

FOR TEACHERS · AGES 16–19

80 chat prompts

Prompts for Social 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.

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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.

Upper Secondary Social Studies Teacher

- 01 Create a lesson plan for an Upper Secondary Social Studies lesson on *[specific theme, e.g. democracy]*, with three sections focusing on concepts, processes, and reflection, and a link to the national curriculum.
- 02 Give me five strategies for teaching Upper Secondary students about *[specific theme, e.g. globalisation]*, with a practical activity for each and a reflection on social relevance.
- 03 Write a short guide for introducing *[specific theme, e.g. human rights]* to a Social Studies class, with three steps and an engaging discussion starter.
- 04 Suggest three ways to use digital tools to teach *[specific theme, e.g. media and power]*, with an analysis activity for each and a link to the curriculum goal on digital competence.
- 05 Create a list of five source-evaluation tasks for a Social Studies class on *[specific theme, e.g. climate policy]*, with one source for each and a reflection question.
- 06 Give me an example of a routine for starting a Social Studies lesson on *[specific theme, e.g. economics]*, with three steps and a connection to current events.
- 07 Suggest three ways to integrate *[specific theme, e.g. migration]* into discussions, with one social issue for each and a reflection on different perspectives.
- 08 Create an assessment rubric for a Social Studies lesson on *[specific theme, e.g. the justice system]*, with three knowledge requirements from the national curriculum and criteria for different grade levels.
- 09 Give me five ideas for teaching *[specific theme, e.g. sustainable development]*, with a creative activity for each and a link to social analysis.

- 10 Write a short template for planning a Social Studies lesson on *[specific theme, e.g. elections and political parties]*, 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. democracy]*, with one idea for each and a goal linked to the national curriculum.
- 12 Give me an example of a lesson on *[specific theme, e.g. global issues]*, with three steps focusing on causes and consequences and a discussion task.
- 13 Create a list of five discussion questions for a Social Studies class on *[specific theme, e.g. media]*, focusing on influence and a connection to contemporary society.
- 14 Suggest three ways to use current news to teach *[specific theme, e.g. economics]*, with one article for each and an analysis task.
- 15 Write a short guide for teaching *[specific theme, e.g. human rights]*, with three steps and a link to the curriculum goal on democratic values.
- 16 Give me five ideas for making *[specific theme, e.g. climate policy]* 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. globalisation]*, with one method for each and a link to the national curriculum's knowledge requirements.
- 18 Create a plan for a Social Studies lesson on *[specific theme, e.g. the justice system]*, with three sections and a closing reflection task on social relevance.
- 19 Give me an example of a source-evaluation exercise on *[specific theme, e.g. media and power]*, with three steps and an analysis of source credibility linked to the national curriculum.
- 20 Write a list of three short ways to connect *[specific theme, e.g. democracy]* to students' everyday lives, 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. sustainable development]* for a Social Studies class, with three lessons focusing on social structures and solutions.

22 Give me five strategies for teaching *[specific theme, e.g. migration]*, with a source-based activity for each and a link to social analysis.

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

24 Suggest three ways to integrate *[specific theme, e.g. economics]* with geography, with a cross-curricular activity for each and a goal linked to the national curriculum.

25 Create a list of five creative writing tasks for a Social Studies class on *[specific theme, e.g. human rights]*, with instructions for each and a link to democratic values.

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

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

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

29 Give me five ideas for teaching *[specific theme, e.g. the justice system]*, with a practical activity for each and a reflection on source evaluation.

30 Write a short template for planning a Social Studies lesson on *[specific theme, e.g. globalisation]*, with three sections and a link to the curriculum goal on critical thinking.

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

- 32 Give me an example of a lesson on *[specific theme, e.g. sustainable development]*, with three steps and a discussion on global solutions.
- 33 Create a list of five analysis tasks for a Social Studies class on *[specific theme, e.g. democracy]*, with one source for each and a source-evaluation question.
- 34 Suggest three ways to use current events to teach *[specific theme, e.g. migration]*, with one news item for each and a reflection on relevance.
- 35 Write a short guide for teaching *[specific theme, e.g. economics]*, with three steps and a link to the curriculum goal on understanding society.
- 36 Give me five ideas for connecting *[specific theme, e.g. climate policy]* to contemporary social issues, with one question for each and a rationale.
- 37 Suggest three ways to assess students' social-analytical ability regarding *[specific theme, e.g. elections and political parties]*, with one method for each and a link to the national curriculum.
- 38 Create a plan for a Social Studies lesson on *[specific theme, e.g. human rights]*, with three sections and a discussion on democratic responsibility.
- 39 Give me an example of a source-evaluation analysis task on *[specific theme, e.g. global issues]*, with three steps and an assessment of source credibility linked to the national curriculum.
- 40 Write a list of three short ways to use digital tools to teach *[specific theme, e.g. the justice system]*, with one resource for each and a link to the national curriculum.
- 41 Create a lesson series on *[specific theme, e.g. globalisation]* for a Social Studies class, with three lessons exploring economic, social, and political dimensions, and a link to the national curriculum.
- 42 Give me five ideas for teaching *[specific theme, e.g. human rights]*, with a source-based activity for each and a reflection on democratic principles.

- 43 Write a short guide for introducing *[specific theme, e.g. climate policy]* to a Social Studies class, with three steps and an engaging news-related warm-up.
- 44 Suggest three ways to use digital tools to teach *[specific theme, e.g. media and power]*, with an analysis task for each and a link to the curriculum goal on digital competence.
- 45 Create a list of five discussion tasks for a Social Studies class on *[specific theme, e.g. economics]*, with one question for each and a connection to social structures.
- 46 Give me an example of a routine for closing a Social Studies lesson on *[specific theme, e.g. elections and political parties]*, with three steps and a reflection task.
- 47 Suggest three ways to integrate *[specific theme, e.g. migration]* with history, with a cross-curricular activity for each and a goal linked to the national curriculum.
- 48 Create an assessment task for a Social Studies class on *[specific theme, e.g. the justice system]*, 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 Upper Secondary students, with a practical activity for each and a rationale.
- 50 Write a short template for planning a Social Studies lesson on *[specific theme, e.g. democracy]*, with three sections and a source-evaluation analysis task.
- 51 Suggest three ways to collaborate with a geography teacher on a project about *[specific theme, e.g. climate policy]*, 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. global issues]*, with three steps and a discussion on international perspectives.
- 53 Create a list of five source-evaluation exercises for a Social Studies 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. the justice system]*, with a scenario for each and a reflection on legal processes.
- 55 Write a short guide for teaching *[specific theme, e.g. economics]*, with three steps and a link to the curriculum goal on understanding society.
- 56 Give me five ideas for connecting *[specific theme, e.g. migration]* to contemporary social issues, with one question for each and a rationale.
- 57 Suggest three ways to assess students' understanding of social processes regarding *[specific theme, e.g. globalisation]*, with one method for each and a link to the national curriculum.
- 58 Create a plan for a Social Studies lesson on *[specific theme, e.g. human rights]*, with three sections and a discussion on global justice.
- 59 Give me an example of an analysis task on *[specific theme, e.g. climate policy]*, with three steps and an evaluation of source credibility linked to the national curriculum.
- 60 Write a list of three short ways to use digital resources to teach *[specific theme, e.g. elections and political parties]*, with one resource for each and a link to the national curriculum.
- 61 Create a lesson plan for a Social Studies class on *[specific theme, e.g. media and power]*, with three sections focusing on influence, source evaluation, and social analysis, and a link to the national curriculum.
- 62 Give me five strategies for teaching *[specific theme, e.g. the justice system]*, with a source-based activity for each and a link to democratic values.
- 63 Write a short guide for using debate in a Social Studies lesson on *[specific theme, e.g. globalisation]*, with three steps and an analysis of different perspectives.
- 64 Suggest three ways to integrate *[specific theme, e.g. sustainable development]* with Social Studies, with a cross-curricular activity for each and a goal linked to the national curriculum.

65 Create a list of five creative discussion questions for a Social Studies class on *[specific theme, e.g. economics]*, focusing on social structures and a connection to contemporary society.

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

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

68 Write an assessment rubric for a Social Studies class on *[specific theme, e.g. elections and political parties]*, with three knowledge requirements from the national curriculum and criteria for different levels.

69 Give me five ideas for teaching *[specific theme, e.g. climate policy]*, with a practical activity for each and a reflection on social responsibility.

70 Write a short template for planning a lesson on *[specific theme, e.g. global issues]*, with three sections and a link to the curriculum goal on democratic awareness.

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

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

73 Create a list of five analysis tasks for a Social Studies class on *[specific theme, e.g. the justice system]*, with one source for each and a source-evaluation question.

74 Suggest three ways to use current events to teach *[specific theme, e.g. sustainable development]*, with one news item for each and a reflection on relevance.

75 Write a short guide for teaching *[specific theme, e.g. globalisation]*, with three steps and a link to the curriculum goal on critical thinking.

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

77 Suggest three ways to assess students' source-evaluation skills regarding *[specific theme, e.g. migration]*, with one method for each and a link to the national curriculum.

78 Create a plan for a lesson on *[specific theme, e.g. elections and political parties]*, with three sections and a closing reflection on democratic participation.

79 Give me an example of a source-evaluation exercise on *[specific theme, e.g. climate policy]*, with three steps and an analysis of source context linked to the national curriculum.

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

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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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