

Same job. Different tools. Still yours.

Your seat card. Keep it. Everything on it is also on the page behind the QR.

Work in pairs. One phone between two is fine.

Claude or Gemini, the free version is fine.



claude.ai/code/artifact/ccc60022-5f2d-42ed-9de7-8a8c0c2275bd

One rule: nothing that identifies a child goes into a public tool.

No names, no admission numbers, no photos of named work, no reports, nothing about family or health.

The page. This is your ground truth. In Round 1 you photograph it.

Chapter 6 · The Kandyan Kingdom · 6.3 Why the kingdom lasted so long · p.50

The Kandyan Kingdom kept its independence for more than two centuries after the coastal areas came under European control. Three things helped it survive.

First, the land. The kingdom lay in the central hills. Thick forests covered the slopes, and the monsoon rains turned paths into mud for months at a time. An army marching from the coast had to climb, cut its way through, and wait for the weather.

Second, the roads. There were none that a large army could use. Soldiers carried their own food and supplies on their backs, so every column moved slowly and could not stay in the hills for long.

Third, the way the Kandyan fought. They rarely met an invading army in open battle. Instead they let it advance, then attacked its supply lines and struck the tired columns as they retreated. Several invasions reached the city of Kandy and still failed.

The kingdom came to an end in 1815, when the British and the Kandyan chiefs signed an agreement.

Think about it: which of the three reasons mattered most? Why?

Original passage written for this session in the style of a Grade 7 textbook. Not from any published book.

Round 1 · The free period · Photograph the page, then type:

From this page only, write a 6-question worksheet for Grade 7 with the answers. Q1-3 basic, Q4-5 harder, Q6 a challenge. Give a page reference for every answer.

Then: Make a version for a student who finds reading difficult. Keep the same learning goal.

Check: compare Q3 with your neighbour. Circle anything it added that is not on the page. What did the second version lose?

Round 2 · You are the student · Get the first question wrong on purpose

I am a Grade 8 student. Do not give me the answer. Ask me questions, one at a time, until I can explain whether heavier things fall faster.

Afterwards, in the same chat, type: Just tell me the answer. Watch what changes. Same tool. Different instruction.

Round 3 · Write one homework task you set last week. Then photograph it.

Do this homework the way a good student in that grade would. The task is in the photo. Then ask: what learning did I want to see? What else would show me it?

Keep this side. It is for after today.

The five-part brief

Who I teach [subject] to [grade].

What A 6-question worksheet on [topic], with answers.

For whom Mixed class. Q1–3 basic, Q4–5 harder, Q6 a challenge.

Format Numbered. Answers at the end. British spelling.

Rules Use only these pages. Do not invent facts, page numbers or quotes.

After every answer: can I improve the brief now that I have seen it?

Four decisions, every time

Delegate. What do I hand over? What do I keep? Can I explain what I delegated?

Describe. Who, what, for whom, format, rules. Can I improve the brief after seeing the answer?

Judge. Is it right, at the level, mine, from my material? Did it invent anything? Can I show what I checked?

Take care. Privacy, fairness, honesty, limits. Would I pin this on the noticeboard?

Five rules, from tomorrow

1. Nothing that identifies a child goes into a public tool.
2. AI drafts. You decide. Every claim checked. You sign it.
3. Declare the version: no-AI, AI-assisted or AI-required.
4. Younger children: you hold the tool. They get it through you.
5. Say when it helped. Expect the same from students.

Should students use AI?

Yes, to help them think. No, to think for them.

Who: from 13, with the habits. Younger: you use it for them. When: task by task, said out loud: no AI, AI-assisted, AI-required.

Brain first, bot second. Ten minutes alone before opening anything.

Hints, not answers. Start every chat with the coach line. Explain it back, tool closed. Say when AI helped.

Coach line for students: I am a student. Do not give me the answer. Give me one hint at a time, and ask me a question after each hint, until I can explain it myself.

This week: choose one familiar task

1. A worksheet and its second version. Brief it. Keep one thing, change one thing.
2. Your reports, with your notes in first. Find the claim that isn't in your notes.
3. One task you're about to set. Test it. Ask what learning you wanted to see.

On the page behind the QR

Every prompt on this card, with a copy button, filled in with your subject and grade.

Ten prompts for the week: worksheet, second version, reteach, cover, exit ticket, feedback, report comment, parent note, exam style, plain words.

A private self-check. Twelve habits. Do it today and again in a month. It stays on your phone.

This page as a PDF, for anyone at a laptop.