* on *[specific theme, e.g. elections and political parties]*, with three sections and a source-criticism analysis task.

51 Suggest three ways to collaborate with a geography teacher on a project about *[specific theme, e.g. sustainability]* 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. human rights]* for a grade *[x]* class, with three steps and a discussion on social relevance.

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

54 Suggest three ways to use role play to teach *[specific theme, e.g. global issues]* in grade *[x]*, with a scenario for each and a reflection on perspectives.

55 Write a short guide for teaching *[specific theme, e.g. rights]* in grade *[x]*, with three steps and a connection to social structures in *[reference to current curriculum]*.

56 Give me five ideas for connecting *[specific theme, e.g. economics]* to students' everyday lives in a grade *[x]* class, with one question for each and a rationale.

57 Suggest three ways to assess students' source-criticism skills in a grade *[x]* class on *[specific theme, e.g. climate change]*, with one method for each and a goal.

58 Create a plan for a Social Studies lesson in grade *[x]* on *[specific theme, e.g. democracy]*, with three sections and a closing reflection on citizenship.

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

60 Write a list of three short ways to use current news to teach *[specific theme, e.g. elections and political parties]* in grade *[x]*, with one news item 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.

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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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