

AI IN THE CLASSROOM

Practical Skills for the 21st-Century Teacher

Learning Outcomes

- ✓ Describe, in one sentence, what generative AI is good at in a classroom and what it must never be trusted with
- ✓ Write a structured prompt using the T.E.A.C.H. framework and get a usable draft on the first or second try.
- ✓ Apply the 3-Question Check to any AI output before it reaches a pupil.

Learning Outcomes



State the four red lines on pupil data, accuracy, authorship and honesty.



Create one real artefact for a lesson you are actually teaching next week—a lesson note, a differentiated question set, infographics or a marking rubric.

WHAT IS AI?

Artificial Intelligence refers to computer systems that can perform tasks that normally require human intelligence.



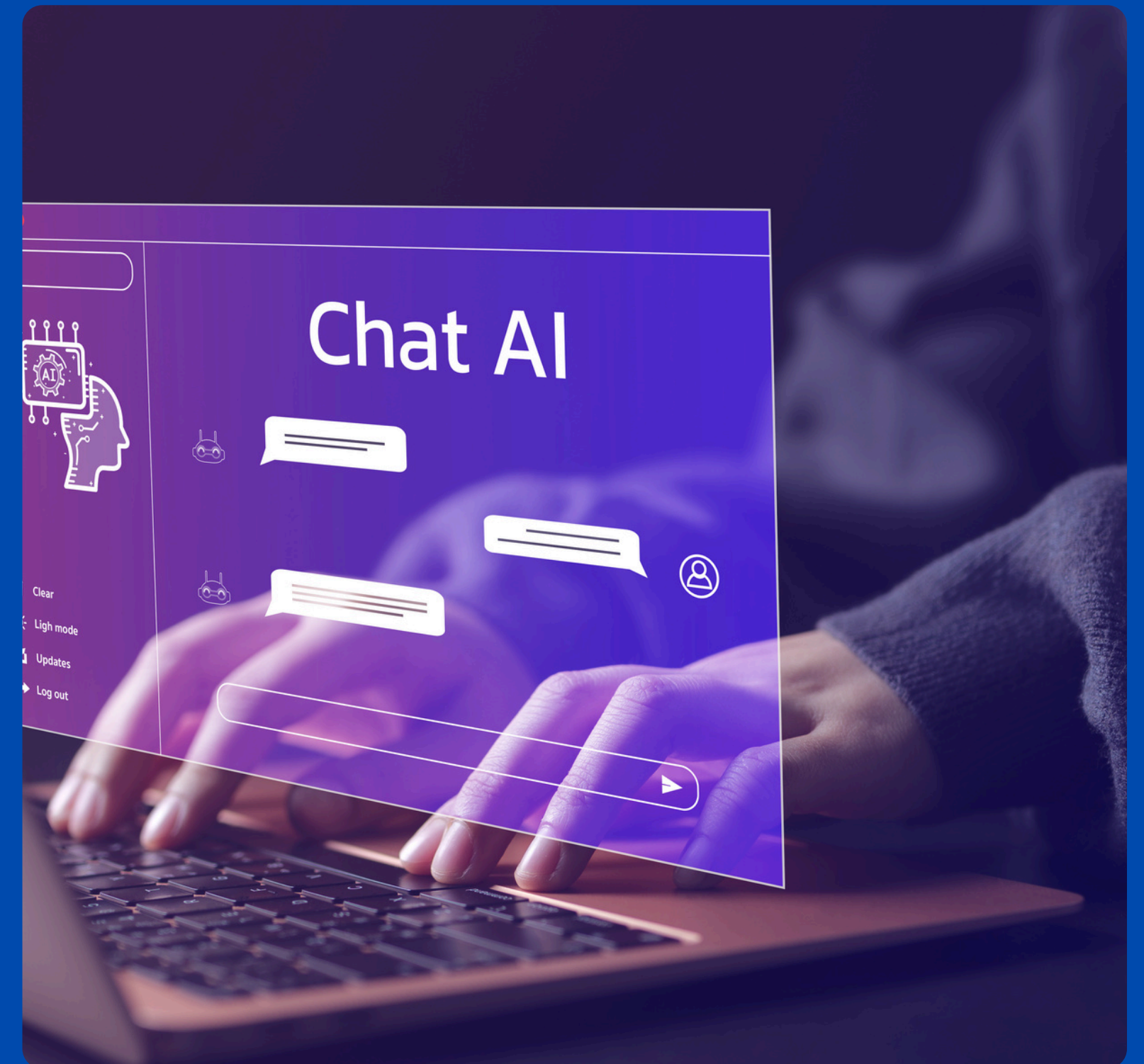
WHAT IS AI?

Everyday Examples:

- ✓ ChatGPT, Google Gemini
- ✓ AI voice assistants e.g. Alexa, Siri
- ✓ Self-driving vehicles
- ✓ AI customer service systems
- ✓ AI content creation tools



What is Generative AI?



What it is

- ✓ AI that creates new content — text, images, audio, video, code etc.

AI → ML → GenAI

AI is the broad field. ML learns from data. GenAI produces original content from those patterns.

How It Works

- ✓ Trained on massive data, it predicts the most likely next word.

Note

"It's not thinking or knowing facts the way a person does. It's predicting the most likely next piece of content."

Gen AI Tools

- ✓ ChatGPT
- ✓ Gemini
- ✓ Claude AI
- ✓ Meta AI
- ✓ Copilot
- ✓ Flow etc.



Overview of Gemini

What should we focus on?

+ Ask Gemini



Flash ▾



Prompting Techniques (for teachers)



So most people type this:

"Write a lesson plan on photosynthesis"

What is wrong with it?

Too general

Not our curriculum

Materials we do not have

Wrong class level

Unrelatable examples

T.E.A.C.H Framework



Task

What exactly do you want?

Draft a 40-minute lesson note on photosynthesis.



Exam & curriculum context

Which syllabus, class and term is this for?

Nigerian 2025 New Revised Basic Education Intermediate
Science curriculum, JSS 2, First Term, Week 6.

T.E.A.C.H Framework



Audience

Who are the pupils in front of you?

45 pupils, mixed ability, about eight read well below class level, none have used a microscope.



Constraints/Context

What do you actually have?

No projector, no laboratory; materials must be buyable in Owerri market; one 40-minute period.

T.E.A.C.H Framework



How it should look

What shape should the answer take?

Use my school's headings: Topic, Objectives, Previous Knowledge, Instructional Materials, Presentation (Steps 1–5), Evaluation, Assignment.

Activity 2 — three levels and a rubric

Stay in the same conversation. Do not start a new chat. It already knows your topic, your class and your constraints, and starting again means typing all of it twice.

Activity 2 — three levels and a rubric

Take the Evaluation questions from that lesson note and give me three versions of the same five questions:

- (a) SUPPORT — simpler language, one step, no double negatives;
- (b) CORE — as written;
- (c) STRETCH — requires an explanation or an application to a new situation.

Keep the same underlying content in all three so I can mark the whole class together. Put them in a three-column table.

Activity 2 — three levels and a rubric

Write a 4-level marking rubric for the STRETCH questions. Use language simple enough that I can read it aloud to JSS 2 pupils. One sentence per level describing what good looks like. Add a total-marks column.

Check these

- ✓ Is the support version genuinely simpler?
- ✓ Is the stretch version actually harder?
- ✓ Could you mark all three side by side?



Activity 3 – Three things are wrong here. Find them.

Topic: The Water Cycle

Objective: By the end of the lesson, pupils will be able to define condensation, evaporation and precipitation.

Instructional Materials: A digital humidity sensor, an interactive whiteboard, and tablets for each pupil.

Presentation — Step 3: Explain that water boils at 100°C at all altitudes, so the temperature is always the same anywhere in the world.

Evaluation: Ask pupils to write a 500-word essay comparing the water cycle to the carbon cycle.

The Four Red Lines

- ✓ No pupil data goes into a public AI tool.
- ✓ You verify. Every time.
- ✓ AI writes drafts. You are the teacher. You have the professional judgement
- ✓ Be open about it.



The 3-Question Check

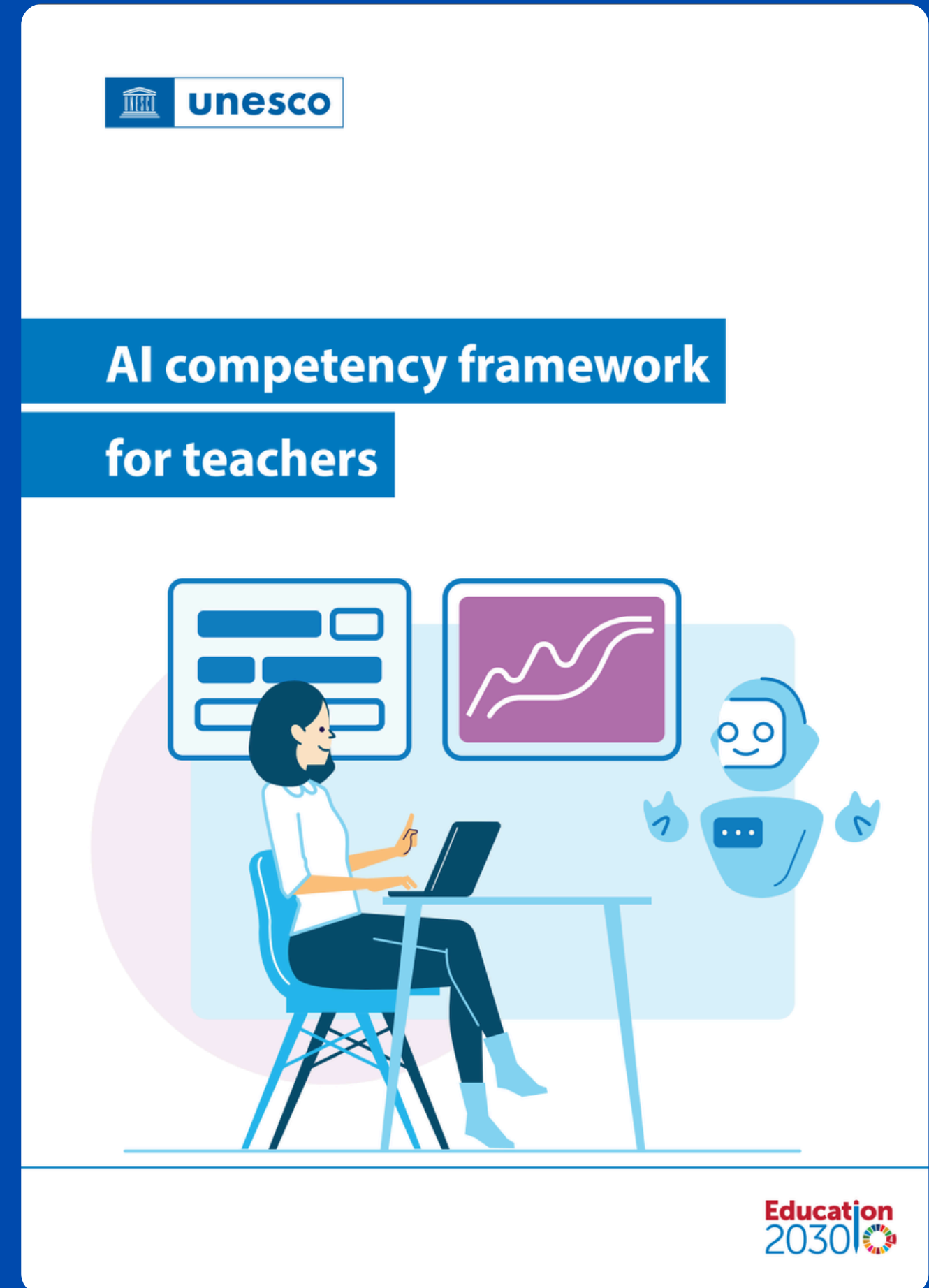
- ✓ Is it true?
- ✓ Is it right for MY pupils?
- ✓ Would I be comfortable if a parent saw how I made this?



Resources

✓ UNESCO AI competency Framework

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Resources

firstbes.com.ng



BES LMS

The screenshot shows the homepage of the Baptist EdTech School website. The header is white with a blue navigation bar containing the following links: Home (underlined), Courses, Learning Paths (with a dropdown arrow), About Us, News, and Contact. On the right side of the header, there is a shopping cart icon and a blue 'Login' button. The main content area features a large background image of a smiling woman with curly hair looking out a window at a lush green landscape. Overlaid on this image is the text 'INNOVATION | FAITH | FUTURE-READY' in a small, white, sans-serif font. Below this, the main headline 'Join the Next Generation of Digital Leaders' is written in a large, bold, white font. Underneath the headline, a sub-headline reads: 'Don't become irrelevant! Be equipped with the tools you need to thrive in this Digital Age and earn more.' At the bottom of the main content area, there is a blue button with the text 'Start Learning' in white.

THANK
YOU!



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