



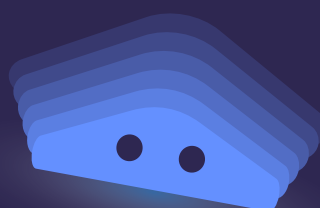
Tiny

Brainstorming Buddy

Using Tinybots to develop students' thinking
in any subject

tiny.school/en/teacher-materials

Prepared by: Anna Rosová
Consultant: Eva Nečasová
Proofreading: not yet done
Last updated: 09/2026
Version: 02



These teaching materials were translated using Claude.
Please note possible imperfections in the expressions or wording.

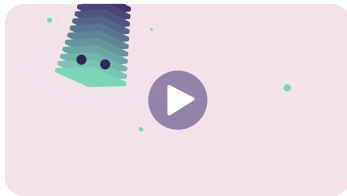
Using Tinybots to Develop Thinking

Introduction

The goal of meaningfully integrating generative AI (GenAI) into teaching is to use chatbots as guides for students' thinking and learning. Rather than handing out ready-made answers, the chatbot should lead students to think, ask questions, make connections, and build arguments. That is why we created Tinybots. This teaching material walks you step by step through using Tiny to bring chatbots into your lessons in a way that truly supports students' growth and thinking. We wish you every success!

The activities in this teaching material require registration in Tiny, an AI app developed by the nonprofit AI for Children. Please register in the app. If you need help, we have prepared video tutorials for you.

teacher.tiny.school

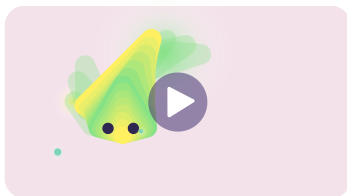


How to Register for Tiny

Registering for Tiny is quick and easy. We have prepared two video tutorials for you:

+ teacher registration: tiny.school/en/how-to-sign-up-as-a-teacher

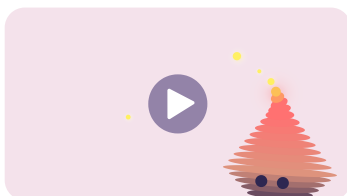
+ student registration: tiny.school/en/how-students-sign-up



Getting Started with Tiny

From a blank app to a live activity: create a class, set up a lesson, pick one of the eleven Tinybots, and give it a topic. Then just share the four-digit code with your students.

+ Video tutorial: tiny.school/en/how-to-work-with-tiny

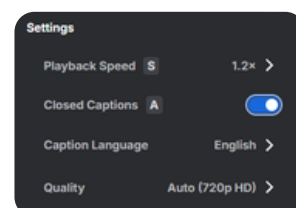


How to Create a Lesson in Tiny

Three ways to prepare a lesson: with the Tiny Guide, from the Lesson Library, or from scratch.

+ Video tutorial: tiny.school/en/how-to-create-a-lesson-in-tiny

Please note that the videos are in Czech. English subtitles are available. To turn them on, click the gear icon (Settings) in the bottom right corner of the video, switch on Closed Captions, and select English under Caption Language.



Brainstorming Buddy

The Brainstorming Buddy Tinybot helps students come up with new ideas, possibilities, and different ways to solve problems. It doesn't hand them a finished solution or decide which idea is best. Instead, it uses questions, prompts, and suggestions to help students stretch their thinking, push past creative blocks, and develop original ideas of their own. It isn't meant to produce a step-by-step plan or a timeline; Brainstorming Buddy is most helpful while students are exploring options and generating ideas. Once a student has chosen a solution, they can move on to a tool such as the Planning Chatbot, which helps turn the idea into a concrete plan.

Brainstorming Buddy at a Glance

- + helps students find new ideas,
- + encourages creative thinking,
- + asks questions that open up new options,
- + builds on ideas already on the table,
- + connects different perspectives,
- + helps overcome creative blocks,
- + never comes up with solutions for the student.

When It Works Best

The chatbot works well at the start of a longer activity, when students are still exploring possible directions or figuring out how to approach a task. It helps them widen their view of the problem and discover possibilities they might not have thought of on their own.

What It Works Well For

- + generating project ideas,
- + designing experiments,
- + creating stories,
- + preparing school events,
- + solving problems,
- + preparing presentations,
- + developing research questions,
- + building creativity.

What It Is Not Suited For

- + organizing work,
- + making schedules or timelines,
- + reviewing material,
- + teaching new content,
- + checking knowledge.

In these cases, the Planning Chatbot, Review Buddy, or Discover Together is a better fit.

How Brainstorming Buddy Works

Brainstorming Buddy is not an idea generator or a tool that does the work for students. Its goal is to use questions and prompts to guide each student toward their own suggestions and help them build on those ideas step by step. It helps students explore different options, asks open-ended questions, and suggests new directions for their thinking. It can also connect seemingly unrelated ideas, encourage students to look for more than one possible solution, and help them develop the ideas they already have.

What to Watch Out For

Brainstorming Buddy is most valuable when the problem or task is specific enough. If the prompt is too broad, such as "come up with a project," the ideas it produces will be just as broad.

The chatbot should not come up with solutions on the student's behalf. Its job is to ask questions, offer new perspectives, and help the student develop their own thinking. The more actively students build on their ideas, the more they get out of the activity.

After brainstorming, it's a good idea to follow up with another activity, such as choosing the best solution, making a plan, or carrying out a project.

Recommended Follow-Up Activities

To make sure the Tinybot isn't just a one-off activity but a meaningful step toward your learning outcome, we recommend planning a follow-up task. Here are a few ideas for how to build on it:

- + choosing the most promising ideas,
- + voting on the best solution,
- + making the case for individual ideas,
- + creating a mind map,
- + planning next steps with the Planning Chatbot,
- + putting the chosen solution into action.

How to Set Up the Activity in Tiny

For the most relevant results, we recommend including the following information in the system prompt in Tiny:

- + the problem or challenge,
- + the students' age or level,
- + the length of the activity,
- + the expected outcome,
- + any limitations or conditions.

It can also help to specify whether students will work individually or in groups, how many ideas you want them to generate, whether the ideas should be realistic or as bold as possible, and what criteria will be used to choose among them later.

Example of a Good Prompt

"Help an 8th grader brainstorm ideas for a project to reduce waste at school. The activity will take 10 minutes. Use questions to guide them toward different ways students themselves can help cut down on waste. Encourage them to suggest a variety of solutions and develop their ideas further. Focus on ideas students can actually carry out."

Example of a Poor Prompt

"Help students come up with a project about the environment."

Sample Prompts

English Language Arts

Topic: Why is it useful to understand how language works?

Age: 14 to 15

Length: 10 minutes

Learning outcome: The student will come up with different situations where knowing how language works is useful and will recognize the practical value of studying language and communication.

Enter this prompt into the chatbot:

Help the student come up with as many reasons as possible why it's useful to understand how language works. Encourage them to think about different areas of life, such as learning a world language, everyday communication, working with AI, coding, translation, media, or writing. Use questions to build on their ideas and help them find further connections. Focus on a wide variety of ideas, links to everyday life, and making connections. Avoid judging whether individual ideas are correct, and don't give long explanations of linguistic terms.

Geography

Topic: How can our school use water more wisely?

Age: 12 to 13

Length: 10 minutes

Learning outcome: The student will come up with different ways their school can cut water use and see how everyday habits, technical solutions, and the protection of natural resources are connected.

Enter this prompt into the chatbot:

Help the student come up with as many different ways as possible for the school or the area around it to use water more wisely. Encourage them to think about changes in people's habits, technical fixes, building maintenance, caring for the school garden or grounds, and educational activities. For each idea, ask follow-up questions that help the student develop it and think through its benefits and possible obstacles. If the brainstorming starts to run dry, suggest another area to think about, but don't offer ready-made solutions. Focus on a wide range of ideas, connecting environmental issues with everyday life, and developing the student's own ideas. Avoid evaluating individual ideas or picking the best solution.

Media Literacy

Topic: How can you spot disinformation or fake news?

Age: 15 to 16

Length: 10 minutes

Learning outcome: The student will come up with as many ways as possible to check information and spot disinformation or fake news, and will realize that the reliability of information should be judged from several angles.

Enter this prompt into the chatbot:

Help the student come up with as many different ways as possible to check whether information online is trustworthy or might be disinformation or fake news. Encourage them to think about checking sources, comparing coverage across several news outlets, examining photos and videos, looking into the author and the publication date, using fact-checking tools, and other strategies. For each idea, ask follow-up questions that help the student explain why the strategy might work and when it is useful. If the brainstorming starts to run dry, open up another area to think about, but don't offer a ready-made list of options. Focus on a variety of ways to check information, critical thinking, and connections between different verification strategies. Avoid evaluating individual ideas, presenting a single correct approach, or listing all the options right away without the student's active involvement.

Computer Science

Topic: Where do we come across robots and automation today?

Age: 12 to 14

Length: 10 minutes

Learning outcome: The student will come up with as many areas as possible where robots or robotic systems are used and think about which of them could have the biggest impact on the future of society.

Enter this prompt into the chatbot:

Help the student come up with as many examples as possible of robots and robotic systems in everyday life. Encourage them to think about homes, health care, manufacturing, transportation, agriculture, logistics, education, emergency services, the service industry, and space exploration. For each idea, ask questions that help the student explain what robots do in that area and what their advantages and limitations are. Finally, ask them to choose the area they consider the most important or groundbreaking and explain their choice. Focus on a wide range of uses, connections between technology and everyday life, and backing up their own opinion. Avoid long explanations of how robotics works technically, and don't judge whether individual ideas are correct during brainstorming.

More Tinybots

Tiny offers eleven chatbots that don't hand out ready-made answers but guide students' thinking.

To keep things clear, we have grouped them into categories based on the revised Bloom's Taxonomy. The flower diagram shows the cognitive levels (labeled at the bottom), with the individual Tinybots branching out from them (at the top). This grouping helps Tiny set the right learning outcomes and rubrics, which we use to give you and your students feedback on their conversations.

You'll find a description of each Tinybot type, along with its teaching material, here: tiny.school/tinybots

