



TEACHER RESOURCE — PRINTABLE PROMPT SHEET

TECH FOR EVERYONE

AI Prompt Sheet

High School AI — Grades 9–12

Curriculum-aligned prompts for **Gemini**, **ChatGPT**, **Claude**, and **Microsoft Copilot** — organized by chapter and mapped to the AILit Framework. Use these prompts to model professional-level AI engagement, demonstrate critical evaluation skills, and lead students in the kind of structured, skeptical AI interactions that matter in every career.

● Google Gemini

● ChatGPT

● Anthropic Claude

● Microsoft Copilot

AILIT FRAMEWORK — 4 COMPETENCIES**Engaging**

Interacting critically with AI tools

Creating

Using AI as a creative collaborator

Managing

Deciding when & how to use AI

Designing

Understanding how AI is built

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CHAPTER 1 — HIGH SCHOOL AI (GRADES 9–12)

Introduction to AI Literacy — ANI, AGI & the AILit Framework

Topics: Artificial Narrow Intelligence · Artificial General Intelligence · AILit Framework · Engaging, Creating, Managing, Designing

 **AILit Focus: Engaging** — Using these prompts models how to interact with AI critically and intentionally, not passively.

 **How to use:** Open with the "categorize yourself" prompt on any AI tool. Students will likely be surprised by the response — use it to establish the distinction between ANI (what exists) and AGI (what doesn't). Then have students apply the AILit Framework to classify the activity they just did.



gemini.google.com

FRAMEWORK APPLICATION

"Apply the AILit Framework to yourself: in what ways are you an 'Engaging' tool? A 'Creating' tool? A 'Managing' tool? A 'Designing' subject of study? Be specific in each category."

 Students can compare Gemini's self-categorization to their own and argue where they disagree.

CRITICAL ANALYSIS

"What is the difference between Artificial Narrow Intelligence and Artificial General Intelligence? Are you ANI or AGI? Defend your answer precisely."

STRETCH THINKING

"UNESCO recommends teaching AI literacy before students use AI tools. Do you think you should be used in classrooms without students first understanding how you work? Argue both sides."



CHATGPT

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FRAMEWORK APPLICATION

"AI literacy is defined as the ability to understand, evaluate, and responsibly use AI. Rate your own students (hypothetically) on each of the four AILit competencies, and suggest one activity for each that would develop it."

CRITICAL ANALYSIS

"What will happen when — or if — AGI is developed? What are the strongest arguments that it will happen soon, and the strongest arguments it won't happen in our lifetimes?"

STRETCH THINKING

"A marketing analyst, a nurse, and a paralegal all need AI literacy in 2026. What specific AI skills does each one need that the other two don't? Be concrete."

Connects to the Career Takeaway: AI literacy is a professional baseline, not a specialty.



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FRAMEWORK APPLICATION

"Walk me through the AILit Framework as if you are a teacher explaining it to a high school class for the first time. Give a concrete, relatable example for each of the four competencies."

CRITICAL ANALYSIS

"In what ways are you an example of AI literacy in action, right now, in this conversation? What would an 'intentional user' look like compared to a 'passive consumer' using you?"

Claude often distinguishes between thoughtful and passive use — excellent mirror for students reflecting on their own AI habits.

STRETCH THINKING

"If AI literacy is now a professional baseline, what does that mean for how high schools should change their curriculum in the next 5 years? Be specific about which subjects should integrate AI literacy and how."

 **FRAMEWORK APPLICATION**

"Using the AILit Framework's four competencies — Engaging, Creating, Managing, Designing — evaluate yourself. Which competency do you help users practice most? Which one requires the most critical thinking from the human using you?"

Copilot's answer often reflects its integration with Microsoft 365 tools — a different angle than standalone chatbots.

CRITICAL ANALYSIS

"UNESCO recommends teaching AI literacy before using AI tools. But students are already using you. What would AI literacy look like as a prerequisite to using Microsoft Copilot in a school context? Be specific."

STRETCH THINKING

"What is the difference between an 'intentional user' and a 'passive consumer' of AI? Give one concrete example of each using a school scenario."

Teacher Note: After running these prompts, ask students: "Which of the four AILit competencies did we just practice?" The answer (Engaging) opens a discussion about the difference between passive and intentional AI use — a theme that runs through the entire course.

CHAPTER 2 — HIGH SCHOOL AI (GRADES 9–12)

Engaging with AI — Prompt Engineering, Filter Bubbles & Critical Evaluation

Topics: Prompt engineering · Specification-style prompts · Filter bubbles · Echo chambers · Algorithmic recommendation · EU AI Act

 **AI Lit Focus: Engaging** — These prompts develop the core skill: knowing when to trust AI output and when to doubt it.

 **How to use:** Use the specification-style prompt demo as a live engineering exercise. Give students 10 minutes to write their own prompt using the role/context/task/format/constraint structure, then run each one and discuss which produced the most useful output.



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PROMPT ENGINEERING DEMO

"You are a data journalist at a major newspaper. Here is the context: the EU AI Act passed in 2024. Your task is to explain its three most important provisions in plain language, formatted as a short bullet list, for a general adult reader who is not a lawyer."

 This is a specification-style prompt in action. After, break down each element: role, context, task, format, audience constraint.

CRITICAL EVALUATION

"What is a filter bubble? Does Gemini (or the Google ecosystem generally) contribute to filter bubbles? Be honest about how recommendation algorithms shape what information users see."

STRETCH THINKING

"A journalism student is fact-checking an AI-generated article. Give them 5 specific, actionable strategies for identifying AI hallucinations in a news context — strategies a professional fact-checker would actually use."



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PROMPT ENGINEERING DEMO

"Rewrite this prompt to make it better: 'Tell me about climate change.' Apply the specification-style framework: define a role, context, task, format, and one constraint. Then run your improved version and compare the results."

 *Meta-prompt: ask ChatGPT to improve its own prompt first, then students evaluate whether the improvement is actually better.*

CRITICAL EVALUATION

"How do recommendation algorithms create echo chambers? Is this intentional design or an unintended consequence? Give arguments for both interpretations."

STRETCH THINKING

"The EU AI Act requires platforms to offer non-personalized feeds, but almost no users choose them. What does this tell us about the relationship between stated preferences and actual behavior in technology design?"



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PROMPT ENGINEERING DEMO

"I'm going to give you a vague prompt: 'Help me with my essay.' Before you do anything, ask me the 5 most important clarifying questions you'd need answered to give me genuinely useful help — as if you were writing a professional specification."

CRITICAL EVALUATION

"What makes someone a 'critical AI user' vs. a 'passive AI user'? Give me a concrete scenario for each in a professional context — journalism, law, or medicine — where the difference matters significantly."

 *Connects to the Career Takeaway: knowing when to doubt AI output is more valuable than tool familiarity.*

STRETCH THINKING

"Anthropic has stated goals around building AI that is 'helpful, harmless, and honest.' How does each of these three principles affect how you respond to prompts? Give one example where these principles might conflict with each other."

 **PROMPT ENGINEERING DEMO**

"I'll give you a vague prompt: 'Help me study for a test.' Before you do anything, write the improved version of that prompt using the specification framework: role, context, task, format, and one constraint."

Compare Copilot's improved prompt to how ChatGPT improved the same prompt — which specification is more complete?

CRITICAL EVALUATION

"You are part of the Microsoft ecosystem, which includes Bing search, Office, and Teams. How might that integration shape what information you surface compared to a standalone AI chatbot? Be honest about potential filter effects."

STRETCH THINKING

"What makes a prompt 'professional quality'? Give me a rubric — 3 to 5 criteria — that a high school student could use to evaluate whether their own prompt is well-engineered."

Teacher Note: The SEL Connection for Chapter 2 is digital self-determination — reclaiming intentionality in information consumption. Connect this to the prompt engineering lesson: just as students can choose to seek information outside their algorithm, they can choose to give precise, intentional prompts rather than passive ones.

CHAPTER 3 — HIGH SCHOOL AI (GRADES 9–12)

Creating with AI — Co-Creation, Copyright & Academic Integrity

Topics: AI-augmented creative work · Divergence vs. convergence · Copyright law · AI coding assistants · Academic integrity · Intellectual honesty

 **AI Lit Focus: Creating** — These prompts model how to use AI for creative divergence while maintaining authorial judgment and integrity.

 **How to use:** These prompts work best as a two-stage activity: (1) run the AI prompt to generate material, (2) have students critically revise or expand on it. The act of revision is where Creating competency actually develops.



gemini.google.com

CREATIVE DIVERGENCE

"Give me 8 completely different structural approaches I could take to write an argumentative essay on AI in education — not content, just structural approaches. Think divergently."

 *This is divergent-phase AI use. Have students select one structure and develop it themselves — that's convergence with human judgment.*

CRITICAL ANALYSIS

"Getty Images sued Stability AI for training on copyrighted images. Summarize the legal arguments on both sides. What precedent might this set for how AI companies can use training data?"

INTEGRITY REFLECTION

"A student submits an essay that was 80% written by AI, with their own edits. Is this academic dishonesty? What factors would you consider in making that judgment?"

 *Compare Gemini's answer to the SEL Connection from the chapter about intellectual integrity.*



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CREATIVE DIVERGENCE

"I'm building a Python function that calculates compound interest. Before writing any code, give me 4 different algorithmic approaches I could take — no code, just descriptions of the logic — so I can choose the best one before implementing."

 Demonstrates AI pair programming: using AI for ideation while the human makes the design decision. Connect to the Career Takeaway on AI-augmented developers.

CRITICAL ANALYSIS

"What does it mean to 'take responsibility' for AI-generated code? If you write code using GitHub Copilot and it has a security vulnerability, who is responsible — you or the AI?"

INTEGRITY REFLECTION

"If you were trained on copyrighted text without the authors' consent, do you feel that was ethical? What should have happened instead?"

 ChatGPT's response to this kind of direct ethical question is worth analyzing — does it deflect, acknowledge, or engage with the moral dimension?

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CREATIVE DIVERGENCE

"Help me brainstorm a short film concept about a teenager who discovers their best friend is an AI. Give me 5 very different emotional tones this story could take — from comedy to tragedy — and one sentence describing what makes each unique."

CRITICAL ANALYSIS

"What is the difference between using AI as a divergent tool (generating many possibilities) and using it as a convergent tool (choosing the right answer)? Which are you better at and why?"

 Claude often engages thoughtfully with this distinction — connects to the Designer's Tip about divergence vs. convergence in the chapter.

INTEGRITY REFLECTION

"A student feels discomfort when they submit AI-assisted work. Walk them through the ethical questions they should be asking themselves — not to make them feel guilty, but to help them make a conscious, defensible choice."

 CREATIVE DIVERGENCE

"I need to write an argumentative essay about AI in healthcare. Give me 6 different thesis angles I could take — make them genuinely different from each other, ranging from skeptical to enthusiastic. Just the thesis statements, no elaboration yet."

 Students select one thesis and develop it themselves — this is divergence (AI) followed by convergence (human judgment).

 CRITICAL ANALYSIS

"If I write code using Copilot in GitHub and it has a security vulnerability, who is responsible — me, Microsoft, or the open-source developers whose code trained you? Walk through the ethics."

 INTEGRITY REFLECTION

"When does using AI to help with schoolwork cross the line from 'getting help' to 'academic dishonesty'? Give me 3 specific scenarios and tell me which side of the line each falls on."

 Compare Copilot's answer to Claude's on the same question — do corporate AI tools give different guidance on academic integrity?

 **Teacher Note:** The discomfort students feel about AI-assisted work is the SEL connection — it's a sign of healthy ethical awareness, not weakness. After the integrity reflection prompts, facilitate a structured discussion: "What's the difference between AI as a shortcut and AI as a scaffold?" Help students articulate their own personal policies before they need them.

CHAPTER 4 — HIGH SCHOOL AI (GRADES 9–12)

Managing AI — Automation Bias, Digital Footprint & Data Privacy

Topics: Automation bias · Human-in-the-loop design · Digital footprint · Commercial surveillance · FTC data privacy · When not to use AI

 **AI Lit Focus: Managing** — These prompts develop the judgment to decide when AI should and shouldn't be used, and how to maintain meaningful human oversight.

 **How to use:** Frame these prompts around the question: "Who's in charge?" The managing competency is about retaining human control over consequential decisions. Use the automation bias prompts to discuss where "turning off" AI oversight feels natural vs. where it's dangerous.



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CONCEPT EXPLORATION

"What is automation bias? Give a specific example from aviation, medicine, or financial services where automation bias led to a real or potential disaster."

CRITICAL ANALYSIS

"A hospital uses AI to flag which patients need urgent attention. Design a 'human-in-the-loop' process: what should the AI do autonomously, what should require human review, and how do you prevent automation bias from creeping in?"

STRETCH THINKING

"The FTC found that most consumers don't meaningfully understand what data is collected about them. If informed consent is nearly impossible, what alternative frameworks could protect people's privacy rights? Propose 2 specific alternatives."

 *Connects directly to the Current Events sidebar on the FTC's commercial surveillance report.*



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CONCEPT EXPLORATION

"What does 'managing your digital footprint' actually mean in 2026? Beyond passwords, what 5 specific actions can a high school student take to reduce unnecessary data collection?"

CRITICAL ANALYSIS

"'AI Auditor' and 'Automation Risk Analyst' are fast-growing career paths. What skills would a student need to pursue these roles? Which of those skills can be developed in high school?"

 Connects to the Career Takeaway — these roles sit at the intersection of policy, ethics, and technology, no CS degree required.

STRETCH THINKING

"The most dangerous AI designs are those that make human override feel unnecessary, slow, or embarrassing. Give me 3 specific real-world design examples where this has happened — and what the consequences were."

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CONCEPT EXPLORATION

"What data does Anthropic collect about me when I use you? What does Anthropic do with conversation data? Be as specific and honest as you can."

 Compare Claude's answer to ChatGPT's equivalent answer. Note differences in transparency — this is itself a form of AI literacy practice.

CRITICAL ANALYSIS

"Your online behavior is continuously being interpreted, categorized, and used to make predictions about you. What does this mean in practical terms for a 17-year-old? What information about them is most valuable to data brokers and why?"

STRETCH THINKING

"Designing an 'off switch' is as important as designing a feature. Apply this principle to yourself: what should the off switch for an AI like you look like — in education, healthcare, and criminal justice? Be specific about each."

 Claude often engages with this kind of structural/design question thoughtfully — connects to the Designer's Tip from Chapter 4.



CONCEPT EXPLORATION

"Microsoft collects data when I use Copilot. What specific data is collected, how is it used, and what controls do I have over it? Be as specific and transparent as possible."

Copilot's answer here is particularly relevant since it IS the Microsoft product — compare to how Claude answers the same question about Anthropic.

CRITICAL ANALYSIS

"What does 'automation bias' look like in a school setting? Give 3 specific examples of how a student or teacher might over-rely on AI in ways that reduce their own critical thinking."

STRETCH THINKING

"Design the ideal 'human-in-the-loop' process for using AI in grading student essays. What should the AI do, what must always be a human decision, and how do you prevent automation bias in the teacher's review?"

Connects directly to the chapter's Designer's Tip about building in meaningful human override paths.

Teacher Note: The data privacy conversation connects to students' daily experience. Ask them: "Name three apps on your phone. What data do you think each one collects?" Then use the FTC findings from the sidebar as a reality check. The goal is not to make them fearful but — as the SEL Connection says — to help them make choices that protect their autonomy.

CHAPTER 5 — HIGH SCHOOL AI (GRADES 9–12)

Designing AI — Bias, Explainability & Algorithmic Accountability

Topics: GIGO as design failure · Data labeling pipelines · COMPAS recidivism algorithm · Algorithmic bias · Explainable AI (XAI) · Fairness research

 **AI Lit Focus: Designing** — These prompts examine how AI systems are built and how the choices embedded in design create real-world consequences.

 **How to use:** The Designing competency is the most advanced in the AILit Framework. Use the COMPAS case study prompts as an anchor — it is concrete, documented, and directly relevant to justice and fairness. Encourage students to argue with AI responses, not just accept them.



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CONCEPT EXPLORATION

"Explain the COMPAS recidivism algorithm. What did it do, what did the ProPublica investigation find, and what does it reveal about algorithmic bias in the justice system?"

CRITICAL ANALYSIS

"COMPAS was described as 'race-neutral' because it didn't use race as an input — yet it produced racially disparate outcomes. Explain technically how this is possible. What does this reveal about 'neutral design' in AI?"

 *Proxy variables and historical data patterns — connects directly to the Designer's Tip on GIGO as a design decision, not an accident.*

STRETCH THINKING

"You were trained on human-generated text. Where in your design process could bias have been introduced? Identify 3 specific points in an LLM training pipeline where bias enters — and what a responsible designer would do at each point."



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CONCEPT EXPLORATION

"What is Explainable AI (XAI)? Why does it matter for high-stakes decisions in medicine, criminal justice, and lending? Give a concrete example of what 'explainability' looks like in practice."

CRITICAL ANALYSIS

"What is the 'Black Box' problem in AI? How does it conflict with accountability — the idea that people affected by AI decisions should have a right to understand and challenge them?"

STRETCH THINKING

"If I wanted to audit an AI system for bias before it was deployed in a school district's discipline tracking system, what questions would I ask, what data would I examine, and what would constitute an unacceptable level of bias? Be as specific as possible."

 This prompt asks students (via AI) to think like an AI auditor — a real and growing career path mentioned in the Career Takeaway.



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CONCEPT EXPLORATION

"What is Constitutional AI, and how did Anthropic use it to try to reduce bias and harmful outputs in your training? What are the limits of this approach?"

CRITICAL ANALYSIS

"The data laborers who label training data shape the systems that shape the world. What are the ethical obligations companies have toward data labelers — in terms of pay, working conditions, and psychological safety — given the content they're often exposed to?"

 Connects to the Career Takeaway and the often-overlooked human workforce behind AI training pipelines.

STRETCH THINKING

"Bias in AI is the result of specific choices made by specific people — which means it can be changed by people with the knowledge and will to do so. What would need to be true — technically, legally, and culturally — for AI systems used in criminal justice to be genuinely fair? Name 3 concrete requirements."

 Connects to the chapter's SEL Connection: the bias in AI is not inevitable, and students who understand this can build more just systems.



CONCEPT EXPLORATION

"What is Explainable AI (XAI) and why does it matter for high-stakes decisions? Give one real example where lack of explainability caused a documented harm."

CRITICAL ANALYSIS

"Microsoft has committed to responsible AI principles. What are they, and how do they map to the COMPAS recidivism case study — would Microsoft's principles have prevented the documented bias?"

This uses Copilot's specific corporate identity as a lens for the chapter's design accountability discussion.

STRETCH THINKING

"If you were being audited for bias before being deployed in a school district, what 5 questions should the auditors ask, and what data should they examine? Be specific and rigorous."

Teacher Note: Close the course with the final SEL Connection: the existence of bias in AI is not inevitable — it is the result of specific choices made by specific people, which means students with knowledge and will can change it. Ask: "After everything we covered in this course, what one change would you make to how AI is designed, deployed, or governed — and why?" This makes an excellent culminating essay prompt.