

THEMATIC · TIME MANAGEMENT

40 chat prompts

# Prompts for Effective Time Use.

*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.

## Effective Time Use

- 01 Create a plan for a *[grade X]* teacher in *[subject]* to apply the Pareto Principle and identify the 20% of lesson preparation tasks that deliver 80% of the results, with three prioritised actions.
- 02 Give me five ways to use the Pomodoro Technique to avoid procrastination when a *[grade X]* teacher in *[subject]* needs to mark *[specific piece of work, e.g. a test]*, including a schedule for each.
- 03 Write a short guide for a principal to use the 3-3-3 method (3 hours, 3 days, 3 weeks) to plan *[specific task, e.g. start of term]*, with three steps for structuring the time.
- 04 Suggest three ways to use the Eisenhower Matrix for a *[grade X]* teacher in *[subject]* to prioritise *[specific tasks, e.g. lesson planning and student feedback]*, with one method for each.
- 05 Create a list of five brief time blocking strategies for a school leader to schedule *[specific tasks, e.g. meetings and strategic work]*, to avoid procrastination over the course of a week.
- 06 Give me an example of how a *[grade X]* teacher in *[subject]* can use SMART goals to efficiently prepare *[specific unit, e.g. a lesson]*, with three specific, measurable steps.
- 07 Suggest three ways to use the Pareto Principle for a principal to prioritise *[specific school tasks, e.g. professional development and student welfare]*, with one high-yield activity for each.
- 08 Create a daily plan for a *[grade X]* teacher in *[subject]* using the Pomodoro Technique to avoid procrastination with *[specific task, e.g. creating teaching materials]*, including three 25-minute sessions and breaks.
- 09 Give me five ideas for using the 3-3-3 method for a school leader to manage *[specific project, e.g. implementing AI tools]*, with one strategy for each time frame and a rationale.

10 Write a short template for a *[grade X]* teacher in *[subject]* to use the Eisenhower Matrix to organise *[specific tasks, e.g. marking and planning]*, with three priorities and a research-based rationale.

11 Suggest three ways to use time blocking for a principal to efficiently manage *[specific tasks, e.g. meetings and evaluations]*, with a schedule for each and a rationale.

12 Give me an example of how a *[grade X]* teacher in *[subject]* can use SMART goals to quickly complete *[specific task, e.g. marking tests]*, with three steps and a time frame.

13 Create a list of five strategies based on the Pareto Principle for a school leader to prioritise *[specific school initiatives, e.g. digitalisation]*, with one high-yield action for each.

14 Suggest three ways to use the Pomodoro Technique for a *[grade X]* teacher in *[subject]* to efficiently plan *[specific unit, e.g. a theme day]*, with a schedule for each.

15 Write a short guide for a principal to use the 3-3-3 method to avoid procrastination with *[specific task, e.g. budget planning]*, with three time-based steps and a rationale.

16 Give me five ideas for using the Eisenhower Matrix for a *[grade X]* teacher in *[subject]* to manage *[specific tasks, e.g. lesson preparation]*, with one priority for each.

17 Suggest three ways to use time blocking and SMART goals for a school leader to effectively carry out *[specific project, e.g. professional development]*, with one combination for each and a rationale.

18 Create a daily plan for a *[grade X]* teacher in *[subject]* using the Pareto Principle to prioritise *[specific tasks, e.g. marking and planning]*, with three high-yield focus areas.

19 Give me an example of how a principal can use the Pomodoro Technique to avoid procrastination with *[specific task, e.g. writing a report]*, with three time intervals and breaks.

20 Write a list of three brief ways to use the 3-3-3 method for a *[grade]* teacher in *[subject]* to efficiently prepare *[specific unit, e.g. an examination]*, with a schedule for each.

- 21 Create a lesson for a *[grade X]* teacher in *[subject]* where the Eisenhower Matrix is used to prioritise *[specific tasks, e.g. lesson planning]*, with three prioritised steps and a rationale.
- 22 Give me five ways to use time blocking for a principal to manage *[specific tasks, e.g. meetings and student matters]*, with a schedule for each to avoid procrastination.
- 23 Write a short guide for a *[grade X]* teacher in *[subject]* to use SMART goals to complete *[specific task, e.g. creating teaching materials]*, with three steps and a research-based rationale.
- 24 Suggest three ways to use the Pareto Principle for a school leader to efficiently manage *[specific school projects, e.g. digitalisation]*, with one high-yield action for each and a rationale.
- 25 Create a list of five brief strategies based on the Pomodoro Technique for a *[grade X]* teacher in *[subject]* to mark *[specific piece of work, e.g. essays]*, with a schedule for each.
- 26 Give me an example of how a principal can use the 3-3-3 method to avoid procrastination with *[specific project, e.g. a school development plan]*, with three time-based steps and a rationale.
- 27 Suggest three ways to use the Eisenhower Matrix and time blocking for a *[grade X]* teacher in *[subject]* to manage *[specific tasks, e.g. lesson planning]*, with one combination for each.
- 28 Write a short template for a school leader to use SMART goals to effectively carry out *[specific initiative, e.g. AI implementation]*, with three goals and a time frame to avoid delays.
- 29 Give me five ideas for using the Pareto Principle for a *[grade X]* teacher in *[subject]* to prioritise *[specific tasks, e.g. student feedback]*, with one high-yield strategy for each.
- 30 Create a daily plan for a principal using the Pomodoro Technique to manage *[specific tasks, e.g. meeting preparation]*, with three 25-minute sessions and a rationale for avoiding procrastination.
- 31 Suggest three ways to use time blocking for a *[grade X]* teacher in *[subject]* to efficiently prepare *[specific unit, e.g. a theme day]*, with a schedule for each and a rationale.

32 Give me an example of how a school leader can use the 3-3-3 method to plan *[specific project, e.g. professional development]*, with three time-based steps and a research-based rationale.

33 Write a list of five strategies based on the Eisenhower Matrix for a *[grade X]* teacher in *[subject]* to prioritise *[specific tasks, e.g. marking]*, with one method for each.

34 Suggest three ways to use SMART goals for a principal to efficiently manage *[specific tasks, e.g. student welfare meetings]*, with one goal for each and a rationale for avoiding procrastination.

35 Create a plan for a *[grade X]* teacher in *[subject]* using the Pareto Principle to prioritise *[specific tasks, e.g. lesson planning]*, with three high-yield focus areas and a rationale.

36 Give me five ideas for using the Pomodoro Technique for a school leader to manage *[specific tasks, e.g. reports]*, with a schedule for each to avoid procrastination.

37 Suggest three ways to use time blocking and the 3-3-3 method for a *[grade X]* teacher in *[subject]* to efficiently prepare *[specific unit, e.g. an examination]*, with one combination for each.

38 Write a short guide for a principal to use the Eisenhower Matrix to avoid procrastination with *[specific tasks, e.g. budget planning]*, with three priorities and a rationale.

39 Give me an example of how a *[grade X]* teacher in *[subject]* can use SMART goals and the Pomodoro Technique to complete *[specific task, e.g. marking]*, with three steps and a schedule.

40 Suggest a routine for efficiently providing written feedback to students in *[grade 8]* using digital tools *[e.g. Microsoft Teams or Google Classroom]*.

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*