



Tiny

Planning Bot

Using Tinybots to develop students' thinking
in any subject



tiny.school/en/teacher-materials

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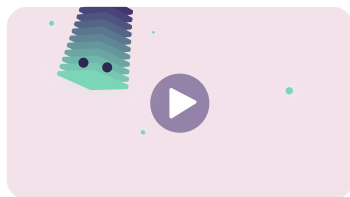
Using Tinybots to Develop Thinking

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

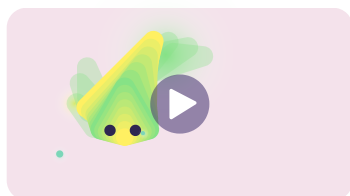


How to Register for Tiny

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

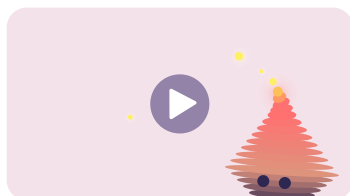
+ student registration: tiny.school/en/how-students-sign-up



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

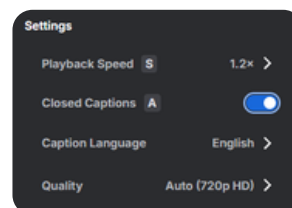


How to Create a Lesson in Tiny

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.



Planning Bot

The Planning Bot helps students break a complex task into manageable steps and build a realistic work plan. It doesn't do the task for them or propose a finished solution. Instead, it asks short questions that lead students to clarify their goal, think through each step, estimate time, weigh available resources, and create a plan they can actually carry out. This chatbot is not meant to generate as many ideas as possible. That is the job of the Brainstorming Buddy. The Planning Bot steps in once students know what they want to achieve and need to figure out how to get there. Its job is to turn an idea into a concrete, realistic course of action.

Planning Bot at a Glance

- + helps clarify the goal,
- + breaks the task into manageable steps,
- + guides students with questions,
- + helps estimate time,
- + flags potential risks,
- + supports realistic planning,
- + does not plan for students.

When It Works Best

It works especially well for activities with a clear end product that call for a well-thought-out process, such as a school project, a lab, a presentation, a field trip, a campaign, or a long-term homework assignment.

What It Works Well For

- + planning projects,
- + preparing presentations,
- + planning experiments,
- + organizing group work,
- + preparing longer written assignments,
- + planning hands-on tasks,
- + building learning-to-learn skills,
- + developing organizational skills.

What It Is Not Suited For

- + generating new ideas,
- + teaching new content,
- + reviewing material,
- + checking knowledge.

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

How the Planning Bot Works

This is not about handing out finished assignments or step-by-step instructions. Through short questions and prompts, the chatbot guides students to build a plan on their own. It helps them define their goal, break the work into individual steps, and put those steps in a sensible order. It also prompts students to estimate how long each task will take, flags potential risks, and, in group work, helps assign roles. Throughout the process, it checks whether the plan is realistic and doable.

What to Watch Out For

The Planning Bot is most helpful when students already know what they need to produce but have to think through how to get there. That is why the activity outcome should be as specific as possible. The chatbot does not create the plan for students. Instead, it asks questions that help them refine it step by step. If the teacher gives only a general task, such as "plan a project," the result is usually a very general plan. The more specific the prompt, the more useful the resulting plan.

For group work, it also helps to specify the number of team members, the time limit, or the grading criteria. This way, the chatbot can better support assigning roles and organizing the work.

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 how to build on it:

- + carrying out the plan,
- + checking progress along the way,
- + reflecting on what worked and what needed to change,
- + comparing the plan with how the work actually went,
- + adjusting the plan based on experience.

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 activity goal (most important),
- + the topic or context of the task,
- + the length or due date,
- + whether it is individual or group work,
- + the expected output.

It also helps to specify whether the chatbot should only ask questions or may offer sample steps, what criteria the teacher will use for grading, which resources students may use, and which risks the chatbot should point out.

Example of a Good Prompt

"Help a pair of 8th graders plan how to prepare a ten-minute presentation on renewable energy sources. The goal is a work plan that covers dividing up roles, a prep schedule, how they will research information, and a final check of the presentation. Guide the students with questions so they build the plan themselves. Focus on a realistic division of work and meeting the deadline. Do not suggest content for the students."

Example of a Poor Prompt

"Help students plan a physics presentation."

Sample Prompts

English Language Arts

Topic: Literary presentation on Mark Twain

Age: 14 to 15

Length: 10 minutes

Learning outcome: Students create a plan for preparing a five-minute presentation on Mark Twain, including finding sources and setting a timeline.

Enter this prompt into the chatbot:

Help the student plan how to prepare a presentation on Mark Twain. First, find out what they already know about the author and how much time they have to prepare. Then guide them to break the work into individual steps (finding information, choosing excerpts, creating an outline, building the presentation, rehearsing). At the end, have the student summarize the whole plan. Focus on a logical sequence of steps, working with sources, and estimating time. Do not prepare the presentation for the student.

U.S. History

Topic: Daily life in a colonial American town

Age: 13 to 14

Length: 10 minutes

Learning outcome: Students create a plan for preparing a presentation on daily life in a colonial American town, including its structure, sources, and a timeline.

Enter this prompt into the chatbot:

Help the student plan how to prepare a presentation on daily life in a colonial American town. First, find out what the presentation needs to include. Then work together on a plan that runs from researching information and drafting an outline to rehearsing the talk. Focus on how the work is structured, the timeline, and preparing the presentation. Do not create the content of the presentation instead of planning it.

Spanish

Topic: Preparing for the speaking section of a Spanish exam

Age: 15 to 16

Length: 10 minutes

Learning outcome: Students create a study plan for an oral Spanish exam at the intermediate (B1) level, including how to divide their time and how to practice.

Enter this prompt into the chatbot:

Communicate in Spanish. Help the student plan how to prepare for the speaking section of a language exam. First, find out how much time they have and which topics they find hardest. Then guide them to build a realistic plan that includes vocabulary review, speaking practice, and self-assessment. Focus on communicating in Spanish, a realistic plan, and active student participation. Do not write ready-made answers instead of planning.

Media Literacy

Topic: Campaign to promote reading at school

Age: 13 to 14

Length: 10 minutes

Learning outcome: Students create a plan for a simple communication campaign to promote reading at their school, including the goal, target audience, timeline, and division of tasks.

Enter this prompt into the chatbot:

Help the student plan a school campaign to promote reading. First, find out what they want the campaign to achieve and who they want to reach. Then guide them to create a work timeline, divide up the individual tasks, choose communication channels, and decide how to measure the campaign's success. Focus on a clear goal, the target audience, concrete steps, and a realistic timeline. Do not design a finished campaign instead of planning it.

Chemistry

Topic: Acid-base reactions

Age: 14 to 15

Length: 10 minutes

Learning outcome: Students create a realistic plan for a chemistry experiment investigating an acid-base reaction. They can formulate a research question and hypothesis, identify the materials needed, plan observations or measurements, distinguish between variables, and anticipate basic safety risks.

Enter this prompt into the chatbot:

Help the student plan an experiment in which they observe the reaction between an acid and a base using a suitable indicator. Use questions to guide them in choosing materials, the procedure, what they will observe, and basic safety rules. Also help them decide which conditions must stay the same during the experiment and how they will record their results. Do not plan the experiment for them. If they get stuck, offer a few options to choose from. At the end, have the student briefly summarize the whole experiment plan.

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

