



10 Privacy-Safe AI Prompts for Secondary Teachers

Personalise the text highlighted in Bold to suit your needs. Paste the amended prompt into your preferred AI chat (Copilot, ChatGPT, Claude, etc.) to help improve your productivity.

1. Senior Syllabus Unit Planning (ATAR/General)

Act as a senior secondary curriculum specialist. Design a 4-week teaching and learning sequence for a **Year 12** class studying **Modern History** for the **QCAA / VCE / SACE**. The unit focus is '**the Cuban Missile Crisis**'. Include: key inquiry questions, formative checkpoints, and a suggested summative assessment preparation task. Explicitly reference the syllabus objectives.

2. Differentiating for Mixed-Ability Year 9/10 Classes

For a mixed-ability **Year 9** Science class learning about '**chemical reactions**', provide 3 tiers of exit-ticket questions. Tier 1: Foundation/consolidation (recall). Tier 2: Core application (explain). Tier 3: Extension (evaluate/synthesise). Include a model answer for each tier to support peer or self-assessment.

3. Creating Exam-Style Questions (Senior External Prep)

Generate 5 extended-response exam-style questions for a **Year 11 English** class preparing for an in-class essay on '**The Merchant of Venice and the theme of justice**'. For each question, provide a high-level ('A-grade') bullet-point scaffolding plan that includes thesis statement, 3 body paragraph arguments, and key textual evidence.

4. Writing Modelled Responses (ATAR Standard)

Draft an 'A-grade' sample response for a **Year 12 Business Studies** exam question on '**the impact of globalisation on Australian manufacturing**'. The response should be approximately 400 words, demonstrate analytical thinking, use subject-specific terminology, and explicitly address the cognitive verb 'evaluate'. Include annotations in brackets showing where the student is addressing the marking criteria.

5. Generating HASS/SOSE Source Analysis Tasks

Create a source analysis task for a **Year 10 History** class on '**the Vietnam War and Australian foreign policy**'. Provide 2 primary sources (a written excerpt and a visual/statistical source) and write 4 scaffolded questions. The questions should progress from: comprehension → perspective/context → reliability/utility → interpretation/judgment.

6. Drafting Professional, Non-Identifiable Feedback

You are a professional high school teacher. Write three positive and three constructive feedback comments for a senior student's draft assignment on **Topic**. The student is performing at a **B-C level** and needs to work on '**integrating evidence to support their thesis**'. Keep the tone explicitly growth-oriented, use academic language, and do not use any gender-specific pronouns or student names.

7. Writing Maths/Science Worked Solutions

Provide a detailed, step-by-step worked solution for the following **Year 11 Methods** problem: **[Paste Problem]**. Break the solution into logical stages, include all relevant formulas, and provide a brief 'common error' warning at the end explaining where students often lose marks. Do not include any student data.

8. Generating Discussion Prompts for Senior English/Humanities

Generate a set of 8 provocative, higher-order discussion prompts for a **Year 12 Literature** class studying '**the concept of the anti-hero in contemporary Australian fiction**'. Frame 4 prompts for small-group Think-Pair-Share and 4 for a whole-class Socratic seminar. Include suggested follow-up questions for extending student thinking.

9. Drafting Clear, Compliant Assessment Task Sheets

Draft a clear, student-friendly assessment task sheet for a **Year 11 Essential Mathematics** assignment on '**financial planning**'. Structure it with: Task Description, Conditions (individual/group), Due Date, and the Marking Criteria (using the syllabus standards). Ensure the language is jargon-free for students and their parents. Do not include any specific student or school-identifying information.

10. Creating Bell-Ringers / Lesson Starters (Critical Thinking)

Create 5 different 5-minute 'bellringer' activities for a **Year 9 Geography** class studying '**interconnections and global food security**'. Each activity should be 'no-prep' for the teacher, require minimal writing, and target a different cognitive skill (e.g., one for recall, one for analysis, one for creative thinking). Provide the answer key for each.

Suggestions



Tip 1: Try creating your own prompts following the structure of the above examples.



Tip 2: Try using the prompts using different AI models (Copilot, ChatGPT, Claude, Gemini) and compare results. Which one was the most helpful for you?



Tip 3: Ask your colleagues how they use AI for work to get more ideas. If they haven't used AI much yet, share this resource to help get them started.