



Tiny

Discover Together

Using Tinybots to develop students' thinking
in any subject

tiny.school/en/teacher-materials

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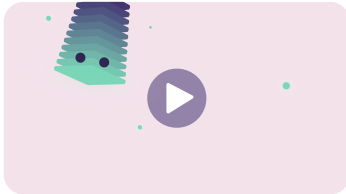
Using Tinybots to Develop Thinking

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

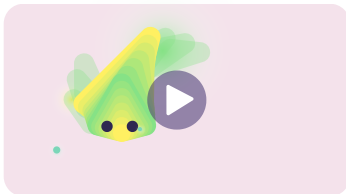


How to Register for Tiny

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

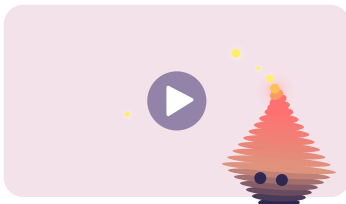
+ student registration: tiny.school/en/how-students-sign-up



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

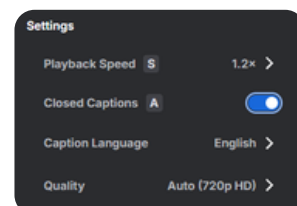


How to Create a Lesson in Tiny

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.



Discover Together

The “Discover Together” chatbot guides learning through questions and connections. Its goal is not to test students or hand them ready-made answers, but to help them understand principles, relationships, and the reasons why things work the way they do. Students actively search for answers and think them through, while the chatbot’s questions lead them to a deeper understanding of the topic.

Discover Together at a Glance

- + Uses questions to guide understanding,
- + encourages independent thinking,
- + helps uncover connections and principles,
- + relies on dialogue rather than explanation,
- + suits self-study and enrichment,
- + works well alongside another information source.

When It Works Best

The chatbot works especially well when we want students to think actively, look up information, and gradually reach understanding on their own. It is particularly effective alongside supplementary material such as a textbook, worksheet, map, chart, article, or video. That is not a requirement, though. The teacher can also simply specify what the student is working with, for example: “The student is working with a geopolitical map of Southeast Asia.”

What It Works Well For

- + deeper understanding of a topic,
- + independent study and discovery,
- + working with a textbook, notes, or another source,
- + enrichment for curious or gifted students,
- + finding connections between concepts,
- + explaining principles in their own words,
- + linking theory to real-world situations,
- + short inquiry activities in class.

What It Is Not Suited For

- + quick knowledge checks,
- + grading,
- + long lectures without student involvement,
- + rote practice or drills.

In those cases, Review Buddy or Quiz Chatbot is a better fit.

How Discover Together Works

Discover Together is neither a traditional quiz nor a lecture. It is a guided dialogue focused on thinking, making connections, and independent discovery. The chatbot asks follow-up questions, encourages students to explain their answers in their own words, and helps them link individual pieces of knowledge into a broader context. It also supports working with information sources and finding answers independently, and it adapts the difficulty and direction of the conversation to each student’s responses.

What to Watch Out For

Discover Together is not the right choice when you need to convey a large amount of information quickly or check whether answers are clearly right or wrong. It is also less effective when students answer in single words or have no room to think actively. It is most valuable when the topic is clearly defined, students know which source or material they are working with, and the teacher sets a specific goal for the activity, such as understanding a principle, connecting concepts, or explaining how phenomena relate to each other.

It is also important to remind students that the chatbot can make mistakes and that they should verify information critically and consult multiple sources.

Recommended Follow-Up Activities

To keep the Tinybot from being an isolated activity and make it a meaningful step toward your learning outcome, we recommend planning a follow-up task. Here are a few ideas for building on it:

- + class discussion,
- + work in pairs or groups,
- + creating a summary or mind map,
- + explaining the topic to a classmate,
- + working with a chart, map, or text,
- + a brief reflection on what the student discovered or understood.

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 topic or problem to explore,
- + the students' age or level,
- + the length of the activity,
- + the expected outcome or goal of the activity,
- + optionally, the source or material the student is working with. This might be a textbook or notes, a worksheet, an article or video, a chart, table, or map, or a specific text or excerpt. You don't need to attach the material; a brief description of what the student is working with is enough.

Example of a Good Prompt

"Guide an 8th grade student to understand the causes of climate change. The student is working with a graph of temperature trends over the past 50 years. The goal is for them to explain the main causes and connect them to specific impacts."

Example of a Poor Prompt

"Teach the student everything about climate change."

Sample Prompts

English Language Arts

Topic: Figures of speech

Age: 13 to 15

Length: 10 minutes

Learning outcome: The student explains oxymoron, personification, alliteration, and anaphora in their own words and correctly identifies them in specific examples.

Enter this prompt into the chatbot:

The student already knows basic literary terms (metaphor, simile). Guide them to expand their understanding to other figures of speech: oxymoron, personification, alliteration, and anaphora. Do not give definitions at the start. Work through concrete language examples and questions.

Focus on working with concrete examples, not abstract definitions. Avoid technical definitions and additional literary terms.

Math

Topic: Why the Pythagorean theorem works

Age: 13 to 14

Length: 10 minutes

Learning outcome: The student explains the principle behind the Pythagorean theorem in their own words and gives an example of how it is used.

Enter this prompt into the chatbot:

Guide the student to understand why the Pythagorean theorem is true. Do not explain it at the start; instead, work through questions and concrete visuals (squares on each side, area). Build on the student's answers and lead them to state the principle in their own words. Focus on visualization, understanding the principle, and the student's own explanation. Avoid formal proofs and abstract definitions.

Geography

Topic: Journey to the center of the Earth

Age: 12 to 13

Length: 10 minutes

Learning outcome: The student describes the layers of the Earth and uses a specific example to explain at least two effects of tectonic plate movement.

Enter this prompt into the chatbot:

Guide the student on an imaginary "journey to the center of the Earth." Start with the question "What would we find if we began sinking below the Earth's surface?" and explore the Earth's layers together one by one (crust, mantle, core). Let the student guess what happens deep inside the Earth ("Is the inside of the Earth solid rock, or something else?" "Does anything move beneath the surface?"). Gradually lead them to understand how tectonic plates move and what that causes. Follow up with questions about specific phenomena ("Why do volcanoes form?" "What causes earthquakes?" "How can an undersea earthquake trigger a tsunami?"). If the student's answer is too general, help with a follow-up question or a concrete example. Finally, have the student summarize what happens beneath the Earth's surface and how it affects people's lives. Focus on finding connections, discovering principles step by step, and linking causes and effects. Avoid simply listing the Earth's layers without explanation, abstract definitions, and overly technical details.

Media Literacy

Topic: How a news story is made

Age: 14 to 16

Length: 10 minutes

Learning outcome: The student describes how a news story is created and explains at least two factors that can influence it.

Enter this prompt into the chatbot:

Start with the question "How does a news story you see online come to be?" Let the student suggest the individual steps (the event, choosing the story, reporting and editing, publishing). Keep asking follow-up questions ("Who decides what gets published?" "Can anyone influence it?") and help them make the process more precise. Finally, have the student summarize the whole process and point out where distortion can creep in. Focus on finding connections, gradual refinement, and the student's own wording. Avoid giving a ready-made explanation without involving the student.

Spanish

Topic: Forming questions in Spanish

Age: 11 to 13

Length: 10 minutes

Learning outcome: The student correctly forms three questions in Spanish and explains how they are built.

Enter this prompt into the chatbot:

Start with a simple sentence ("Te gusta la pizza.") and ask: "How can we turn this into a question?" Gradually guide the student to the rules (the opening ¿ and closing ?, intonation, question words). Let them try more sentences and fix their mistakes. Finally, invite them to write questions for a classmate or the teacher. Focus on discovering the rules, the student's own wording, and learning from mistakes. Avoid explaining the rule right away and rote memorization.

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

