



AI FOR ALL
TEACHER CPD

Digital Teacher Workbook

Name:

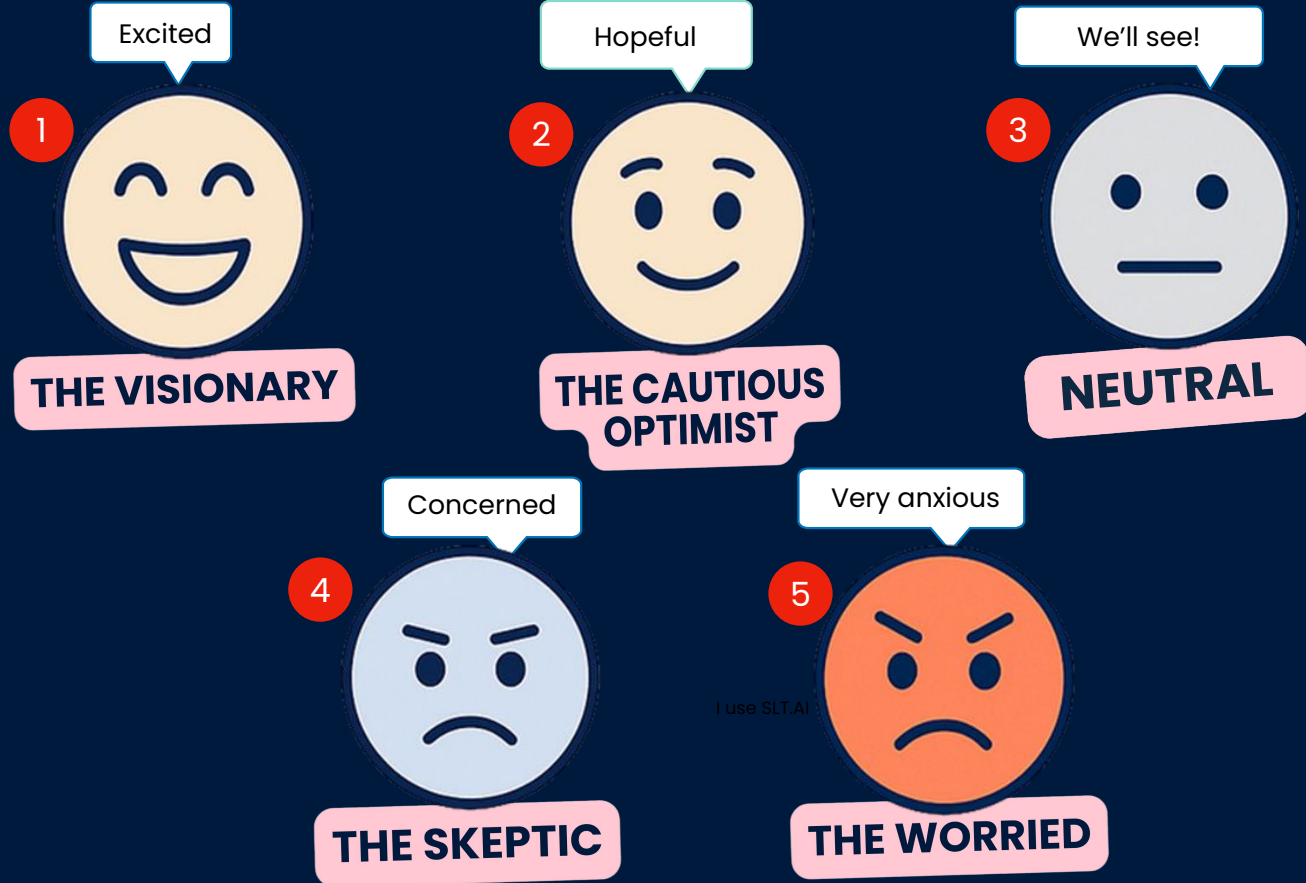


My notes



A large, empty white rectangular area with rounded corners and a light pink border, intended for taking notes.

Who do you relate to?



DfE AI Guidance Explained

Key Legal Considerations:

✗ Do not input **personal or sensitive data** into AI tools. Avoid entering pupil names, class lists, email addresses, or sensitive data.

✓ Only use **anonymised information** when generating lesson plans or resources.

✗ Ensure AI-generated content is **fact-checked** before use. (Watch out for hallucinations and biased content.)

✗ Do not allow **pupils under 13** to use AI tools without parental consent*.

✓ Use **school-approved AI tools**. (If using ChatGPT, change privacy settings to prevent data retention.)

✗ Ensure AI-generated content doesn't infringe on **copyrights** or other rights.

Smart Cities Planner



What they do

Use tech to make cities more livable, sustainable and efficient. They consider transport, energy use, housing and waste management and much more through data analysis and digital tools.

The tech

- Data analysis tools
- Artificial Intelligence
- Digital models and simulations

Creative Technologist



What they do

Use tech to create new forms of creative work or digital art. These could be images, animations, music or interactive experiences.

The tech

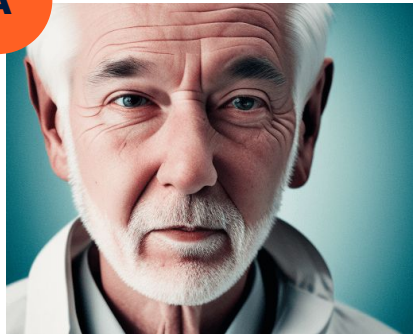
- Artificial Intelligence
- Coding
- Media software and tools
- Hardware e.g. cameras, audio devices and robotics



Click to open our bank of technology career posters

Workbook Activity: Spotting fakes

A



B



C



D



Can you spot the AI images?

3 tips for spotting AI-generated photos:

1. Check the details

Look closely for things that don't look right. Hands are especially tricky for AI!

2. Check the background

See if the background makes sense. Look for the blurring of AI watermarks on videos.

3. Check the source

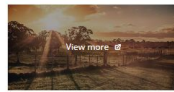
Who shared the image. Is it from a trusted website, news organisation, or official account?

Source Checking

pixabay



Sponsored Images IStock LIMITED DEAL: 20% off with **PIXABAY20** coupon



AI Generated

Tree, Pasture, River Image. Free for use.



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Workbook Task

Identify **one task** you'd like help with today.

Insert text...

Workbook Task



Your task is to **create a LEGO minifigure** of yourself.

– **Copy and paste** the prompt from your workbook into Copilot's prompt window.

– **Personalise** the prompt and press run.



Create a photo of a **[male/female]** LEGO minifigure, with **[e.g. hair colour, glasses, beard]**, professionally dressed, holding a **[laptop, iPad, paintbrush, clipboard]** on a **[plain white]** background.

What can I help you with?

Create a realistic studio-style photo of a female LEGO minifigure, with black coloured long hair, wearing red glasses, smiling, professionally dressed, holding a laptop and marker pen. Create the image on a plain white background.



 Copy

 Download

Right-click on the image to save it.



AI Vocabulary Review 1

Artificial Intelligence (AI)

AI is like a computer brain that can learn, think, and make decisions, similar to how humans do, but using computer programs.



Generative AI

Artificial intelligence that can generate text, images, or other data using generative models, often in response to prompts.



Prompts

A “prompt” is like giving the AI a question or instruction. It’s what you tell the AI, so it knows what you want it to do or answer.



Prompt Structure

Prompt structure is how you organise your prompt so the AI understands it clearly



Context

Context is the *background information* that helps the AI understand the situation or audience e.g. age, purpose, tone



Data Mining

This is like a treasure hunt where AI searches through huge amounts of data to find useful patterns, trends, or information.



Basic prompt bank

Starter prompts for secondary teachers
(KS3 & KS4)

Copy, paste and improve a prompt



Lesson planning support

You are an experienced secondary school teacher. Create a clear lesson outline for a KS3/KS4 [subject] lesson on [topic]. Include learning objectives, a starter, main activities, and a plenary. Keep it age-appropriate and realistic for a mixed-ability class.

Assembly ideas

Suggest an outline for a KS3/KS4 assembly on the theme of [theme], including a short story and interactive elements.

Parent communication

Draft a brief newsletter for parents about an upcoming Year 9 field trip to the [location], including key information and what the students need to bring.

Adaptive teaching ideas

You are supporting a mixed-ability secondary class.

Suggest three ways to differentiate a lesson on [topic] for lower, middle, and higher-attaining pupils. Focus on practical classroom strategies, not extra worksheets.

Curriculum Links

Suggest cross-curricular links for a [History] topic on [the Battle of Hastings] for Key Stage 3. Include the use of digital technology.

Explanation in simple language

You are explaining [concept] to a KS3/KS4 class. Write a clear, pupil-friendly explanation using simple language and one everyday example. Avoid jargon.

Assessment questions

Create 5 assessment questions for a KS3/KS4 [subject] lesson on [topic]. Include a mix of recall, application, and reasoning questions. Provide model answers.

Retrieval practice starter

Create a short retrieval starter for a KS3/KS4 [subject] lesson on [topic]. Include 5 quick questions that check understanding of prior learning. Provide answers at the end.

Prompt Structure Guide



Role: "You are a secondary school teacher specialising in digital art"

Task: "Design a lesson activity for Year 7s focused on typography"

Context: "Students have access to iPads and digital art apps"

Reasoning: "Explain why each step is included, with references to best pedagogical practice"

Rules: "Only recommend free apps; use UK spelling"

Stop Conditions: "End when a full lesson plan is produced"

Output Format: "Provide the lesson steps as a numbered list with a brief reflection at the end"

Remember

Every time you start a **new task**, start a **new chat**.

AI is only as useful as the instructions it's given in a prompt; context matters, and vague prompts will fail to give you a quality output.

Don't just accept the first output, **chat and refine**.

Prompt Structure Guide

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Top Tip

AI can improve your prompts

Begin your prompt with:

"Analyse and improve this prompt to achieve the best output, and ask any clarifying questions you need to provide the best answer."

Workbook Task: My Custom Instructions

Copy, paste and personalise



My teacher profile:

I am a secondary school teacher in the UK, teaching Key Stage 3 and GCSE students. My main subject is [insert subject & exam board & Scheme], and I regularly plan lessons, create resources, set assessments, and provide feedback to pupils and parents.

What traits should Copilot have?

Please use UK English.

Write clearly and naturally, as if helping a colleague. Keep the tone professional, friendly, and easy to understand.

Provide practical ideas I can use in the classroom or for admin tasks. Keep answers short and focused. Use clear examples where helpful.

If unsure, say "I don't know". Do not guess. Check for accuracy and avoid bias.

Avoid jargon, buzzwords, and overly complicated language. Do not use dashes, emojis, hashtags, or special formatting.

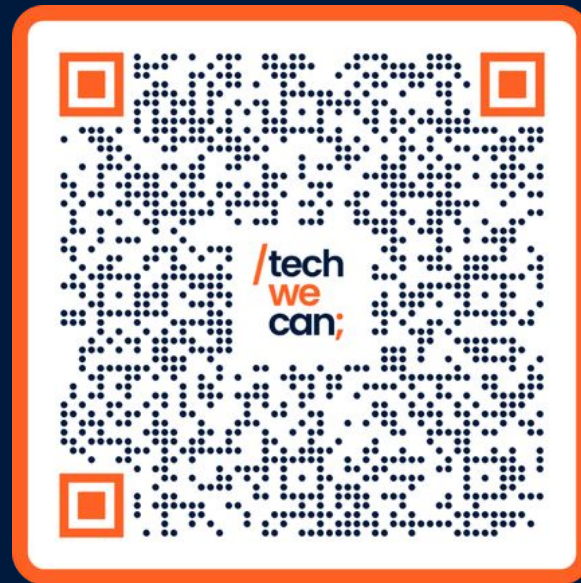
Only give the response I ask for.

Using Structured Subject Prompts



What to do:

- Choose a prompt that feels relevant to your subject or role
- Copy and paste it into Copilot
- Personalise it by answering any questions in the prompt and by editing the context, such as subject, year group, topic, or outcome.



Click or scan the QR code or follow this link [here](#)

[Here](#) you will find 40+ structure prompts to support with Teaching, Learning & Workload Reduction Prompts

Use AI well: Apply the FACTS DfE framework



= Responsible AI

FACTS	Explanation	Example
Focus	Be clear about your goal and audience.	"Write a starter activity for Year 7 pupils about a the Battle of Hastings."
Analyse	Check the output: is it factually correct, age-appropriate and helpful?	Is the language right for Year 8? Is it safe?
Check Bias	Look for stereotypes, cultural assumptions, or unbalanced views.	Are all characters male? Is it too Western?
Tailor	Adapt the prompt and output to your pupils' needs or curriculum.	Change reading age (EAL) , format, or simplify content.
Strengthen Prompts	Refine or follow up to improve results.	"Make it more exciting" or "Use simpler vocabulary."

Checking AI Work for Bias, Hallucinations and Copyright

Step 1

Write your normal prompt

Example:

"Create a one-page explanation of the causes of the Cold War for Year 9."



Step 2

Review like a teacher

Ask yourself:

- Does this sound too confident?
- Would I trust this without checking?
- Does it sound like a textbook or website?

If unsure, use a prompt to check or ask the AI to **revise**

Ask the AI:

"Output the revised version as a Word-style document with clear headings."



Checking AI Work for Bias, Hallucinations and Copyright

Step 3

Copy and paste this safety check to the end of your prompt

Final check before you respond:

1. Check for **bias** – one-sided views, stereotypes, or missing perspectives.
2. Check for **hallucinations** – facts, dates, statistics, or quotes you are unsure about.
3. Check for **copyright issues** – wording that sounds copied from a textbook, website, or paid resource.

If you find any issues:

- **Explain** what the issue is
- **Rewrite** the content in original language

Clearly flag anything you are not confident is accurate. Then provide a final version suitable for use in school.

Optional

App stacking for extra confidence

You can use a second AI tool to check the first one.

Workflow:

1. **Create** content in your main AI tool.
2. **Copy** the full response.
3. **Paste** it into a fact-checking tool (such as Perplexity).
4. Ask it to **check** for:
 - Bias or missing viewpoints
 - Factual accuracy
 - Possible copyright issues
5. Use the feedback to **revise** the original content.

AI Vocabulary Review 2

Deepfakes or Synthetic Media

AI-generated fake videos or images that allow people's faces or bodies to be swapped or digitally altered.



Machine Learning

A part of AI where computers learn from data. It's like teaching a computer to recognise patterns and make predictions based on past examples.



Algorithm

A set of instructions or rules that AI follows to solve problems or make decisions. Think of it as a recipe a computer follows to do a task.



Disinformation

False information that is intended to deliberately mislead people.



LLMs

An LLM, or Large Language Model, is a type of artificial intelligence system that is trained on vast amounts of text data to understand and generate human-like language.



Chatbot

A chatbot is an app or web interface that aims to mimic human conversation through text or voice interactions.



Tech Careers Posters

Linking a career to students and subjects

How can we take a career as a Wearable Tech Designer and link this to:

- Interests and hobbies
- Everyday tech your students use – would AI be included?
- Various subjects across the curriculum





tech
we
can;
by Tech She Can

CAREERS IN TECHNOLOGY

WEARABLE TECH DESIGNER



WHAT THEY DO

Create wearable devices like smart watches or fitness bands that track health data.

THE TECH

- Biosensors
- Tiny computers (like Raspberry Pi)
- Coding
- Design Software

Registered charity number: 1195284
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Key skills



Creativity



Leadership



Teamwork



Critical Thinking
and Evaluation



Contextual
Reasoning



Aiming High



Resilience



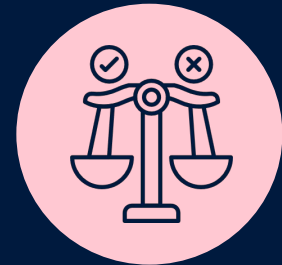
Communication



Problem Solving



Judgement



Reflection



**One insight
gained**

**One thing to
try**

**AI Tech Careers
which link to my
subject area**

**One question still
open**

AI Skills Progression Table

Badge Colour & Name	 Green Badge AI Beginner	 Blue Badge AI Explorer	 Purple Badge AI Planner	 Orange Badge AI Creator	 Gold Badge AI Time-Saver	 White Badge AI Ethical Guide	 Red Badge AI Master
Skill Focus	Getting started with AI for everyday teaching and admin.	Creating classroom resources and learning materials.	Medium- and long-term planning. Analysing and improving teaching plans.	Generating creative content for teaching and learning.	Reducing workload in assessment, admin, and reporting.	Using AI responsibly and safely in secondary settings.	Confident, innovative use of AI across departments or whole school. This could include Agents.
Example Tasks	Quick subject research- Drafting emails to parents/carers- Creating starter activities- Simplifying complex text- Basic lesson outlines	Quiz and retrieval practice creation- Slide outlines for lessons- Discussion and debate questions- Knowledge organisers- Worksheets and homework tasks	Medium-term and unit planning- Reviewing schemes of work- Identifying gaps in curriculum coverage- Creating assessment criteria and rubrics	Model answers and exemplar paragraphs- Subject-specific vocabulary explanations- Image prompts for creative tasks- Rewriting content for accessibility or SEND	Drafting reports and comments- Analysing student work for strengths and next steps- Creating revision questions- Summarising assessment data	Checking bias or inaccuracies- Understanding data protection and safeguarding- Reviewing AI-generated images or text- Teaching students ethical AI use	Confident, innovative use of AI across departments or whole school. This could include Agents.

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Key Vocabulary Glossary



Algorithm

A set of instructions or rules that AI follows to solve problems or make decisions. Think of it as a recipe a computer follows to do a task.

Computer Vision

A type of AI that helps computers understand and recognise what is in pictures or videos.

Machine Learning

A part of AI where computers learn from data. It's like teaching a computer to recognise patterns and make predictions based on past examples.

AI

a type of computer technology that can learn from data to perform tasks we usually think require human intelligence.

Deepfakes or Synthetic Media

AI-generated fake videos or images that allow people's faces or bodies to be swapped or digitally altered.

Misinformation

Information that is wrong or misleading. It might be shared by mistake or on purpose.

AI Companion

A digital helper that can chat, answer questions, and give support in a friendly way.

Disinformation

False information that is intended to deliberately mislead people.

Persona

A made up person to represent a real group of people.

Bias

When an AI system gives unfair results because it learned from data that was unbalanced or not representative.

Generative AI (Gen AI)

AI that can create new things such as text, images, code, or music based on what it has learned.

Prompt

A set of instructions or rules that AI follows to solve problems or make decisions. Think of it as a recipe a computer follows to do a task.

Chatbot

A chatbot is an app or web interface that aims to mimic human conversation through text or voice interactions.

Hallucination

When an AI gives an answer that sounds confident but is completely wrong or made up.