



Tiny

The Bot That Gets It Wrong

Using Tinybots to develop students' thinking
in any subject



tiny.school/en/teacher-materials

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Proofreading: not yet done
Last updated: 09/2026
Version: 02

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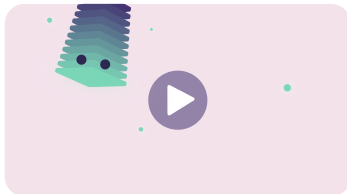
Using Tinybots to Develop Thinking

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

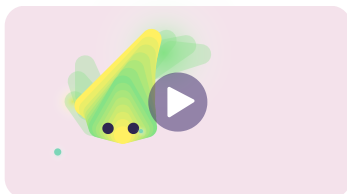


How to Register for Tiny

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

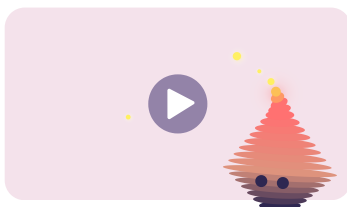
+ student registration: tiny.school/en/how-students-sign-up



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

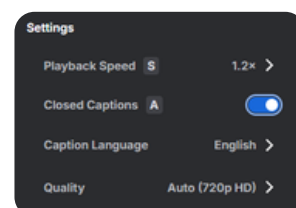


How to Create a Lesson in Tiny

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.



The Bot That Gets It Wrong

The The Bot That Gets It Wrong Tinybot helps students build critical thinking by deliberately presenting statements that contain errors, inaccuracies, or misleading information. Students don't just spot the mistakes: they explain why they are wrong, supply the correct information, and back up their claims with evidence or credible sources. The chatbot does not defend its own opinion or respond to counterarguments. Instead, it leads students to evaluate information critically, check facts, and tell accurate statements apart from half-truths and faulty conclusions. This is not a debate but analytical work with information.

The Bot That Gets It Wrong at a Glance

- + presents short statements with errors or inaccuracies,
- + leads students to verify information,
- + encourages work with credible sources,
- + develops critical reading,
- + teaches students to recognize types of errors,
- + asks students to justify and explain the right answer.

When It Works Best

The chatbot works best when students already know the material and can justify their conclusions. The goal is not to flag an error quickly but to explain why a statement is wrong and what the correct version should be.

What It Works Well For

- + developing critical thinking,
- + fact-checking,
- + recognizing half-truths and manipulation,
- + building information literacy,
- + reviewing content through analysis,
- + preparing students to work with sources.

What It Is Not Suited For

- + introducing new material,
- + learning basic concepts,
- + topics students haven't covered yet.

In these cases, Discover Together, Review Buddy, or Curious Alien is a better fit.

How the The Bot That Gets It Wrong Works

This is not a test or a traditional quiz but an activity built around critical thinking and fact-checking. The chatbot deliberately presents short statements that may contain errors, inaccuracies, or misleading information, and students don't know in advance whether a given statement is true or false. Students analyze each statement, check it, and explain their decision. The chatbot mixes accurate information with inaccurate claims and uses different types of errors, such as factual, interpretive, or logical errors, as well as half-truths. At the same time, it asks students to justify their conclusions and encourages them to verify information on their own.

What to Watch Out For

The chatbot is most valuable when students can back up their claims with reasoning or verified information. Simply saying that something is wrong is not enough: a key part of the activity is explaining why a statement is wrong and what information or evidence proves it.

The chatbot deliberately mixes true and false statements, so students cannot assume that every statement contains an error. They learn to genuinely verify information rather than hunt for mistakes at all costs. It helps to remind students that the chatbot may use different types of errors, from simple factual inaccuracies to logical fallacies or half-truths. This way, students practice a range of critical reading strategies.

Recommended Follow-Up Activities

To make sure the Tinybot is not just a stand-alone activity but a meaningful step toward your learning outcome, we recommend planning a follow-up task. Here are a few ideas for building on it:

- + finding credible sources,
- + comparing several texts on the same topic,
- + analyzing types of errors,
- + writing their own false statements for classmates,
- + discussing why some errors were harder to spot than others.

How to Set Up the Activity in Tiny

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

- + topic or content,
- + expected outcome,
- + students' age or level,
- + length of the activity,
- + types of errors the chatbot should use: whether factual, logical, or interpretive errors or half-truths should dominate, how difficult the errors should be, and whether the chatbot should work with short statements or longer text excerpts.

Example of a Good Prompt

"Create an activity on photosynthesis for 8th graders. The activity will last 10 minutes. Present short statements containing factual errors or half-truths about how photosynthesis works and the role of chlorophyll. Students should spot the errors, explain why they are wrong, and correct them. Focus on understanding the process of photosynthesis. Avoid isolated terms without context."

Example of a Poor Prompt

"Create an activity about photosynthesis."

Sample Prompts

History

Topic: The Compromise of 1850 and its consequences

Age: 14 to 15

Length: 10 minutes

Learning outcome: Students identify inaccuracies about the causes, key events, and consequences of the Compromise of 1850.

Enter this prompt into the chatbot:

Present short statements about the Compromise of 1850. Some should contain factual or interpretive errors. Students decide whether each statement is correct and justify their decision. Focus on the key figures behind the compromise, the year 1850, and its consequences for the United States. Avoid isolated dates without context.

Physics

Topic: Newton's First Law (the law of inertia)

Age: 12 to 14

Length: 10 minutes

Learning outcome: Students identify common misconceptions about inertia and explain them correctly.**Enter this prompt into the chatbot:**

Present short statements about the motion of objects and the law of inertia. Some should be correct, while others contain common misconceptions. Students evaluate the statements, correct them, and justify their decision. Focus on inertia, forces acting on objects, and motion. Avoid numerical problems.

Geography

Topic: Monsoon climate in Asia

Age: 13 to 14

Length: 10 minutes

Learning outcome: Students identify false information about how monsoons form and how they affect people's lives.**Enter this prompt into the chatbot:**

Present short statements about the monsoon climate. Some should contain factual errors or half-truths. Students spot, explain, and correct them. Focus on what causes monsoons, the alternation of dry and rainy seasons, and the impact on agriculture. Avoid overly technical meteorological terms.

Chemistry

Topic: Neutralization of acids and bases

Age: 15 to 16

Length: 10 minutes

Learning outcome: Students uncover false information about how neutralization works and what it produces.**Enter this prompt into the chatbot:**

Present short statements about neutralization. Some should contain factual errors or inaccuracies. Students decide which statements are correct and explain why. Focus on the formation of salt and water, acids, bases, and pH. Avoid complex chemical equations.

Computer Science

Topic: Phishing and secure sign-in

Age: 13 to 15

Length: 10 minutes

Learning outcome: Students recognize misleading claims about phishing and secure sign-in.**Enter this prompt into the chatbot:**

Present short statements about phishing emails, passwords, and two-factor authentication. Some should be true, while others contain half-truths or common myths. Students decide which statements they can trust and justify their decision. Focus on spotting phishing, strong passwords, and multi-factor authentication. Avoid technical details beyond students' level.

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

