

ChatGPT Prompts for Teachers and Educators

A practical set of copy-ready prompts for UK educators. Replace the bracketed details with your context, check outputs for accuracy and suitability, and never enter identifiable pupil information.

Lesson planning | 1–10

01 Build a lesson outline

Create a [duration]-minute lesson for [year group] on [topic]. Include a clear learning objective, a short starter, teacher explanation, guided practice, independent task, assessment check and plenary. Suggest timings and list any materials.

02 Make learning objectives measurable

Turn this topic into three pupil-friendly learning objectives for [year group]: [topic or curriculum outcome]. Make each objective observable and assessable, use plain English, and suggest one quick way to check it.

03 Plan a sequence of lessons

Map out [number] lessons for [year group] on [unit]. For each lesson, give the key question, prior knowledge, objective, main activity and a short assessment check. Show how understanding builds from one lesson to the next.

04 Activate prior knowledge

Suggest five quick starter questions for [year group] before learning [new topic]. Begin with accessible recall, then reveal likely misconceptions. Include answers and one follow-up question that links prior learning to today's objective.

05 Explain a tricky idea

Explain [concept] to [year group] in plain English. Use one accurate everyday analogy, define essential vocabulary, give a worked example and point out where the analogy stops being accurate.

06 Anticipate misconceptions

For [year group] learning [topic], list five plausible misconceptions and what a pupil might say or do. For each, suggest a diagnostic question and a brief teaching response. Keep the responses respectful and specific.

07 Plan a worked example

Create a worked example for [skill or question] at [year group] level. Show each step, explain why it is taken, flag a common error, and finish with one similar question for pupils to try independently.

08 Add effective checks for understanding

Suggest four whole-class checks for understanding during a lesson on [topic] for [year group]. Make them quick to run, useful for deciding what to teach next, and accessible without requiring every pupil to speak aloud.

09 Design a retrieval practice starter

Write a five-question retrieval starter for [year group] covering [topics already taught]. Mix question types, provide a separate answer key, and label which prior learning each question revisits.

10 Plan a lesson close

Create a three-minute plenary for [year group] after a lesson on [objective]. It should reveal who has met the objective, surface one possible misconception and give pupils a simple way to reflect on their next step.

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Plan well, respond clearly

Prompts 11–13 extend lesson planning. Prompts 14–20 help shape clear, constructive feedback.

Lesson planning | 11–13

11 Match tasks to an objective

For this objective, [objective], suggest three lesson tasks for [year group]: a supported first attempt, a core independent task and a deeper-thinking extension. Explain how each task gives evidence of the same learning.

12 Include purposeful differentiation

Adapt this task for a mixed-attainment [year group] class: [task]. Offer scaffolds, vocabulary support and a meaningful extension without lowering the learning goal. Avoid assumptions about individual pupils.

13 Connect learning to the curriculum

Using this curriculum statement or learning goal, [paste statement], suggest a lesson objective, essential vocabulary and two activities for [year group]. Do not invent statutory requirements. Flag anything that needs checking against the current school or curriculum guidance.

Feedback | 14–20

14 Give specific written feedback

Draft feedback on this anonymised piece of work: [work]. The learning goal is [goal]. Identify one strength using evidence and one manageable next step. Keep the tone encouraging, age-appropriate and focused on the work, not the pupil.

15 Turn a rubric into pupil-friendly language

Rewrite these rubric criteria for [year group] in clear, supportive language: [criteria]. Keep the meaning, make success observable, and add a brief example of what meeting each criterion could look like.

16 Make a next step actionable

Convert this feedback into one specific next step a [year group] pupil can act on: [feedback]. Keep it brief, explain what to do next, and include a short example if useful.

17 Respond to a common error

A pupil has made this anonymised error: [error]. Explain a kind, concise response that helps them notice the issue and try again. Include one question that guides thinking without giving away the answer.

18 Draft verbal feedback

Write three short verbal feedback options for a pupil working on [skill]. Each should name something they did well and offer one precise next move. Keep the language natural for [age or year group].

19 Create peer-review guidance

Make a simple peer-review checklist for [year group] reviewing [type of work] against [success criteria]. Include two kind sentence starters and one reminder to focus on helpful evidence, not personal judgement.

20 Provide feedback on a longer response

Review this anonymised response against the criteria [criteria]: [response]. Give one evidence-based strength, one priority improvement and a question that encourages revision. Do not assign a grade unless I provide a grading scale.

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Feedback and resources

Use anonymised examples and check generated material before sharing it with pupils.

Feedback | 21–25

21 Write a whole-class feedback summary

Based on these anonymised patterns from class work, [patterns], draft a short whole-class feedback note. Celebrate a shared strength, address one common misconception and suggest a brief follow-up task. Do not infer details about individual pupils.

22 Make feedback accessible

Rewrite this feedback for [year group] using short sentences and clear vocabulary: [feedback]. Preserve the learning point, explain any essential term and make the pupil's next action easy to identify.

23 Create revision advice from a topic list

For these topics [topics], create a revision checklist for [year group]. For each topic, suggest one active recall method and one self-check question. Do not claim to know what will appear in an assessment.

24 Support self-assessment

Create a self-assessment checklist for [year group] completing [task]. Turn each success criterion into a pupil-friendly 'I can' statement and add a simple prompt for deciding what to practise next.

25 Improve the tone of a feedback comment

Revise this comment so it is respectful, specific and motivating for a [year group] pupil: [comment]. Keep the intended message, remove vague or judgemental wording, and add one practical next step.

Resources | 26–30

26 Create a vocabulary list

Make a vocabulary list for [year group] studying [topic]. Give each of [number] key terms a plain-English definition and a short example sentence. Flag definitions that may need checking against the subject's accepted terminology.

27 Draft a reading passage

Write a [word count]-word informational passage about [topic] for [year group]. Use accurate, age-appropriate language, define [key terms], and avoid unsupported claims. Add three retrieval questions and a separate answer key.

28 Generate question sets at varied difficulty

Write [number] questions on [topic] for [year group]: [number] recall, [number] application and [number] reasoning questions. Include answers, keep the level appropriate, and label each question by thinking demand.

29 Make a model answer

Draft a model answer to this [subject] question for [year group]: [question]. Make the reasoning visible, align it with [success criteria], and add brief annotations explaining why each part is effective.

30 Prepare a differentiated worksheet

Create a worksheet on [topic] for [year group] with a supported section, a core section and a challenge section. Keep the same key learning goal throughout. Include clear instructions and a separate answer key.

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Make useful classroom resources

Prompts 31–37 support resource creation. Prompts 38–40 turn learning into active practice.

Resources | 31–37

31 Build a short quiz

Create a [number]-question quiz on [topic] for [year group]. Mix multiple-choice and short-answer items, provide the correct answers and brief explanations, and ensure each question checks the stated learning goal: [goal].

32 Write multiple-choice distractors

For this question [question] on [topic], suggest three plausible but incorrect options for [year group]. Explain the misconception behind each distractor and identify the correct answer separately.

33 Create a revision mat

Design the content for a one-page revision mat on [topic] for [year group]. Organise it into key vocabulary, essential facts or methods, one worked example and three self-test questions with answers.

34 Turn notes into a pupil handout

Turn these teacher notes into a clear handout for [year group]: [notes]. Preserve the facts, organise ideas with short headings and bullet points, define essential vocabulary, and flag unclear statements rather than guessing.

35 Simplify a text without losing meaning

Rewrite this text for [year group] while keeping its key ideas accurate: [text]. Use shorter sentences, explain difficult words in context and list any meaning that may have changed.

36 Create a choice board

Make a choice board with nine different ways for [year group] to practise [learning goal]. Include a mix of writing, speaking, drawing and problem-solving options, each with clear instructions and similar learning demand.

37 Draft accessible instructions

Rewrite these task instructions for [year group]: [instructions]. Put actions in order, use direct plain English, explain any subject vocabulary and keep all essential requirements.

Classroom activities | 38–40

38 Run a think-pair-share

Create a think-pair-share activity for [year group] about [question or topic]. Give pupils quiet thinking time, a focused partner discussion prompt and a whole-class share structure. Include an option for pupils who prefer not to speak publicly.

39 Plan a classroom debate

Plan a structured debate for [year group] on [age-appropriate question]. Provide balanced viewpoints, useful evidence prompts, respectful discussion rules and roles for pupils who do not wish to speak in front of the class.

40 Create a collaborative problem

Design a group problem-solving task about [topic] for [year group]. It should take [time], give each group member a useful role, require pupils to explain their reasoning, and end with a short reflection on the solution.

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Active classroom activities

Use these final ten prompts to practise, discuss, create and reflect. Adjust materials, grouping and timings for your class.

Classroom activities | 41–50

41 Create a learning-station rotation

Plan [number] learning stations for [year group] practising [topic]. Give each station a distinct task, clear instructions, a suggested time and the materials needed. Include a simple way for pupils to record what they learn.

42 Make a quick team review game

Create a low-preparation team review game for [year group] on [topic]. Include rules, [number] questions with answers, a fair scoring method and a cooperative option that values reasoning as well as speed.

43 Build a classroom scavenger hunt

Design a safe classroom scavenger hunt for [year group] to practise [learning goal]. Provide [number] clues, an answer sheet and clear movement rules. Keep every clue solvable using materials available in a typical classroom.

44 Use role-play to explore a topic

Plan a short role-play for [year group] exploring [topic or scenario]. Give roles, a clear learning purpose, preparation questions and a respectful opt-out or observer role. Avoid asking pupils to disclose personal experiences.

45 Create an information-gap task

Create a paired information-gap activity on [topic] for [year group]. Give Partner A and Partner B different but equally useful information, a shared goal, question prompts and a final check for accuracy.

46 Set up a creative response task

Suggest four creative ways for [year group] to demonstrate understanding of [topic]. Include options such as a diagram, explanation, model or short performance, with one shared success criterion for all choices.

47 Turn a topic into a classroom simulation

Design a simple classroom simulation to help [year group] understand [topic]. State the learning goal, setup, roles, steps, materials and debrief questions. Keep it safe, inclusive and manageable within [time].

48 Make a question carousel

Create [number] question-carousal stops for [year group] revising [topic]. At each stop include one question, a short task and space for a response. Provide an answer guide and a suggested rotation time.

49 Plan a peer-teaching activity

Plan a peer-teaching activity for [year group] on [topic]. Break the content into manageable parts, give pupils a simple preparation guide, include checks for accuracy and offer a non-presenting role for pupils who need one.

50 Finish with an exit ticket

Write three exit-ticket questions for [year group] after learning [objective]: one to check understanding, one to reveal a misconception and one to help pupils identify their next step. Include a brief teacher guide to interpreting responses.

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