

FOR STUDENT ASSISTANTS

40 chat prompts

Prompts for Student Assistants.

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.

Student Assistants

- 01 Create a plan for a student assistant to support a *[grade X]* student in *[subject]* with *[specific need, e.g. difficulty concentrating]*, with three steps to facilitate learning during a lesson.
- 02 Give me five strategies for a student assistant to help a *[grade X]* student participate in a *[specific activity, e.g. group work]*, with one simple and practical idea for each.
- 03 Write a short guide for a student assistant to support a *[grade X]* student with *[specific need, e.g. dyslexia]* in *[subject]* during *[specific task, e.g. reading]*, with three steps.
- 04 Suggest three ways for a student assistant to use play to help a *[grade]* student practise *[specific goal, e.g. social skills]*, with one game or activity for each.
- 05 Create a list of five short encouraging phrases for a student assistant to use to build a *[grade]* student's self-confidence during a *[specific activity, e.g. maths tasks]*.
- 06 Give me an example of a morning routine for a student assistant to start the day with a *[grade]* student with *[specific need, e.g. autism]*, with three steps and a calm warm-up.
- 07 Suggest three ways for a student assistant to support a *[grade]* student with *[specific need, e.g. motor difficulties]* in *[subject]* during *[specific activity, e.g. writing]*, with one method for each.
- 08 Create a plan for a student assistant to help a *[grade X]* student follow a *[specific school routine, e.g. transition between lessons]*, with three steps and a simple strategy.
- 09 Give me five ideas for calm activities that a student assistant can use with a *[grade X]* student to promote *[specific goal, e.g. focus]*, with one activity for each.
- 10 Write a short template for a student assistant to document a *[grade X]* student's progress towards *[specific goal, e.g. reading]*, with three observation points.

11 Suggest three ways for a student assistant to collaborate with a teacher in *[subject]* to support a *[grade X]* student with *[specific need, e.g. ADHD]* during lessons, with one idea for each.

12 Give me an example of how a student assistant can support a *[grade X]* student with *[specific need, e.g. language difficulties]* in *[subject]* during *[specific task, e.g. group discussion]*, with three steps.

13 Create a list of five simple strategies for a student assistant to use to help a *[grade X]* student manage *[specific situation, e.g. transition periods]*, with one idea for each.

14 Suggest three ways for a student assistant to use visual aids for a *[grade X]* student with *[specific need, e.g. autism]* in *[subject]*, with one method for each.

15 Write a short guide for a student assistant to support a *[grade X]* student with *[specific need, e.g. concentration]* during a *[specific activity, e.g. reading]*, with three steps and a calming technique.

16 Give me five ideas for using playful methods as a student assistant to support a *[grade X]* student in *[subject]* with *[specific goal, e.g. counting]*, with one activity for each.

17 Suggest three ways for a student assistant to support a *[grade X]* student with *[specific need, e.g. social difficulties]* in *[specific situation, e.g. break time]*, with one strategy for each.

18 Create a plan for a student assistant to help a *[grade X]* student prepare for a *[specific lesson, e.g. maths]*, with three steps and a simple checklist.

19 Give me an example of how a student assistant can use positive reinforcement to support a *[grade X]* student in *[subject]* during *[specific task, e.g. writing]*, with three steps.

20 Write a list of three short ways for a student assistant to use digital tools (e.g. *[specific tool, e.g. time-management app]*) to support a *[grade]* student with *[specific need, e.g. structure]*, with one suggestion for each.

21 Create an activity for a student assistant to support a *[grade]* student with *[specific need, e.g. autism]* in *[subject]* using a *[specific method, e.g. visual timetable]*, with three steps.

22 Give me five ways for a student assistant to use simple tools to help a *[grade X]* student with *[specific need, e.g. motor skills]* in *[subject]*, with one idea for each.

23 Write a short guide for a student assistant to support a *[grade X]* student with *[specific need, e.g. language difficulties]* during a *[specific activity, e.g. read-aloud]*, with three steps.

24 Suggest three ways for a student assistant to help a *[grade X]* student with *[specific need, e.g. ADHD]* stay focused during *[specific lesson, e.g. maths]*, with one strategy for each.

25 Create a list of five simple ways for a student assistant to support a *[grade X]* student in *[subject]* with *[specific goal, e.g. writing]*, with one method for each and minimal resources.

26 Give me an example of an end-of-day routine for a student assistant to close the day with a *[grade X]* student with *[specific need, e.g. anxiety]*, with three steps and a calm closing activity.

27 Suggest three ways for a student assistant to use movement to support a *[grade X]* student with *[specific need, e.g. concentration]* in *[subject]*, with one idea for each.

28 Write a short template for a student assistant to plan support for a *[grade X]* student with *[specific need, e.g. autism]* during a *[specific activity, e.g. group work]*, with three steps.

29 Give me five ideas for using positive reinforcement for a student assistant to motivate a *[grade X]* student in *[subject]* during *[specific task, e.g. reading]*, with one strategy for each.

30 Create a plan for a student assistant to support a *[grade X]* student with *[specific need, e.g. motor skills]* in *[subject]* during *[specific lesson, e.g. PE]*, with three steps and a simple method.

31 Suggest three ways for a student assistant to collaborate with the student welfare team to support a *[grade X]* student with *[specific need, e.g. anxiety]* in *[subject]*, with one idea for each.

32 Give me an example of how a student assistant can use a simple checklist to support a *[grade X]* student with *[specific need, e.g. structure]* during a *[specific lesson, e.g. Social Studies]*, with three steps.

33 Write a list of five short ways for a student assistant to use play to support a *[grade X]* student in *[subject]* with *[specific goal, e.g. language]*, with one activity for each.

34 Suggest three ways for a student assistant to support a *[grade X]* student with *[specific need, e.g. dyslexia]* in *[subject]* during *[specific activity, e.g. writing]*, with one method for each.

35 Create a plan for a student assistant to help a *[grade X]* student with *[specific need, e.g. social difficulties]* participate in a *[specific break-time activity, e.g. a game]*, with three steps.

36 Give me five ideas for using digital tools (e.g. *[specific tool, e.g. text-to-speech]*) for a student assistant to support a *[grade X]* student with *[specific goal, e.g. reading]*, with one idea for each.

37 Suggest three ways for a student assistant to use visual strategies to support a *[grade X]* student with *[specific need, e.g. concentration]* in *[subject]*, with one strategy for each.

38 Write a short guide for a student assistant to support a *[grade X]* student with *[specific need, e.g. autism]* during a *[specific transition, e.g. lunch]*, with three steps and a calming method.

39 Give me an example of how a student assistant can use a timer to support a *[grade X]* student with *[specific need, e.g. sense of time]* in *[subject]* during *[specific lesson, e.g. maths]*, with three steps.

40 Create a list of three short ways for a student assistant to use positive reinforcement and play to support a *[grade X]* student in *[subject]* with *[specific goal, e.g. counting]*, with one suggestion for each.

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

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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