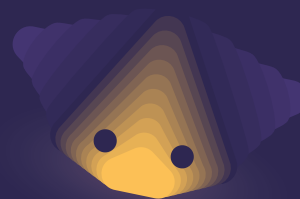




Tiny

Revision Buddy

Using Tinybots to develop students' thinking
in any subject



tiny.school/en/teacher-materials

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Please note possible imperfections in the expressions or wording.

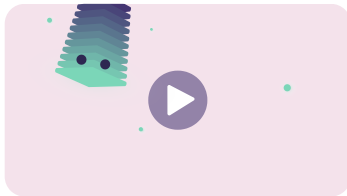
Using Tinybots to Develop Thinking

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

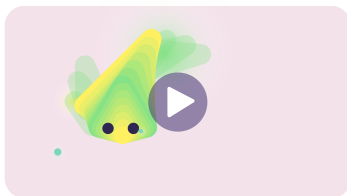


How to Register for Tiny

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

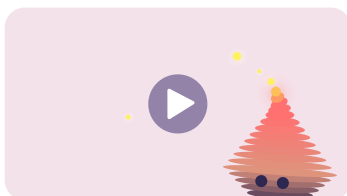
+ student registration: tiny.school/en/how-students-sign-up



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

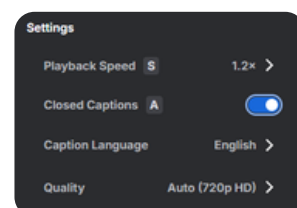


How to Create a Lesson in Tiny

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.



Revision Buddy

The “Revision Buddy” chatbot guides students as they review material they have already learned. Instead of long explanations or ready-made answers, it helps students recall information, make connections, and gradually strengthen their knowledge through short questions and ongoing feedback. It moves from simpler tasks to more challenging ones, continually checking what the student has mastered and what still needs practice. When a student makes a mistake, it does not simply supply the right answer; it uses the error as a chance to ask follow-up questions, offer a brief explanation, or revisit trickier parts of the material. The goal is for students to actively retrieve and reinforce what they know rather than passively receive correct solutions.

Unlike the Quiz Chatbot, it is not designed to assess or grade students. Its job is to support learning by revisiting mistakes, explaining, and helping students retrieve information. The Quiz Chatbot, by contrast, focuses mainly on checking knowledge and tends to simply record mistakes.

Revision Buddy at a Glance

- + leads a dialogue that supports learning,
- + asks questions that build from simple to complex,
- + comes back to mistakes,
- + ideal for reviewing and reinforcing material,
- + not designed for grading.

When It Works Best

The chatbot works especially well when you need to guide students from basic concepts and questions toward more complex connections, keep them actively thinking, and break a larger topic into smaller, more manageable parts. It also lets you check along the way whether students truly understand the material and, when needed, return to areas they have not yet mastered.

What It Works Well For

- + reviewing material already covered,
- + reinforcing concepts and relationships,
- + practicing vocabulary,
- + preparing for a test,
- + checking what students actually remember,
- + revisiting and correcting mistakes,
- + independent study at home.

What It Is Not Suited For

- + grading,
- + high-stakes assessment,
- + situations needing only a quick right/wrong check.

In those cases, the Quiz Chatbot is a better fit, since its main goal is to check knowledge through tasks and a final evaluation.

How Revision Buddy Works

Revision Buddy is not a traditional quiz; it is a guided review in the form of a dialogue. It asks short follow-up questions, responds to the student's answers, and adjusts the difficulty based on how the student is doing. When it notices a mistake or uncertainty, it comes back to it, helps the student work through it, and regularly sums up what the student has already mastered. It also encourages students to put their answers in their own words instead of just repeating memorized facts.

A typical activity opens with a few diagnostic questions that help gauge the student's level of knowledge. Next comes a series of short follow-up questions, with regular summaries and, when needed, a return to trouble spots. At the end, the chatbot sums up what the student has mastered, points out areas that need more practice, and may suggest what to focus on in the next review session.

What to Watch Out For

Revision Buddy is not meant for long explanations of new material or for situations where students simply copy ready-made answers without thinking. Also avoid prompts that are overly complex or vague. It is most effective when the topic is clearly defined in advance, students have already encountered the material, and the teacher sets a specific goal for the activity, ideally with criteria that show whether students have truly understood it. It is also important to remind students that the chatbot can make mistakes and that they should think critically about its answers.

Recommended Follow-Up Activities

To make working with a Tinybot a meaningful step toward your learning outcome rather than an isolated activity, we recommend planning follow-up tasks. Here are a few ideas:

- + a short reflection or quick quiz,
- + a whole-class summary,
- + pair work,
- + students writing their own questions,
- + explaining the material to a classmate.

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:

- + topic (in general terms, or a list of specific concepts you want to check),
- + students' age or level,
- + length of the activity,
- + expected outcome or goal of the activity.

Example of a Good Prompt

"Lead a review with an 8th grader on the states and capitals of the Northeast. Focus on connecting each state's name, its capital, and its location on the map. Avoid long explanations, questions about other regions, and plain quizzing without support."

Example of a Poor Prompt

"Lead a geography review with a student on the United States."

Sample Prompts

English Language Arts

Topic: Subject-verb agreement with compound subjects

Age: 11 to 13

Length: 10 minutes

Learning outcome: The student correctly chooses verb forms for compound subjects and explains the rule in their own words.

Enter this prompt into the chatbot:

Lead a review with a 6th grader on subject-verb agreement with compound subjects. Focus on subjects joined by "and" (which take a plural verb) and on subjects joined by "or" or "nor," where the verb agrees with the nearer subject (for example, "Neither the dogs nor the cat is/are hungry"). Move from simple sentences to more complex ones and come back to mistakes. Focus on the nearer subject rule and on explaining it in the student's own words. Avoid exceptions, tricky constructions, and long explanations.

Spanish

Topic: Preterite vs. imperfect in Spanish

Age: 13 to 15

Length: 10 minutes

Learning outcome: The student correctly uses the preterite and the imperfect in five sentences and explains the choice of tense.

Enter this prompt into the chatbot:

Lead the review through short sentences and situations. Start with simple examples ("Ayer yo ____ (visitar) a mi abuela"), then gradually add context ("Cuando era niño, siempre ____ (jugar) en el parque"). After each answer, ask "Why?" and have the student explain the choice of tense. At the end, ask the student to write 3 sentences of their own about everyday life. Focus on explaining the tense choice, sentence context, and active production. Avoid long grammar explanations and isolated sentences without context.

History

Topic: Greco-Persian Wars

Age: 12 to 14

Length: 10 minutes

Learning outcome: The student describes the causes and course of the Greco-Persian Wars and explains the significance of at least one battle using a specific example.

Enter this prompt into the chatbot:

Lead the review through short follow-up questions. Start with the basics ("Who fought whom?" "Why did the conflict break out?"), then move on to the course of the wars and the key battles (Marathon, Thermopylae, Salamis). Ask about specific situations ("What role did the Spartans play at Thermopylae?" or "What decided the Battle of Salamis?"). If the student makes a mistake, go back to a simpler question and have them correct their answer in their own words. At the end, have the student sum up why these wars mattered for the later development of Greece. Focus on causes and consequences, specific events, and explanations in the student's own words. Avoid listing battles without context and long explanations.

Geography

Topic: Earth's climate zones

Age: 12 to 14

Length: 10 minutes

Learning outcome: The student distinguishes between the climate zones and names at least two typical features of each.

Enter this prompt into the chatbot:

Lead the review through short questions. Start with the basics ("Which climate zones do you know?"), then move on to their features (temperature, precipitation, vegetation). Ask for specific examples ("Where would you find the tropical zone?" "What is the weather like there?"). If the student makes a mistake, go back to a simpler question and have them correct their answer. At the end, have the student sum up the difference between two zones of their choice. Focus on understanding the differences, specific examples, and explanations in the student's own words. Avoid simply listing names and isolated definitions.

Media Literacy

Topic: Misinformation and checking sources

Age: 13 to 15

Length: 10 minutes

Learning outcome: The student tells a reliable source from an unreliable one and names at least two signs that guided the decision.

Enter this prompt into the chatbot:

Lead the review through short scenarios and questions. Present simple examples of news items (such as a headline or a short text) and ask whether they are trustworthy. Gradually add more complex examples and have the student explain each decision. If the answer is wrong, go back to a simpler example and have the student correct it in their own words. At the end, ask them to sum up how they can spot an unreliable source. Focus on specific signs of credibility, explanations in the student's own words, and learning from mistakes. Avoid simply giving the correct answer and long explanations.

Computer Science

Topic: How the internet works (server, client, data)

Age: 13 to 14

Length: 10 minutes

Learning outcome: The student explains the basic principle of how the internet works and describes the roles of the server and the client using a specific example.

Enter this prompt into the chatbot:

Lead the review through short follow-up questions. Start with what the student pictures when they hear the word "internet," then move to the situation of "opening a website" and have the student describe step by step what happens. Gradually bring in the concepts of server, client, and data transfer. If the student makes a mistake, go back to a simpler situation (such as sending a message) and have them correct their explanation in their own words. At the end, have the student sum up the whole process in one sentence. Focus on explanations in the student's own words, linking the concepts into a process, and learning from mistakes. Avoid technical details without context and long explanations that leave the student out.

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

