

OPEN PROMPT BOOK

from CampGPT

Last updated on November 1, 2023

Cover image generated using DALL-E 3 in ChatGPT Plus

This work is licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)



WORLD EDUCATION

A DIVISION OF JSI



ABOUT

What is an “open” prompt book?

At World Education, we believe in the power of open. We aim to share resources with educators that are reusable and adaptable. Throughout this prompt book, you’ll find “Try It Out” links that enable you to try a prompt in your own account. This means that, if you like an idea, you can start with the prompt in the book and then continue interacting with a chatbot to further adapt the output to your needs. In addition to the open prompts, we’ve included quotes from the educators from whom the ideas and prompts in this book were crowdsourced.

What is CampGPT?

In CampGPT, educators collaborate to explore the potential and pitfalls of generative AI tools. Generative AI is a branch of artificial intelligence in which AI doesn’t just complete actions by relying on existing data but can generate new data. These tools have a lot of potential to support teachers’ practice, but we need to co-design strategies for their use in order to take advantage of their benefits while avoiding the pitfalls. To fully understand the possibilities, we must collaborate and explore together. That’s what CampGPT is all about!



Image generated using DALL-E 3

ACKNOWLEDGMENTS

THANK YOU TO THE EDUCATORS WHO CONTRIBUTED

Alicia Puncelles
Annalisa L. Raymer
Ben Brazeau
Cathy Elizondo
Christine Valdez
David Blaize
Elaine Roberts
Elizabeth Bennett





Evelyn Cassano
Heather Riggs
Jenny Siegfried
Jose Adorno
Julie Frost
Kathleen Linker
Kathy Woodson
Laura Sherwood



Laurice Hoffman
Laurie Martin
Marcia Luptak
Mary Ann Hughes Butts
Mary Gaston
Mary Willms Wohlwend
Melissa Rea
Michele Vick
Nicholas Hobar
Rachel Baron
Rashmi Sharma
Stacy Randell-Shaheen
Taisha Chandler
Tracey Mollins
Vi Hawes

CAMP RULES

In CampGPT, we introduce four simple rules that can be more broadly interpreted as guiding principles for any educator getting acquainted with new tech.

Rules	In other words...
 Goals before tools	A long-time mantra of the EdTech Center @ World Education, this means that what we aim to accomplish with learners should guide our selection of tools and implementation of technology. Technology is a tool that, when applied, should support teaching and learning.
 Explore and have fun	In order to effectively align technology with our goals, we have to keep an open mind and explore what it has to offer. It's okay to enjoy the process and get creative. In fact, it's encouraged!
 Avoid bugs	Anticipate the risks that new technology presents. Specifically in the case of generative AI, these risks include compromising data, spreading misinformation, and perpetuating harmful stereotypes. Critical evaluation of technology is key.
 Remember to buddy up	CampGPT fosters a collaborative and supportive human-centered environment. Educators share freely and offer one another feedback and tips. This kind of collaboration drives community and collective knowledge-building.

DISCLAIMER

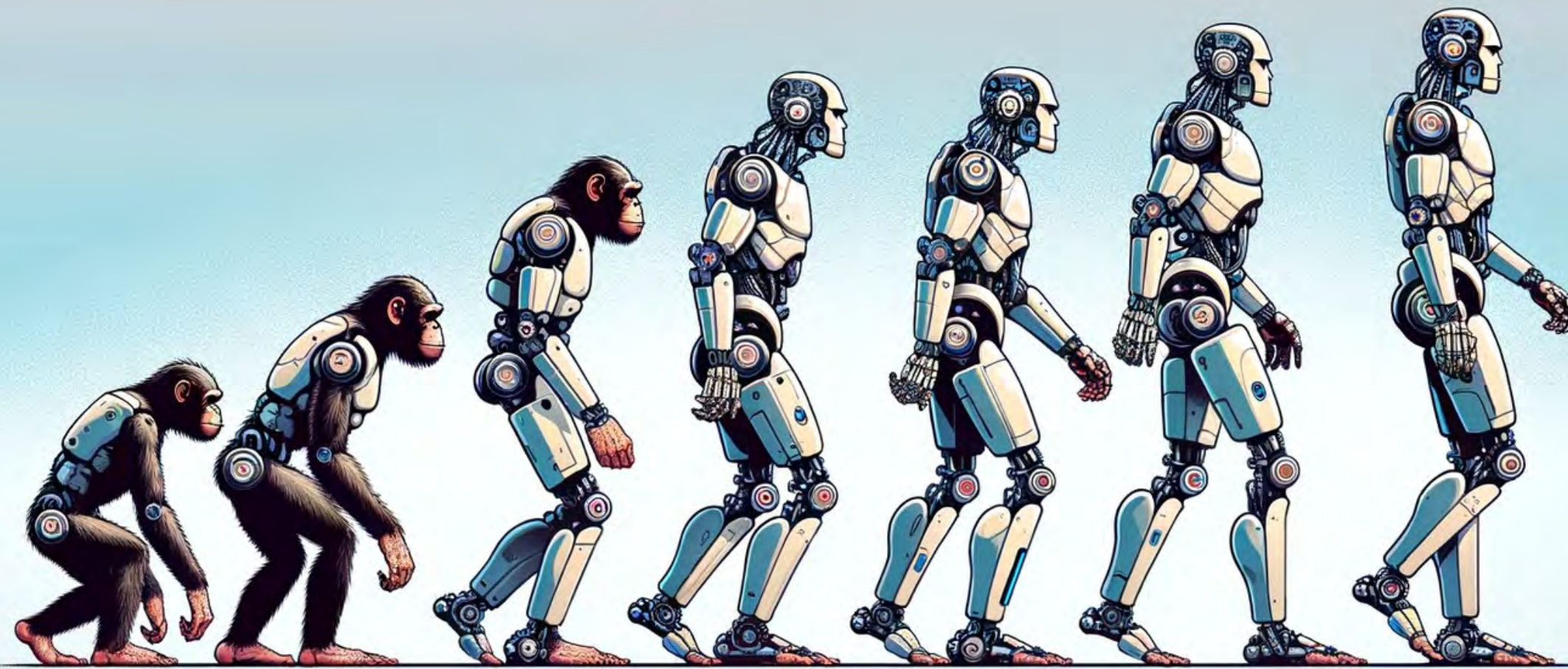


Image generated using DALL-E 3

Note: This is not a scientific depiction of the evolution of artificial intelligence. Robots can't even stand very well.

The capabilities of generative artificial intelligence as depicted by the tools used in the creation of this prompt book are relatively new and regularly changing. This book is a starting point for educators. We encourage everyone to safely explore and critically evaluate new technologies.

GUIDANCE AND EXAMPLES FOR EDUCATORS

In CampGPT, we consider two aspects of generative AI use in education:



Potential

To what extent can the technology enhance quality and equitable teaching and learning?



Pitfalls

What harms or drawbacks does the technology pose that could inhibit quality and equity in education?

Campers are introduced to different tools like chatbots, image generators, audio generators, and some that are multifunctional. Campers can use any tool in the hands-on application, and most submissions are created using chatbots. In this prompt book, text prompts for use with a chatbot are highlighted, with some reference to and guidance around other types of tools. Campers learn two core strategies for interacting with chatbots:

1. **Effective Prompting** - using a prompt framework and other strategies to get the best result
2. **Detailed Dialogue** - also known as “prompt chaining,” interacting with the chatbot to get what you’re looking for

GUIDE TO THE PROMPTS

Every prompt has a title and description. Prompts with a quote have special insights from other educators. Prompts with a mouse pointer have a link to the conversation so that you can try the prompt yourself in ChatGPT or Bard.*

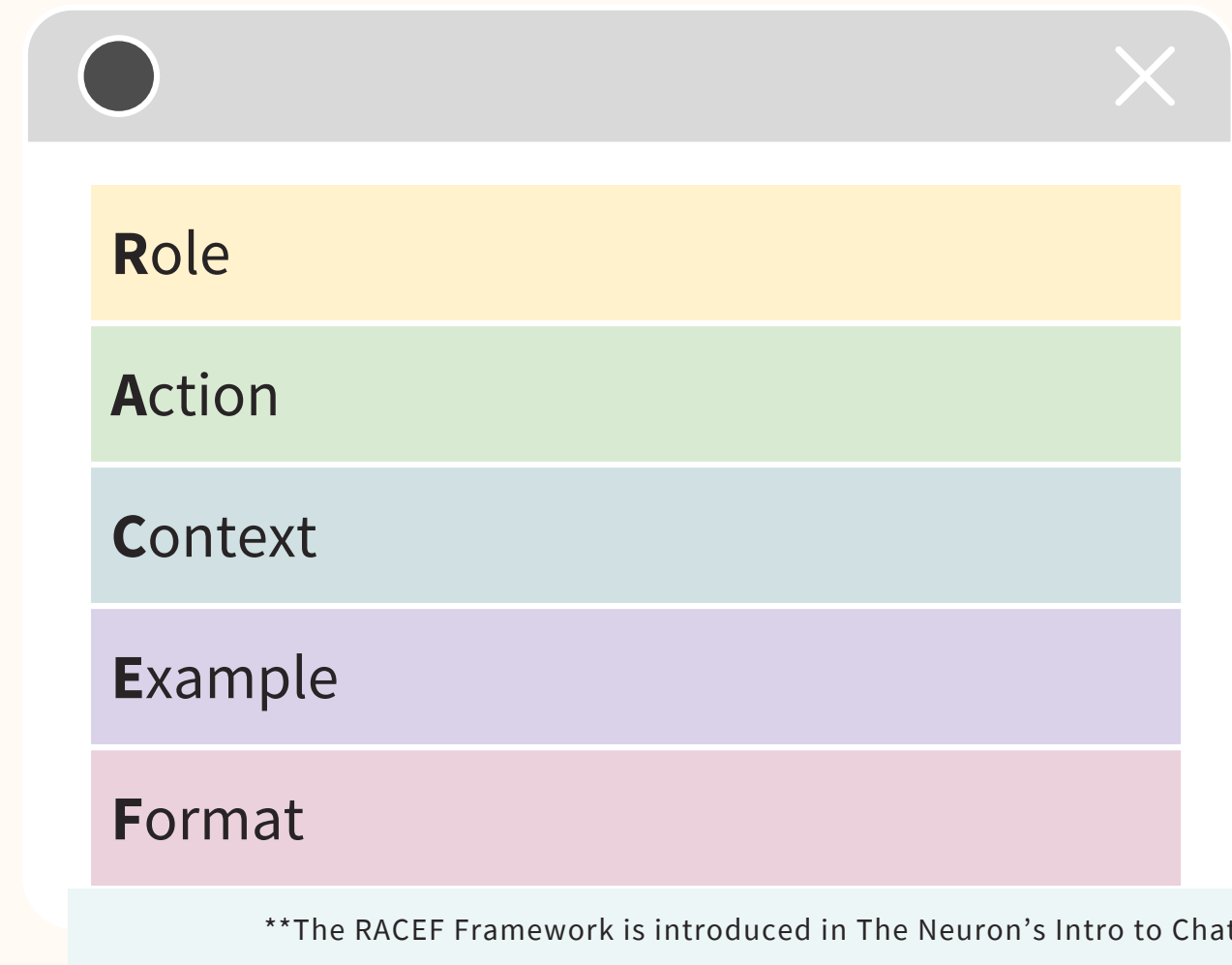


**Quote =
Educator Insight**



**Try it out! =
Open Prompt**

In CampGPT, we used the RACEF prompt framework**. The parts of each prompt are color-coded to indicate which part of the framework they align to.



**The RACEF Framework is introduced in The Neuron's Intro to ChatGPT course.

*In order to try the open prompts, you'll have to have your own account. Creating an account is free.

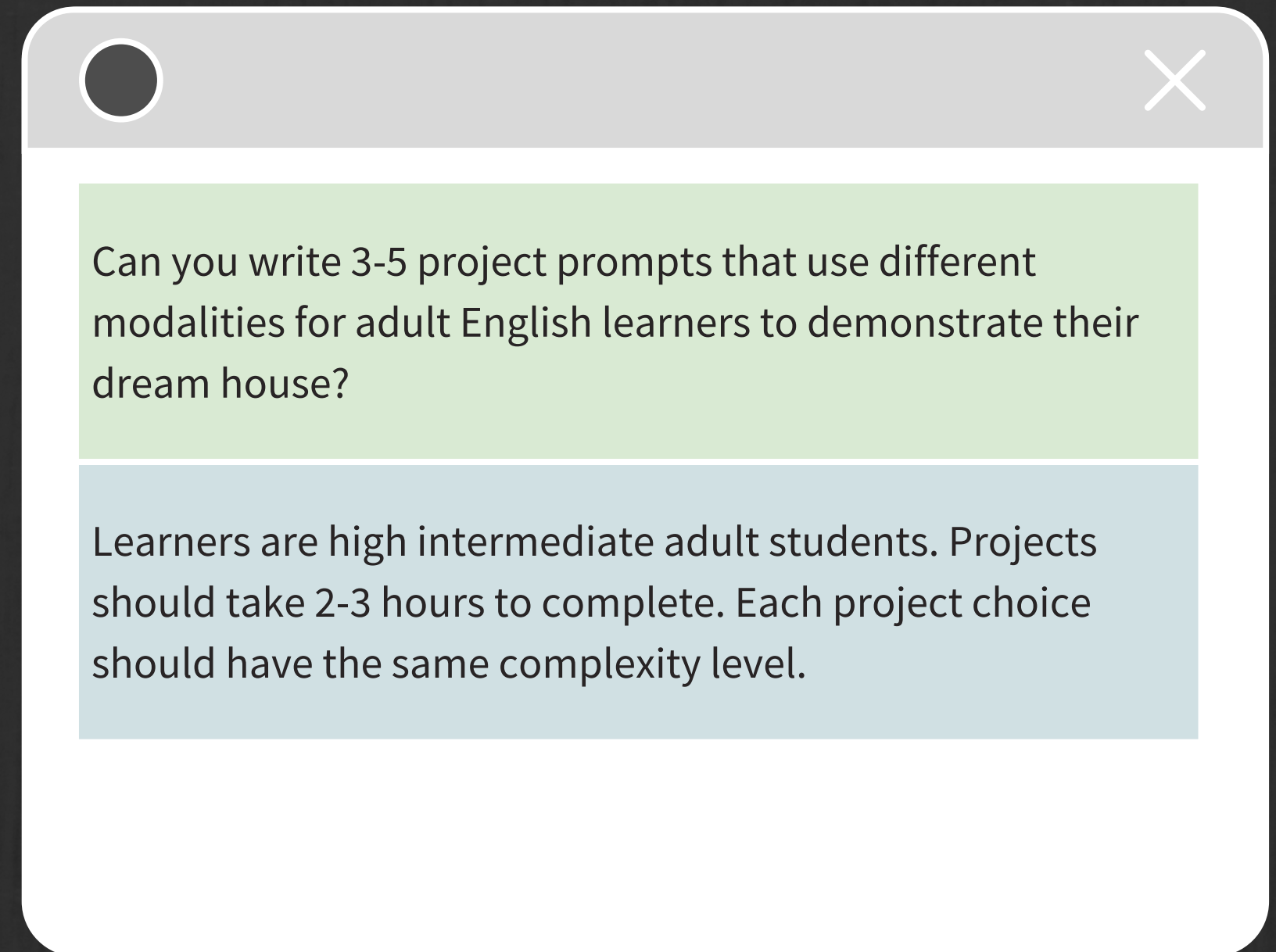
1 - EDUCATIONAL RESOURCES

DIFFERENTIATION FOR PROJECTS

Differentiation is important but can be challenging in a class teaching multiple literacies, with learners situated at different levels within those literacies. Chatbots can provide useful ideas for how to offer learning experiences at different levels.



I also asked Bard to help me generate a single-point rubric to assess content and delivery. It did an okay job -- the rubric will need some tweaking -- but it was certainly faster than coming up with my own!"



DREAM HOUSE

TEACHING LANGUAGE WITH RHYTHM

Incorporating music into language learning taps into the rhythmic and melodic elements that enhance memory retention and recall, making it a powerful educational tool. In CampGPT, educators got creative developing song lyrics, poems, and jazz chants.

Try it out!

Click the link below to use this prompt.

[ChatGPT](#)

[Bard](#)



You are an instructor in a community-based ESL program.

Write a rhythm and blues song about shopping at the grocery store that teaches these parts of speech: verbs, nouns, adjectives, adverbs, and prepositions. In the song, make explicit connections between a part of speech and its function, and give some examples.

Since these are beginners, keep the language simple and straightforward with no idioms or figurative language.

Example: On the shelf, above, below, behind the can, prepositions show us where; now we have a plan.

LANGUAGE GROOVE



Image generated using DALL-E 3

GET CREATIVE!

With new tools to produce audio, visuals, videos, and more, it's a good time to think about how to infuse lessons with color and sounds! In CampGPT, educators made games, poems, songs, images, videos with avatars, and more!

Check and consider...

There are an unprecedented amount of new tools on the market that are taking advantage of the "AI trend". Right now, a lot of them are even free! As you experiment, make sure you read the terms of use and evaluate them carefully. *What are they doing with your data? What is the price if you want to use them more than a few times? And, of course, will using them contribute to learning?*

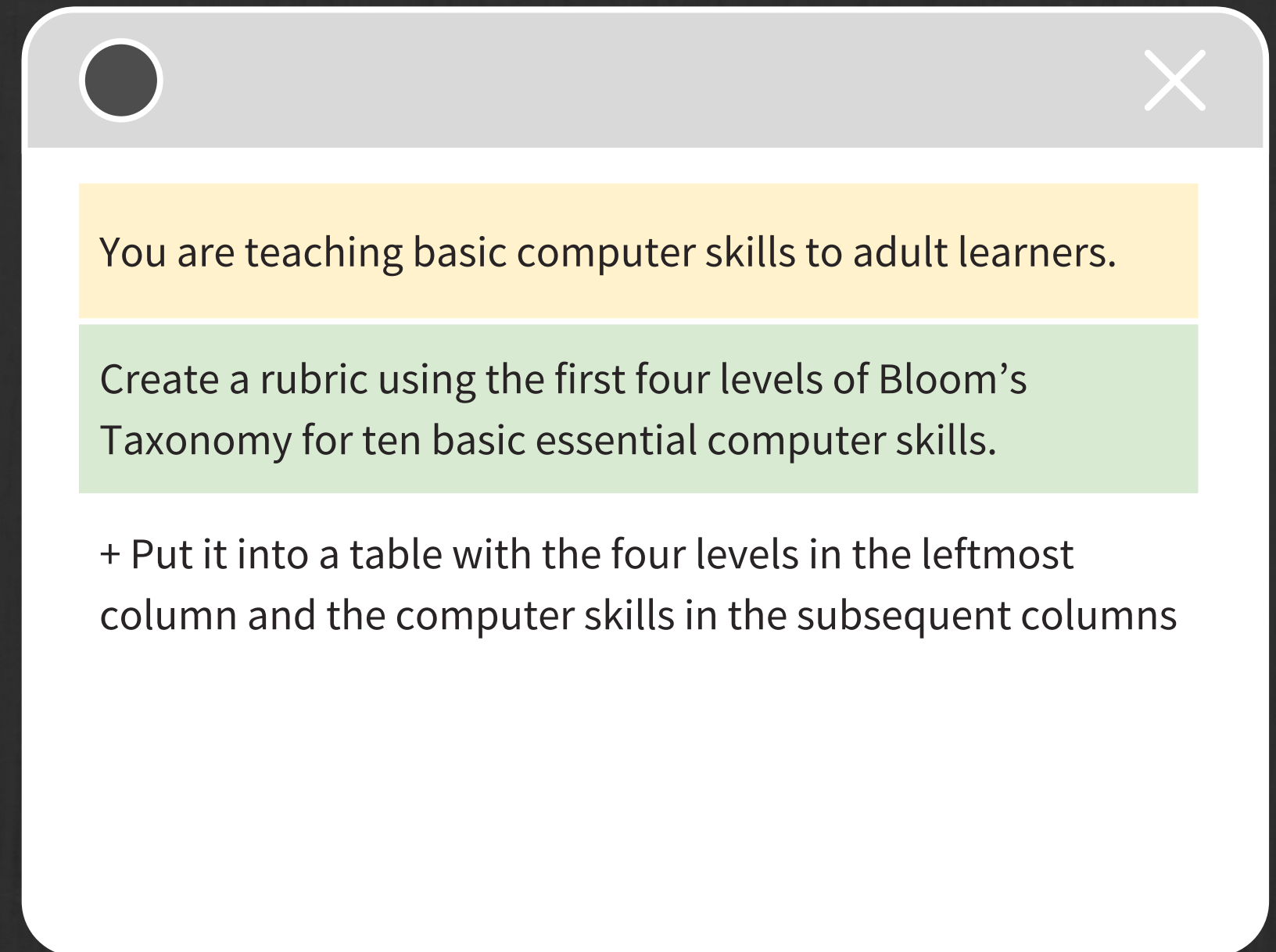
ASSESSING DIGITAL SKILLS

In this example, the strategy employed was a detailed dialogue to further develop the output. While the initial prompt is simple, the additional rows (not color coded) show us more instructions given to refine the output.

[See the conversation](#)



This was a project I've had on my backburner for a while now, so feeding it to the AI model and receiving a rather detailed framework that I can build on within just a few minutes was very satisfying. It is definitely not a finished product, but it wouldn't take much to format it to my own program's needs."



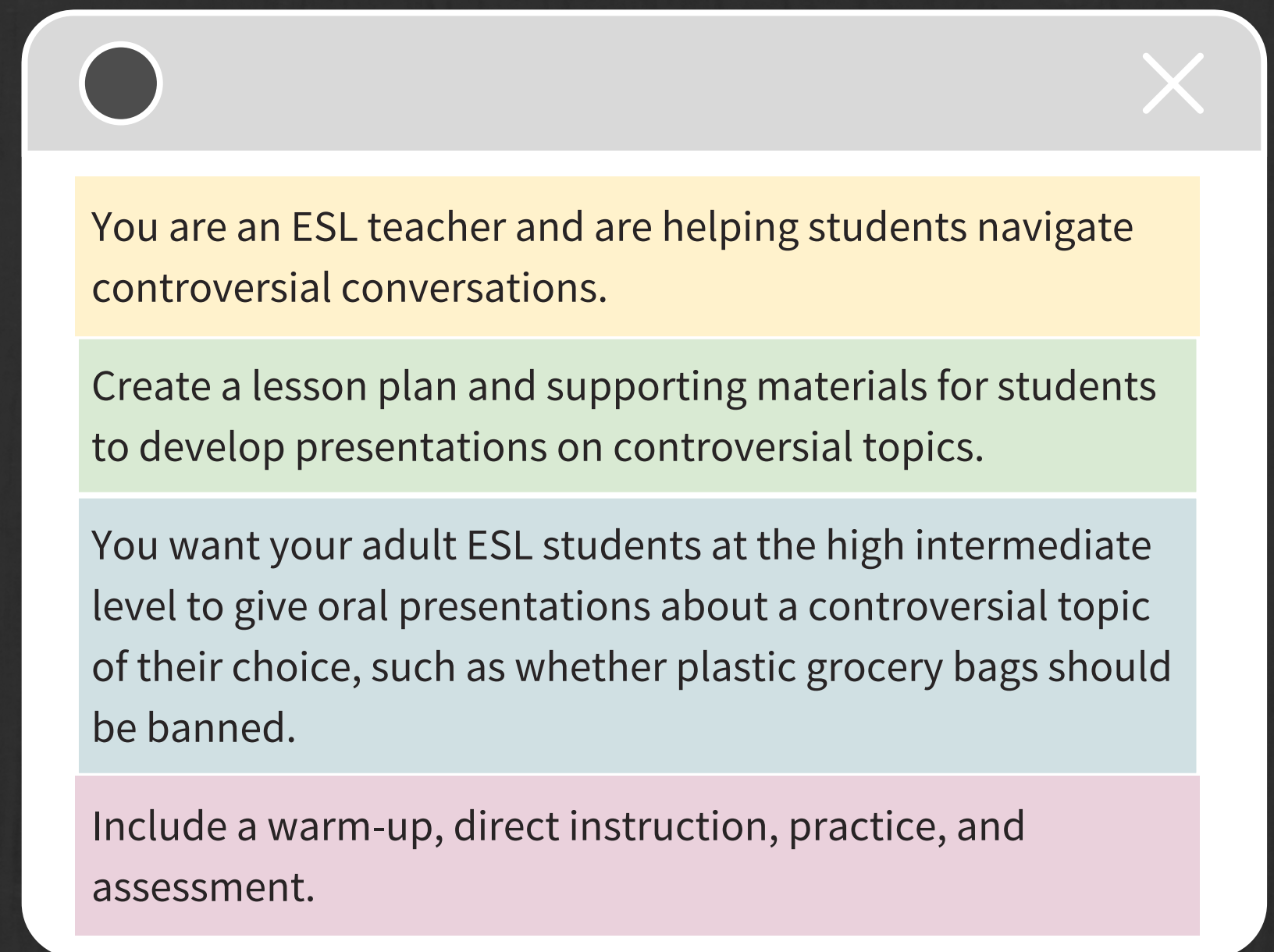
COMPUTER BASICS

CUSTOMIZING A LESSON PLAN

Lesson plans use predictable formats and language. When you use a chatbot to create one in a matter of seconds, more time can be spent on customizing the lesson. In this example, the chatbot acted as an assistant, generating not just materials, but ideas!



Asking it for ideas gave me new ideas, and the conversation and products built up in a natural way. It really felt like an assistant. When it didn't produce what I was looking for, it was easy to have it go back and try again."



You are an ESL teacher and are helping students navigate controversial conversations.

Create a lesson plan and supporting materials for students to develop presentations on controversial topics.

You want your adult ESL students at the high intermediate level to give oral presentations about a controversial topic of their choice, such as whether plastic grocery bags should be banned.

Include a warm-up, direct instruction, practice, and assessment.

ORAL PRESENTATIONS

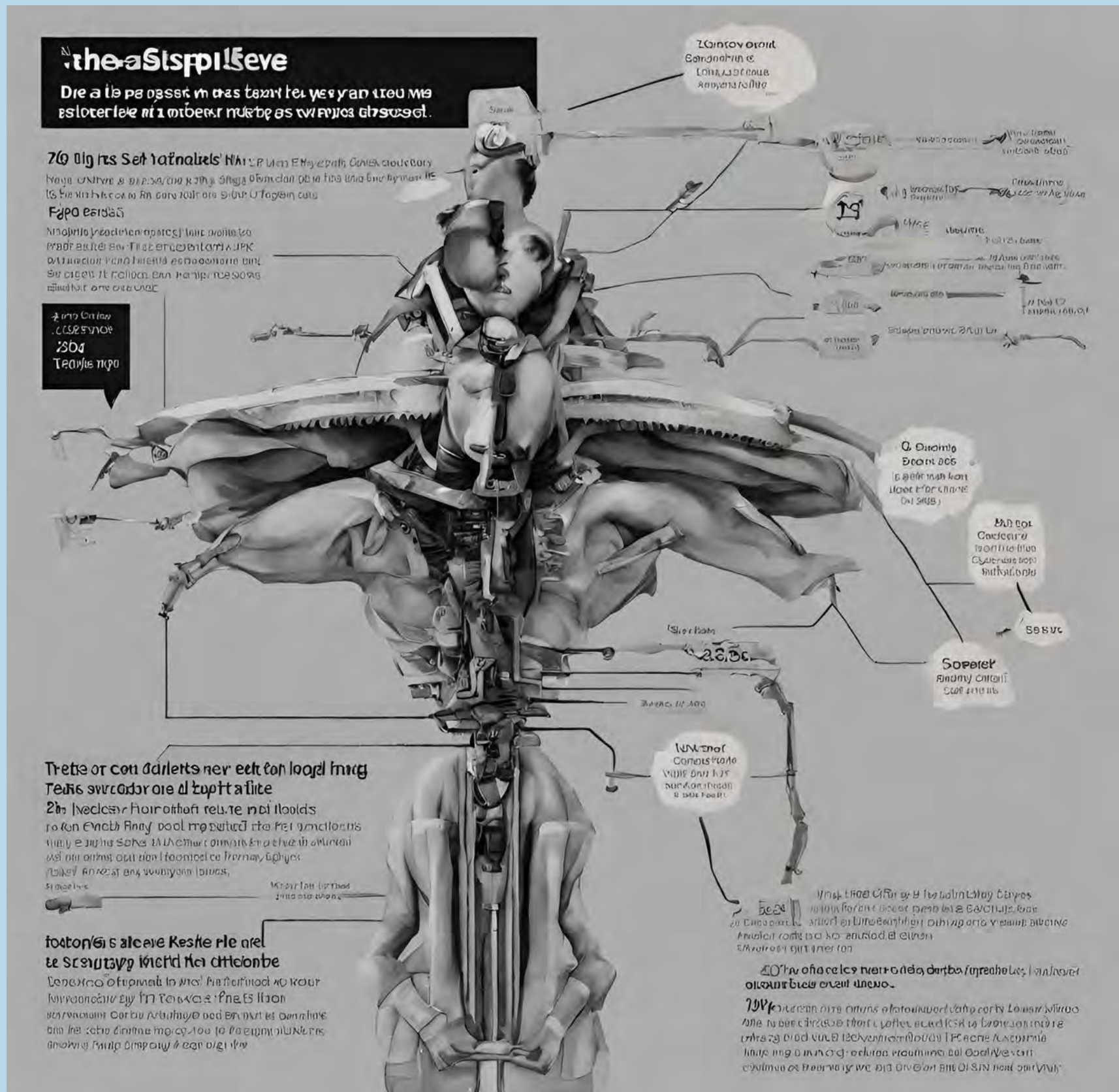


Image generated using Canva's text-to-image with the prompt "facts" (No, I'm not kidding.)

FACTS OR HALLUCINATION?

What's a credit score? What's ChatGPT? Does my health insurance cover braces? What documents do I need for my driver's license? For adult learners, these real-world questions are highly relevant. It's important to remember that generative AI tools are known to “hallucinate” or produce false or made-up information. Always be sure to fact check!

Check and consider...

It can help to get a quick summary of something like “credit score” using a chatbot. You can count on really well-known concepts like this being accurately represented. However, when you use generative AI, be cautious about seeking specialized, high stakes information, or information that would change depending on context.

LEARNING TARGETS FOR DIGITAL SKILLS

Over and over again in CampGPT, educators describe the use of chatbots as a great “starting point.” In fact, some find that using these tools is most effective for generating ideas rather than ready-to-use materials. These “I can” statements are a great example.



I like having this option to help me break through the wall 🧱 sometimes—when the brain is tired or on overload.”

A screenshot of a chatbot interface with a grey header bar containing a close button (X) and a circular profile icon. The chat area has a white background and contains four colored message boxes: a yellow prompt box, a green instruction box, a purple example box, and a pink instruction box.

You are a curriculum developer for a technical college.

Create two "I can ..." statements for the digital skill "Design Digital Content"; the statements should demonstrate what an adult student who has mastered the skill can do.

An example of an "I can" statement for the digital skill "Design Digital Content" is "I can use digital tools to design a birthday card for my child's birthday."

The format should be two sentences, one labeled "proficient" and one labeled "advanced."

“I CAN” STATEMENTS

SYLLABUS FOR PRONUNCIATION CLASS

You might know what you want or need, like a syllabus draft for a new class you're teaching. Maybe you're having a hard time thinking about what details are important to include. One trick we love is to tell the chatbot to ask you questions!



ChatGPT returned my prompt with eight detailed and excellent questions. Those caused me to really think about my students and objectives. I answered them as thoroughly as possible.”



You are an English as a Second Language professor with specialized knowledge in phonology and teaching pronunciation.

Create a five-week syllabus that contains a mix of synchronous work they do with a tutor and asynchronous work they do on their own.

→ What questions do you have about this task?

ACCENTUATE YOUR VOICE

MNEMONIC DEVICE FOR MATH

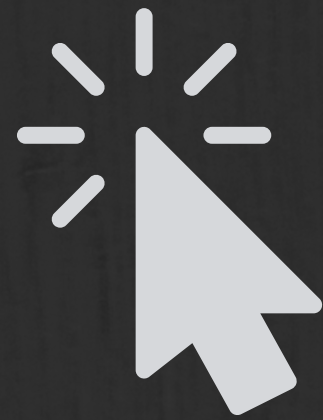
Mnemonic devices are memory aids used in many subjects that simplify complex concepts and enhance retention. In this example, the chatbot provides detail to support the use of the mnemonic technique for learning mean, median, mode, and range.

Try it out!

Click the link below to use this prompt.

[ChatGPT](#)

[Bard](#)



Provide examples of a memory palace to help adult learners remember the differences between mean, mode, median and range.

The memory palace mnemonic technique involves mentally associating pieces of information with specific physical locations within an imagined environment, like a house, aiding in the recall of the information through spatial cues.

MEMORY PALACE

INTEGRATING MULTIPLE LITERACIES

Chatbots can generate helpful ideas for integrating multiple literacies like financial and digital into a single lesson or activity. Targeting specific standards or frameworks might not always produce an accurate result. Be as specific as possible and consider giving the chatbot examples or even a PDF of the targeted standards to produce a better output.



I wasn't satisfied with the initial result, so I went in and started an edited conversation, adding specific details. After finishing Take 2, the issue was that ChatGPT was referencing the ELP Standards from WIDA and not the ELP Standards for adult education."



You are an adult education teacher and have a beginner class of English language learners. You are preparing activities for independent and collaborative work in a personal finance unit.

Create activities about personal finance that align to the domains in the English Language Proficiency Standards for adult education and target levels 2 and 3. Integrate digital skills in the activities aligned to the ISTE standards.

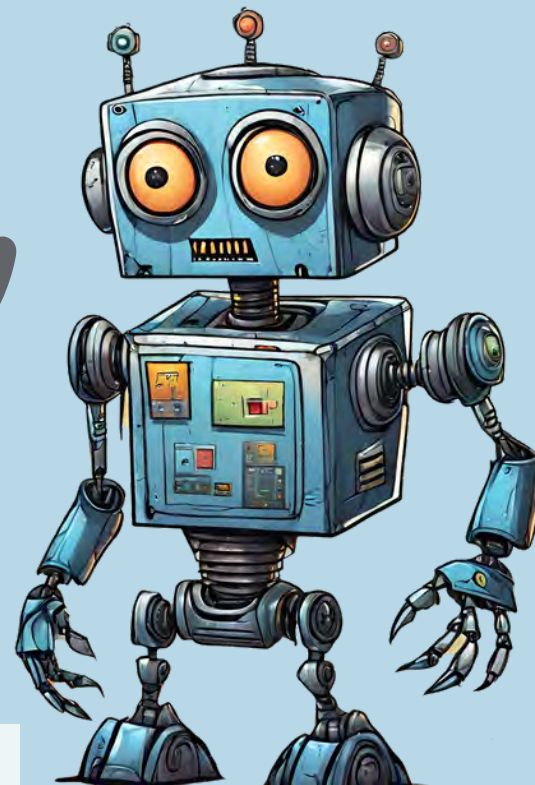
List the activities and the standards that each activity targets. Make sure to include the number or designation of the standard alignment.

REAL WORLD SKILLS

I need a reading passage for CCRS Level A, with a lexile level range of 200 to 400 for a student that scored a 172 on CASAS Life & Work and has been placed into an NRS Level 1 ESOL class.

***BEEP BOOP
BEEP BEEP
BOOP BOOP?***

Image generated using Canva



LEVEL UP?

Educators found mixed results when requesting specific levels or standards for content. Depending on which tool(s) you're using and the popularity of the standards, you might ask for something at a certain level and, despite responding to your request, find upon further investigation that the material is too advanced or basic.

Check and consider...

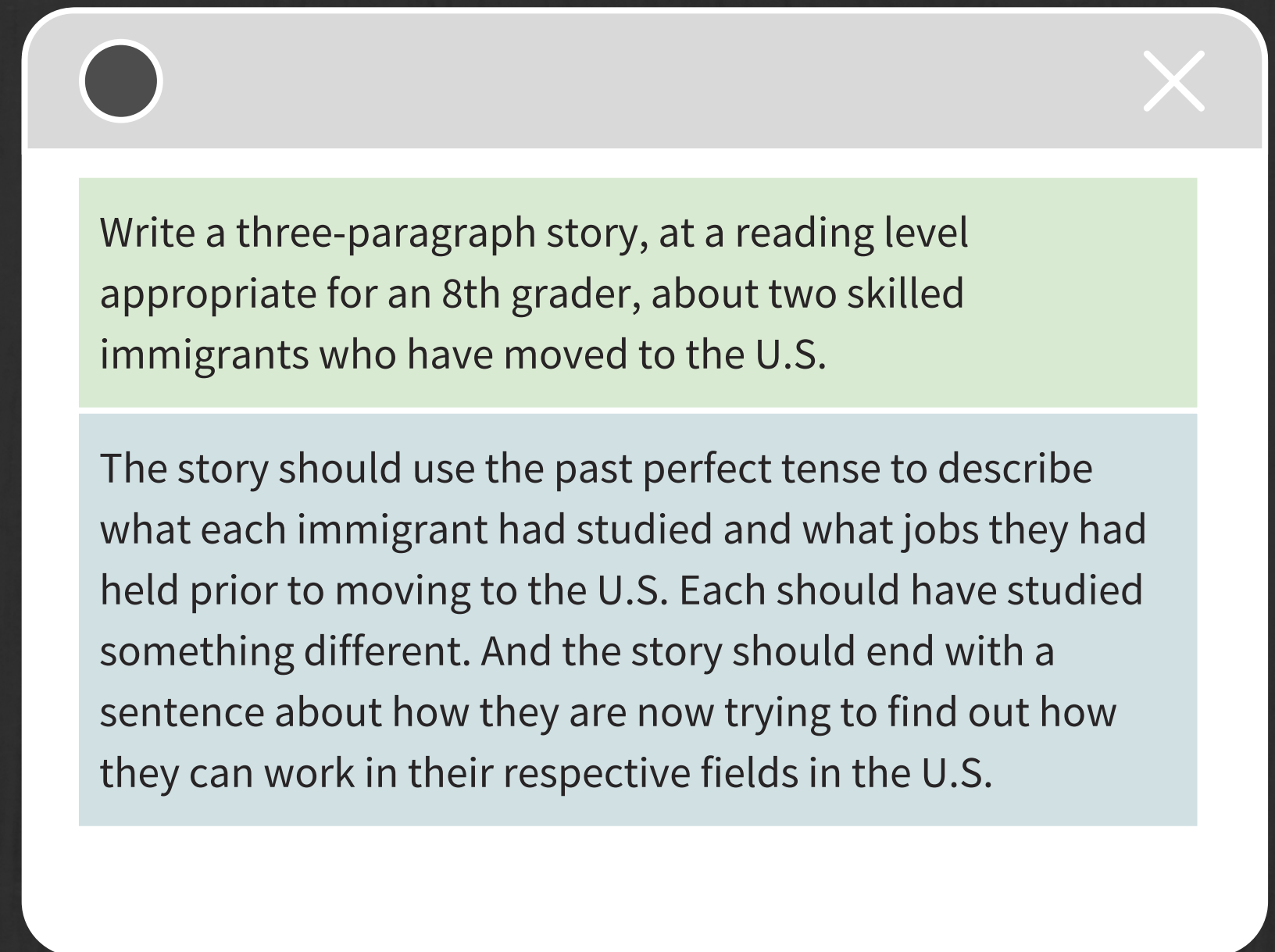
A chatbot might not recognize certain jargon or acronyms, so adding specifics helps. With some tools, you can upload a PDF of a standards document to provide additional context. You should always verify AI output with your own analysis or a trusted tool like Hemingway Editor. If an exact level is not crucial, you can make tweaks by asking for something more simple or more complex. Keep in mind that different tools will have different accuracy in this area.

VOCAB AND GRAMMAR IN CONTEXT

Teaching and practicing vocabulary and grammar in context contributes to mastery. Chatbots have been trained to process and produce natural language, making them useful tools for generating contextualized content targeting specific grammar and/or vocabulary.



I was amazed at how quickly ChatGPT created a text for me. I am always looking for culturally and contextually relevant content for my learners.”



STORY USING PAST PERFECT



Photo by [Dario Valenzuela](#) on [Unsplash](#)

WHOSE STORY IS IT ANYWAY?

Generative AI is making it easier to generate content that is relevant to diverse adult learners. In one class, a teacher produces written texts in different genres, like K-drama, to engage learners with different backgrounds and interests. When we use the tools in this way, it's more important than ever to place more value and emphasis on authentic human-centered stories, identities, and creativity.

Check and consider...

Are you using what you produce with chatbots in a way that encourages learners to generate their own content? Think about how you can use the technology in a way that encourages more human-to-human sharing. One way to do this is to encourage learners to publish their writing through publications like [The Change Agent](#).

MATCHING ACTIVITY IN SCIENCE

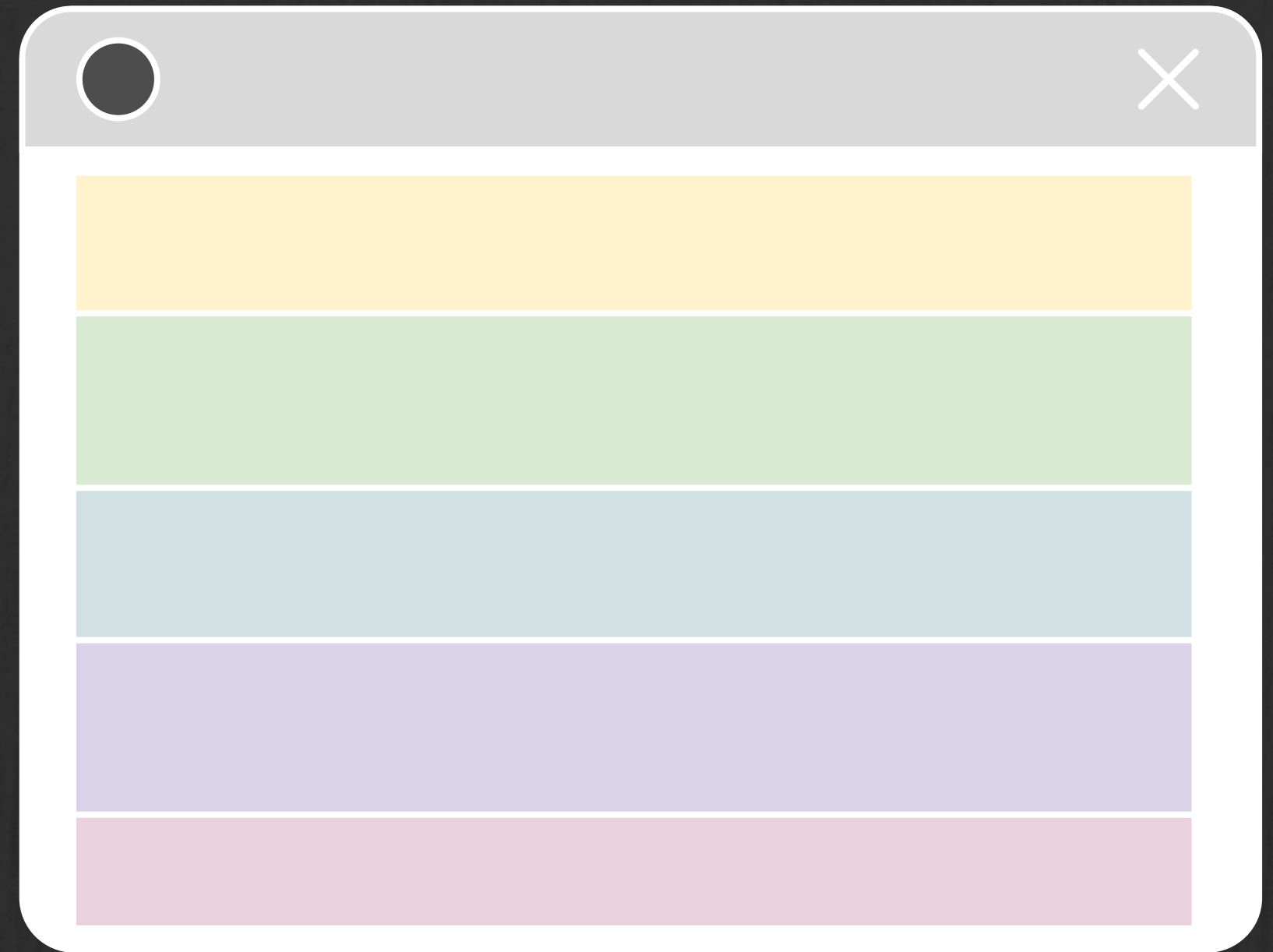
Quickly creating ready-to-use activities works best with a familiar activity type (like matching) and topic (like the scientific method). Use a chatbot for these; use your own expertise and specialized knowledge for more in-depth and complex activities.

Try it out!

Click the link below to use this prompt.

[ChatGPT](#)

[Bard](#)




SCIENTIFIC METHOD

WRITING QUESTIONS

Sometimes all you need is the right question(s) to get learners to use their creativity, critical thinking, and reflection. Why not have a chatbot give you some great options to choose from?



It gave me so many more questions than I was expecting!”



You are a teacher in an adult English language program.

Create a list of questions that progressively become more advanced about work in the U.S.

The learners taking this class are recently resettled refugees and come from diverse backgrounds. They are beginner-level English learners.

Questions should only be in the simple present, simple past, or simple future tense.

LET'S TALK ABOUT JOBS

2 - TEACHER TRAINING

PROFESSIONAL DEVELOPMENT PLAN

Chatbots can be a great starting point for developing instructional materials for both staff and adult learners. Use chatbots as a brainstorming partner and to help you get started.

Try it out!

Click the link below to use this prompt.

[ChatGPT](#)

[Bard](#)



You are an Instructional Technology Coordinator providing professional development for a staff of 200 teachers.

Create a scope and sequence for a nine-month training course with bi-weekly offerings on tech integration that emphasizes student use and creation with the iPad.

Staff have varying skills, comfort, motivation, and habits when it comes to using technology for teaching.

Provide the scope and sequence in a table with each row having a timeframe for the training in the first column and subsequent columns indicating what will be covered.

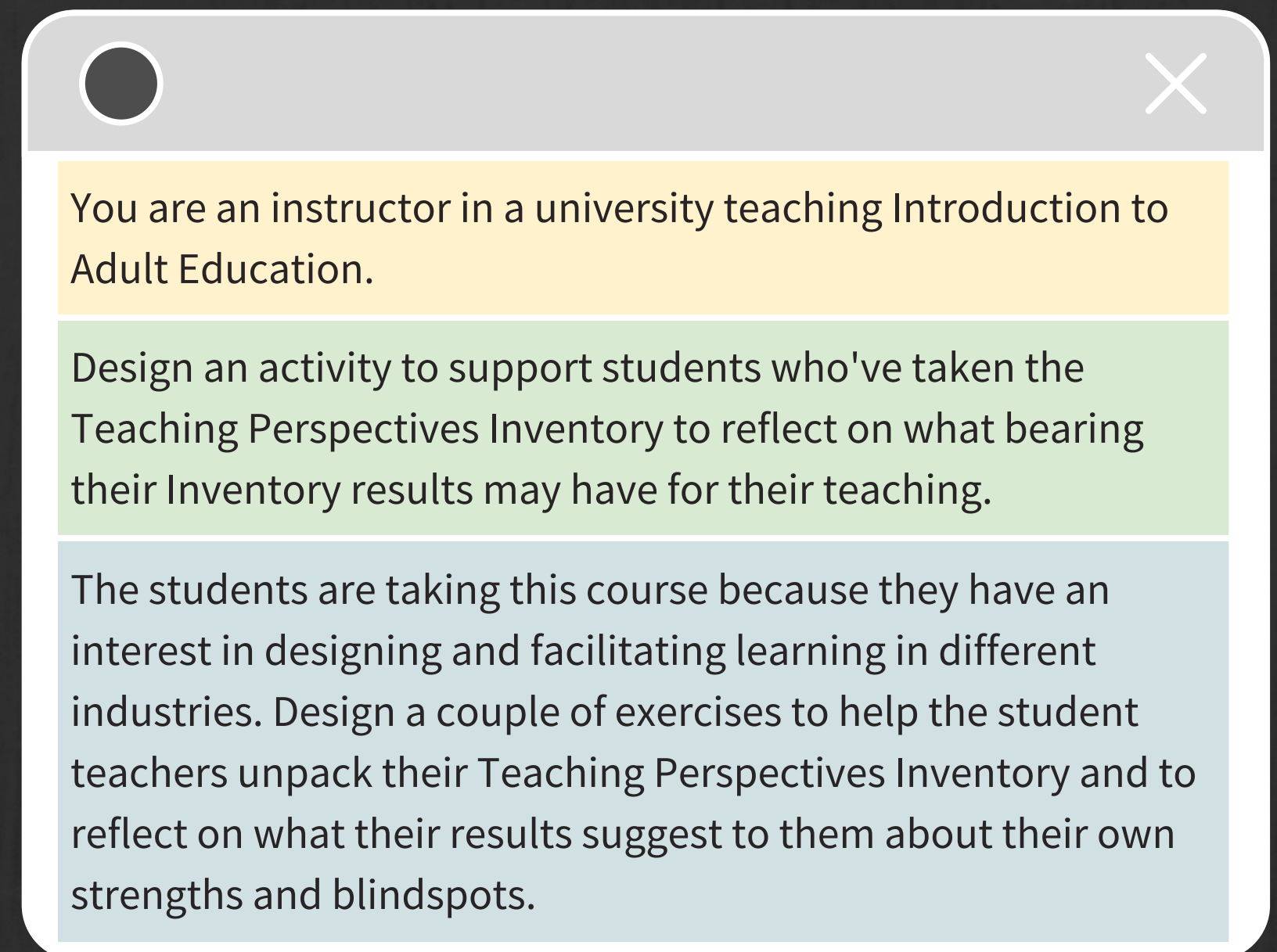
BI-WEEKLY TECH TRAINING

TEACHER EDUCATION REFLECTION ACTIVITY

Adult educators are learners, too! Whatever the audience, chatbots prove helpful in getting “unstuck.” In this example, the prompter first checked the tool’s existing knowledge of the tool they were using, the Teaching Perspectives Inventory. Great strategy!



In the results there was nothing particularly insightful, but each of the activities were solid. I’m thinking one use for this tech would be to simply get one unstuck when feeling undermotivated.”

A mockup of a chatbot interface. It features a gray header bar with a circular profile icon on the left and a close button (an 'X' in a square) on the right. Below the header, there are three stacked message bubbles. The first bubble is yellow and contains the text: "You are an instructor in a university teaching Introduction to Adult Education." The second bubble is green and contains the text: "Design an activity to support students who've taken the Teaching Perspectives Inventory to reflect on what bearing their Inventory results may have for their teaching." The third bubble is light blue and contains the text: "The students are taking this course because they have an interest in designing and facilitating learning in different industries. Design a couple of exercises to help the student teachers unpack their Teaching Perspectives Inventory and to reflect on what their results suggest to them about their own strengths and blindspots." The entire interface is set against a dark gray background.

You are an instructor in a university teaching Introduction to Adult Education.

Design an activity to support students who've taken the Teaching Perspectives Inventory to reflect on what bearing their Inventory results may have for their teaching.

The students are taking this course because they have an interest in designing and facilitating learning in different industries. Design a couple of exercises to help the student teachers unpack their Teaching Perspectives Inventory and to reflect on what their results suggest to them about their own strengths and blindspots.

TAKING INVENTORY

CLASSROOM OBSERVATION CHECKLIST

Indicated by a + sign, this camper prompted for a specific format and context after sending the initial request. The ability to chain multiple prompts, or engage in a “detailed dialogue” sets generative AI-enabled chatbots apart from a traditional search.

Try it out!

Click the link below to use this prompt.

[ChatGPT](#)

[Bard](#)



Create a classroom observation evaluation checklist that incorporates best practices for teaching ESL learners, including the use of differentiation, inclusion, and equity principles.

+ Put this into a checklist format with a three-point rating scale: consistently observed, sometimes observed, not observed.

+ Adapt this for an adult ESL classroom setting.

DEI IN ESOL

UPDATING AN EXISTING WORKSHOP

Consulting with a chatbot can be a good starting point for creating something new. It can also help us rethink or reframe a tried and trusted approach, like in this example in which an experienced trainer wanted to refresh their workshop to adapt to a changing audience.



It was interesting to see how the two versions compare and it helped me start to rethink my workshop design. I think that these three examples will help me start to think about how I can make changes to the workshop. I might try some variations on the prompt to get some more ideas.”

A stylized chat window interface with a gray header bar containing a close button (X) and a circular icon. The chat history shows three messages: a user prompt, a model response, and another user prompt, each on a separate line with alternating background colors (light green for user, white for model).

I wish to create a DEI curriculum outline for a TESOL certificate program.

THEN,

I wish to create a DEI curriculum outline for a 5-hour workshop at a TESOL certificate program.

THEN,

I wish to create a DEI curriculum outline for a workplace training session.

DEI CURRICULUM OUTLINE

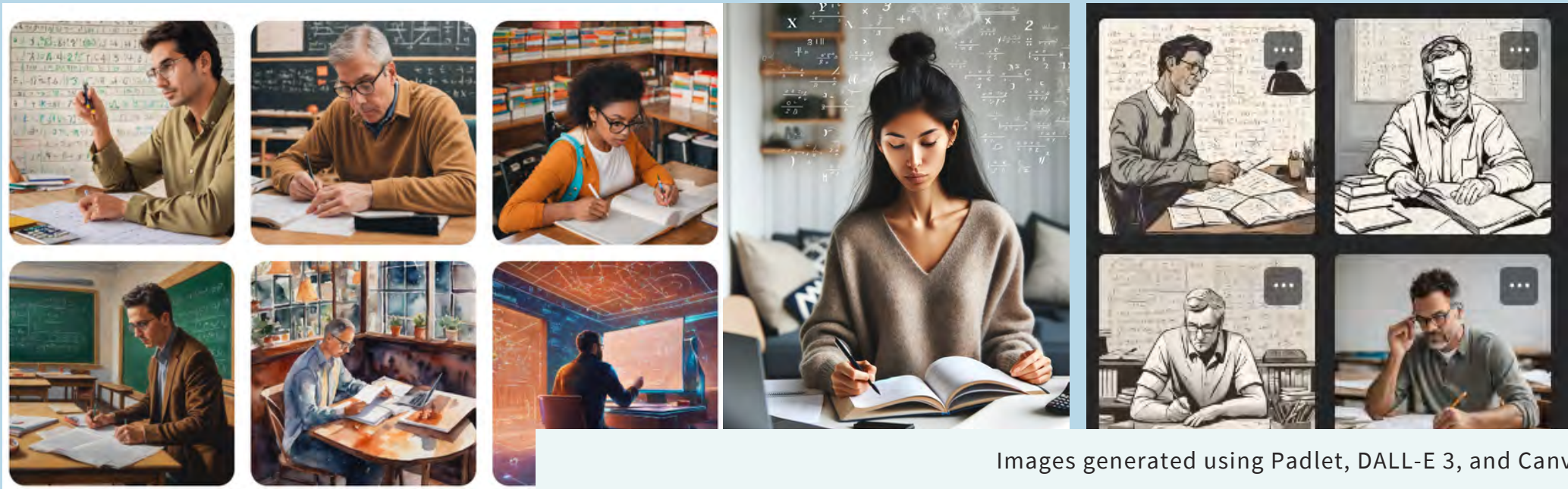
an English teacher



BIAS! BEWARE!

In CampGPT, we didn't just explore the potential of generative AI, we also examined the pitfalls. Text-to-image generators gave us a very clear look at how biased datasets and algorithms can result in biased output. While this is most readily evident in images, the same bias can be present in audio, avatars, text, and other AI-generated media.

an adult studying math



Images generated using Padlet, DALL-E 3, and Canva

Check and consider...
As you are developing materials using generative AI tools, keep this [Activity Design Guide](#) handy and consider key identity markers like those in this [Tool for Identifying Bias in Sources](#).

PROFESSIONAL DEVELOPMENT TOPIC INTRO

Artificial intelligence is one of many complex topics that need to be introduced in a training. Sometimes, having a chatbot assist you with something simple and brief gives you a clearer vision to then simplify your message and focus, honing in on what's key.

Try it out!

Click the link below to use this prompt.

[ChatGPT](#)

[Bard](#)



As an expert on the subject of Artificial Intelligence, your role is to inform a group of Adult Education teachers who are enthusiastic about understanding AI.

Generate a clear and engaging introduction to Artificial Intelligence that covers the basic concepts and relevance of AI in today's world.

The introduction should be tailored to an audience that is educated and eager but may not have a background in technology or AI.

Limit your introduction to no more than 300 words.

WHAT'S AI?

CLASSROOM OBSERVATION RUBRIC

Generative AI-enabled tools aren't just useful for teachers and classrooms. They can also help in the generation of materials to support teacher professional development.



This was very user-friendly and a great time-saver. I think using the information on how to craft a better prompt was a great help in achieving my task in one try.”

As an instructional coach in a virtual school, your role is to support and enhance teaching practices.

Create a rubric designed to evaluate the efficacy of teacher feedback, with a focus on promoting more authentic, two-way communication between teachers and students.

The goal is to use this rubric as a tool for teachers to self-assess and improve their feedback practices.

Please format your response as a structured rubric with distinct categories and a rating system.

AUTHENTIC FEEDBACK

3 - LEARNER USE

INTERVIEW ROLE PLAY

Using a chatbot as an interviewer can provide a simulated interview environment, allowing adults to practice and refine their communication skills. In this **Try it out!** activity, go to the original prompt and replace the blank with any topic.


Try it out!

Click the link below to use this prompt. Edit the original prompt to add your own topic!

[ChatGPT](#)

[Bard](#)





I want you to act as an interviewer.

I will be the participant and you will ask me interview questions on the topic of _____. I want you to only reply as the interviewer. Do not write all the conversation at once. I want you to do the interview with me.

Ask me the questions and wait for my answers. Do not write explanations. Ask me the questions one by one like an interviewer does, and wait for my answers.

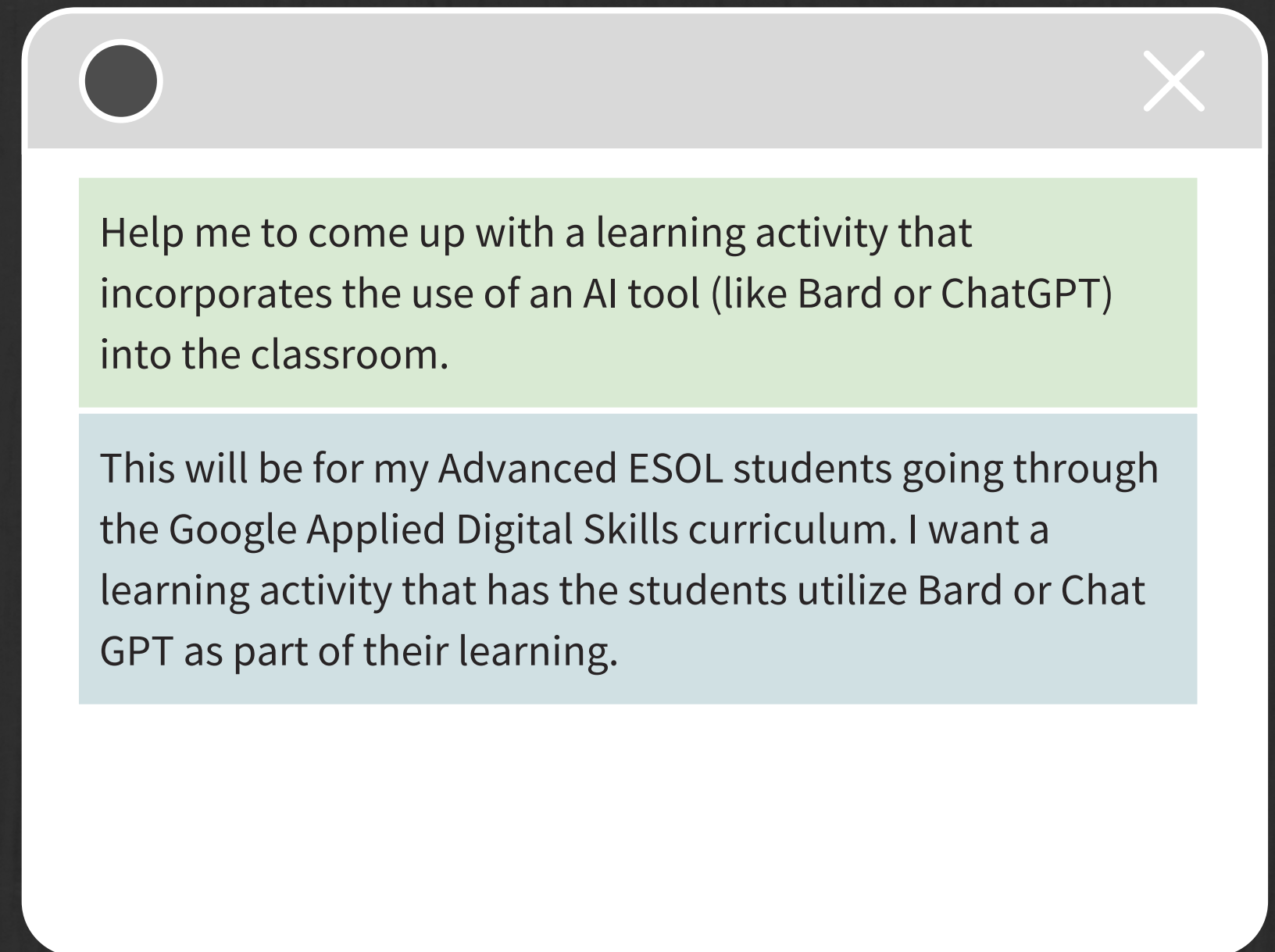
CHATBOT INTERVIEW

INTEGRATING AI LITERACY

For learners to build digital resilience, they must be introduced to emerging technologies and encouraged to apply critical thinking and autonomy when it comes to their use. In this case, the emerging technology itself can help us envision new ways to integrate such resilience in a lesson!



This is coming from a place where I want to be inspired by how I can have my students use AI tools and be equipped with critical analyses in order to get the most out of AI.”



AI LITERACY IN ESOL

GENERATING QUICK EXAMPLES

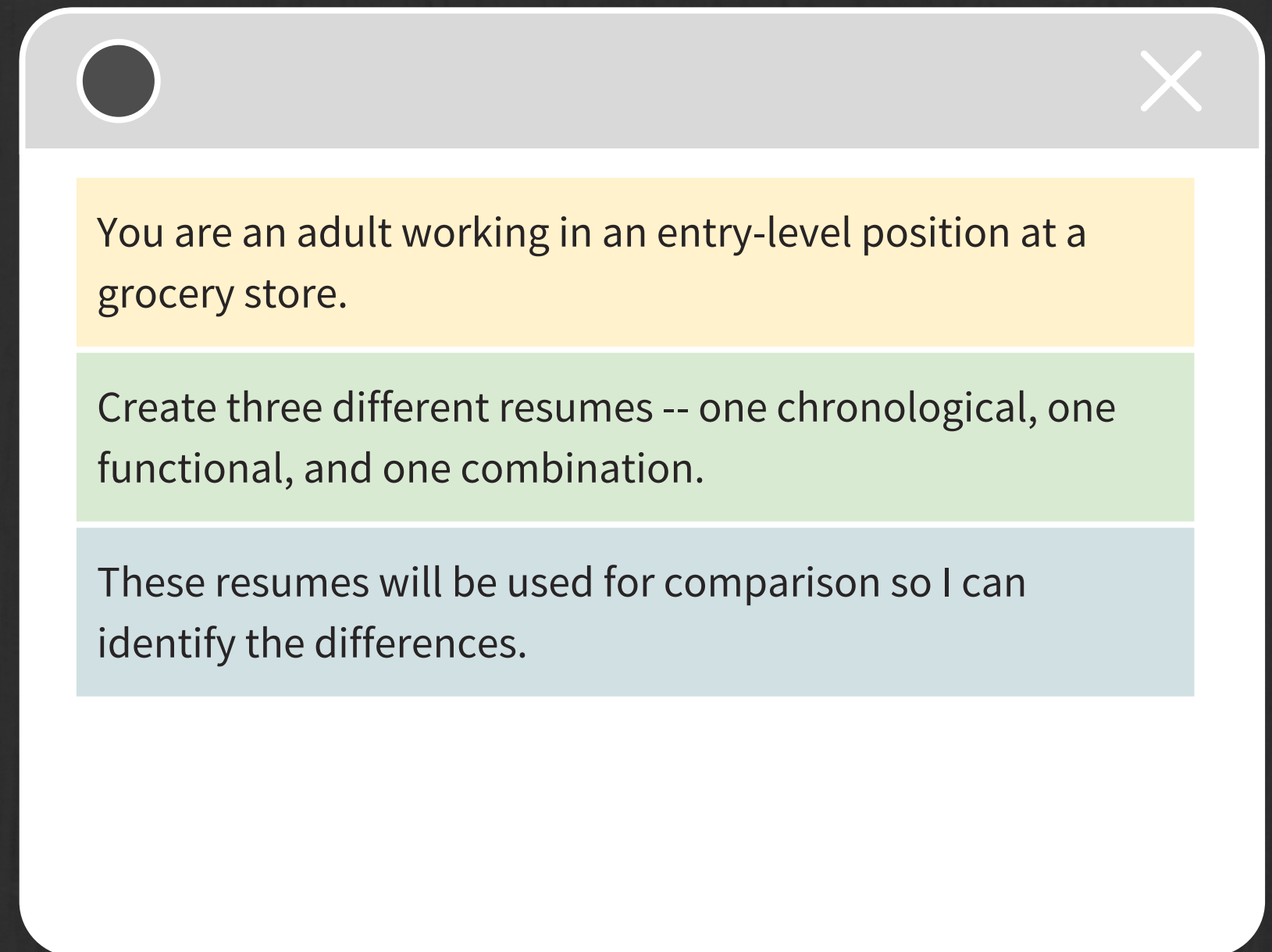
Because of the large dataset that a chatbot is trained on, it's good at producing unoriginal, run-of-the-mill examples. Students can ask for examples to model their writing after or they might compare and contrast two or more examples, as shown here.

Try it out!

Click the link below to use this prompt.

[ChatGPT](#)

[Bard](#)



WHAT TYPE OF RESUME?

PROTECT YOUR DATA

Once upon a time, an educator was using Bing Chat to generate a training artifact and the chatbot indicated knowledge of her city. Data fuels systems that leverage artificial intelligence and the big tech companies behind them. Unfortunately, individual users reap few benefits from offering up their data, and often do so unknowingly.

Check and consider...

Sift through the settings in different applications you use. There should be a section for privacy, security, or data. Review your settings and make sure you understand what information you're offering up. Think about how you can integrate data literacy concepts, like understanding your digital footprint, into your lessons.



Image generated using DALL-E 3

4 - ADMINISTRATION

SOCIAL MEDIA POSTS

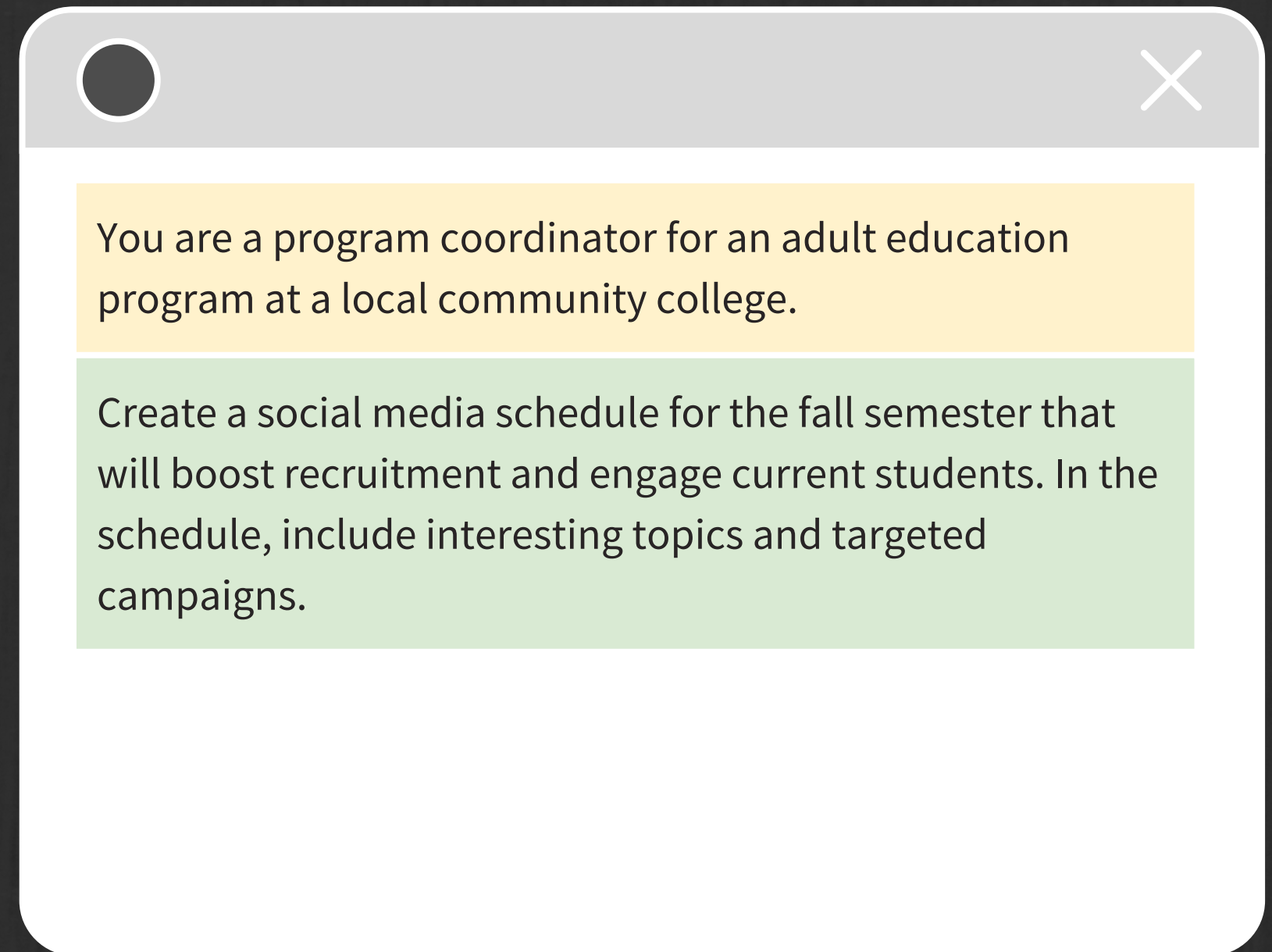
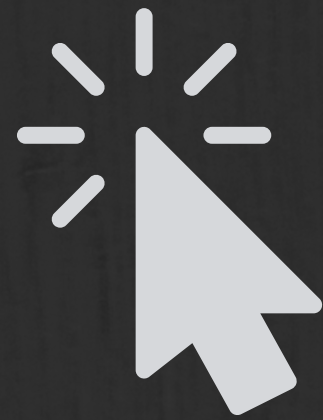
Writing posts for social media can be time-consuming, but it is a great channel for recruiting new students and engaging current ones. Use a chatbot to get suggestions for campaigns, posts, emoji use, and hashtags.

Try it out!

Click the link below to use this prompt.

[ChatGPT](#)

[Bard](#)



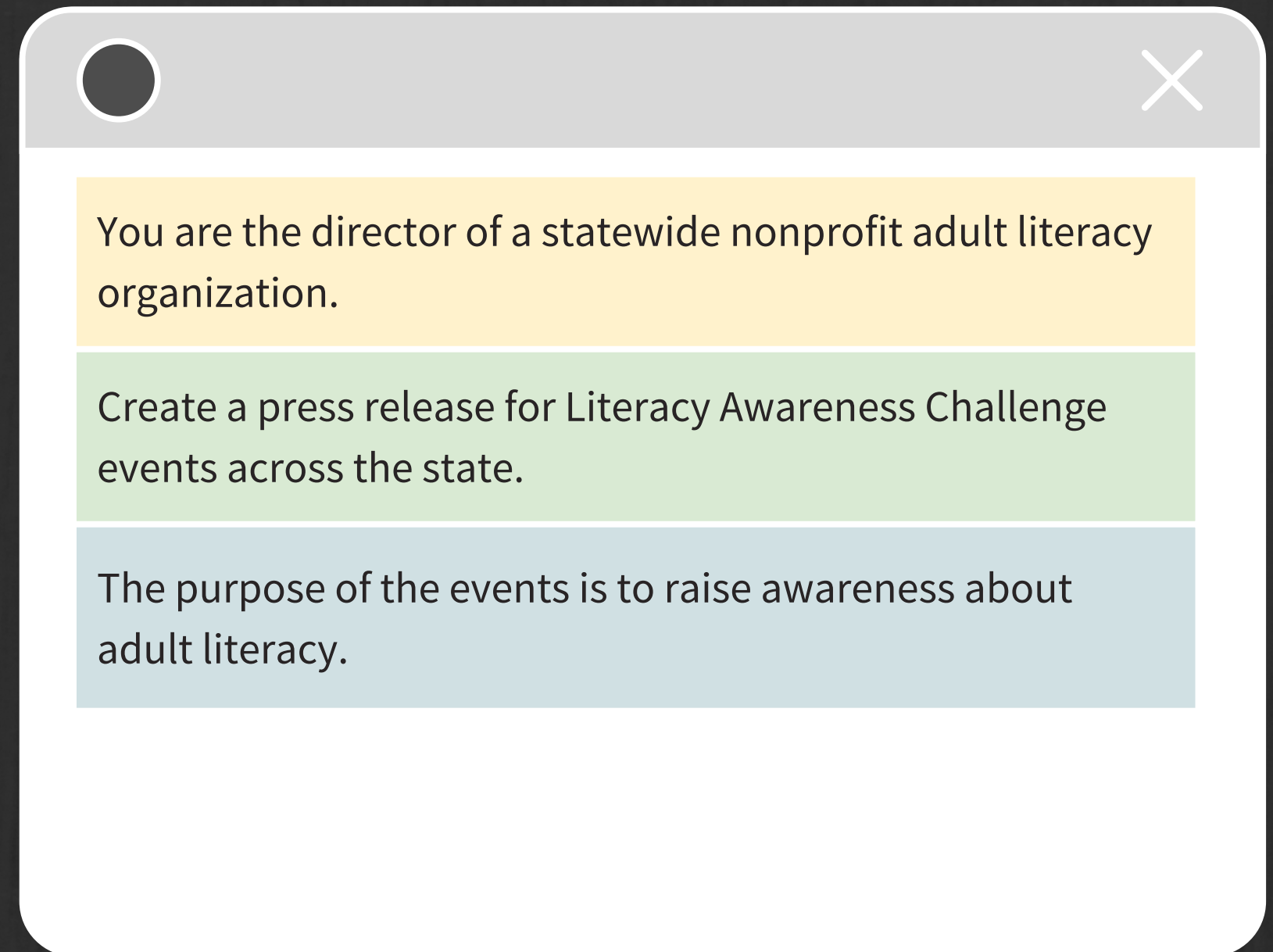
SCHEDULE FOR FALL

COMMUNICATIONS PRESS RELEASE

Are you lacking resources for outreach and marketing? Using a chatbot can give you ideas for how to organize campaigns along with content that suits different mediums. Don't forget to review the outputs and make edits to fit your needs.



With a little editing and word choice changes, the press release was ready to go. I downloaded it to a Word Doc so I could make my edits. It was a timesaver, for sure.”



LITERACY AWARENESS CHALLENGE

HIRING & RECRUITMENT JOB DESCRIPTION

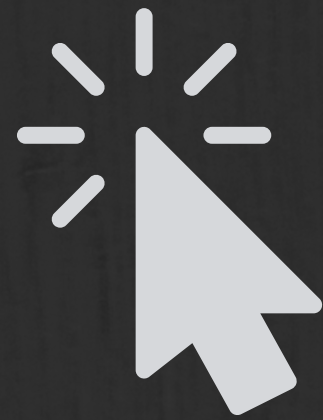
Utilizing a chatbot can streamline the initial stages of writing a job description. This allows administrators to spend time concentrating on details and nuances that make each posting unique, ensuring that postings are customized while maintaining a professional and consistent format.

Try it out!

Click the link below to use this prompt.

[ChatGPT](#)

[Bard](#)



You are a program director in an ESOL and Citizenship prep program for immigrant adult learners at a CBO.

Create a job description for a part-time instructor teaching two courses per week, both remote using Zoom.

The position requires curriculum development, 14 hours of professional development, test administration, and experience with beginners. The description should be welcoming and inclusive and descriptive.

Provide the job description in a narrative with section headings for skills, experience, and tasks.

HELP WANTED!

CrowdED Learning is an initiative of World Education.

crowdedlearning.org

worlded.org

