

Teaching-Inspiring Strategies & Activities

Here are ideas to spark student engagement, make the abstract more tangible, and provoke creative thinking.

1. Prompt Before / After Comparison

- Give students a weak prompt (e.g. “Tell me about climate change”).
- Ask them to improve it (add context, constraints, audience, format).
- Run both through an AI tool and compare outputs.
- Discuss how prompt changes shift the results.

2. Prompt Remix / Role Play

- Ask the AI to “act as an X” (e.g. historian, children’s book author, scientist, journalist).
- Then ask the same base task under different roles and see how tone, level, and style change.

3. Prompt Engineering “Battles” or Hackathons

- In small groups, challenge teams to get “the best” answer for a given question (e.g. generate a persuasive short essay, or a creative story) by iterating prompts.
- Compare how they evolve their prompts and final output.

4. Pattern Library Exploration

- Introduce a set of prompt “patterns” (e.g. few-shot examples, chain-of-thought, role prompting, output formatting).
- Give students tasks to apply one pattern each.
- You might lean on the “Prompt Pattern Catalog” which classifies reusable prompting strategies. [arXiv](#)

5. Metaprompting / Prompt Critique

- Ask students to write a prompt that *improves* a bad prompt.
- Or have them “critique” prompts: what’s vague, what’s missing, how to constrain better.

6. Real-World Applications & Demos

- Show live AI examples (in class) with shifting prompts (e.g. making it more creative, or more formal).
- Use prompts in student contexts (e.g. helping with writing, summarizing research, giving feedback) so they see relevance.

7. “Screen-Free” / Analog Prompting Activities

- On paper, students design prompts (no AI output yet).
- Then later test on AI and reflect.
- This gives them space to think without being dazzled by AI immediately. (This kind of strategy appears in educator guides like the GIANT AI guide.) [The GIANT Room](#)

Exercise	Setup / Instructions	What Learners Notice / Learn
“You Are the AI” Role Play	In pairs, one student becomes the “AI” and the other is the “prompter.” Prompter gives a simple instruction (e.g. “Write a 3-line poem about recovery”). The “AI” must respond <i>only based on the prompt</i> , no outside imagination. Then swap roles.	How much the prompt frames the output; what is <i>left out</i> when the prompt is vague. Students often hallucinate or fill gaps when they’re the “AI” — good empathy.
Prompt Transformation Relay	Start with a base prompt on index card (e.g. “Describe a journey of healing”). Pass it to student 1, who adds one framing element (e.g. “You are a poet in exile”). They pass to student 2, who adds one tone constraint (e.g. “Make it hopeful but bittersweet”), then to student 3 for a structural constraint, etc. At the end, compare the final prompt to the original.	How layering constraints and framing changes the “shape” of what will be produced. Also illustrates compounding effects of small changes.
Prompt & Output Matching (Prompt Jigsaw)	Prepare pairs of prompt cards and corresponding model-style outputs (you can generate ahead of time). Break students into small groups and give each group a mixed set of prompts + outputs. They must match prompt to output and explain <i>why</i> they think it matches.	Helps sharpen sensitivity to nuance: tone, voice, word choice, constraints. Students see how small prompt shifts produce big differences.
“Bad Prompt, Better Prompt” Swap	Students write a <i>bad</i> / <i>weak</i> prompt in 1 minute (vague, under-specified). Then they pass it to another student, who has 2 minutes to “repair” it by adding framing, tone, or constraints. Then compare the before/after side by side.	Teaches that improving prompt is a major, creative part of the process. Also encourages prompt “debugging” skills.

Prompt Pattern Brainstorm Carousel	Set up 4 stations posted around the room, each listing one prompt pattern (e.g. “Role Prompting”, “Few-Shot / Example-Based”, “Chain-of-Thought”, “Reflective Loop / Self-Critique”). Students move in small groups, and at each station they brainstorm 2 new prompts using that pattern (on sticky notes). After rounds, group shares favorite prompts.	Exposes students to patterns actively, encourages their creative experimentation, and surfaces prompts they might never think of alone.
Prompt Reverse Engineering	Provide a polished short output (e.g. a 2-paragraph narrative or poem). Students in groups try to <i>reverse-engineer</i> what prompt (roles, constraints, framing) might have produced it. Then compare with a “ground-truth” or instructor’s version.	Sharpens insight into how prompts map to writing choices. Also helps demystify “good prompts” by seeing them backward.
Prompt Constraint Auction	Give each group a “budget” of constraint tokens (e.g. 10 points). Present a creative task (e.g. “Write a micro-story of recovery in 50–70 words”). Groups “spend” their budget on constraints (word count, voice, metaphor, structure). Then they share their chosen constraints and explain what they decided to “buy” and why.	Encourages reflection on trade-offs: too many constraints stifle, too few lead to drift. Helps them think economically about prompt design.
Group Prompt Interview	One student volunteers a writing or life experience (“I recovered from burnout,” “I lost someone,” etc.). The class co-designs (on whiteboard) a prompt to generate a story or reflection about it. Then students individually write their own variant prompt (with framing, tone, constraint) based on that group prompt.	Connects prompt design to personal meaning and shows multiple valid prompt paths for a single theme.
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Role- You are my cowriter.

Story- Write a story where an individual is dealing with anger towards lack of response in a classroom.

Framing- There's a fire and the instructors are distracted by the fire. Students are asking questions that go unanswered. All students and instructors are staring down at their computer screens.

Tone- We want a funny uplifting tone that will entertain said class(breaking the fourth wall) as we experiment with prompt engineering. Written in blend of Rosie O'Donell, Paul Moon, Richard Pryor, and George Carlin's crass and wild humor.

Constraint- We not tryna read all day. We don't want it too vile. We want it very expressive towards the lived experience and reality of both the angry student and the instructor.