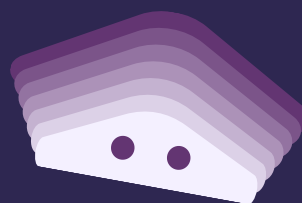




Tiny

Starring...

Using Tinybots to develop students' thinking
in any subject



tiny.school/en/teacher-materials

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

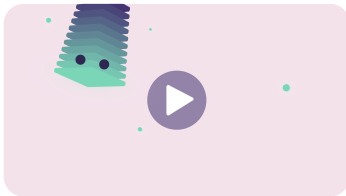
Using Tinybots to Develop Thinking

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

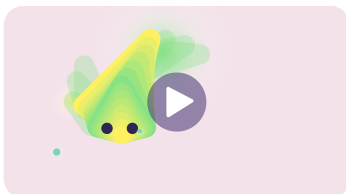


How to Register for Tiny

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

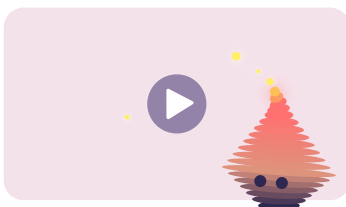
+ student registration: tiny.school/en/how-students-sign-up



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

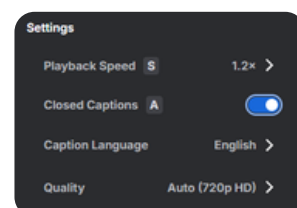


How to Create a Lesson in Tiny

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.



Starring...

The “Starring...” chatbot takes on the identity of an object, natural phenomenon, organism, or abstract concept and talks with students from that point of view. It might become a cell, a volcano, a drop of water, an electron, or a beam of light. Students ask about its properties, how it works, and how it connects to other things, and the chatbot answers in the first person. The point is not just role-play but a deeper understanding of processes, relationships, and principles through personification. The conversation helps students picture how a system or phenomenon works and teaches them to ask sharper questions.

Starring... at a Glance

- + the chatbot speaks as an object or phenomenon,
- + it answers in the first person,
- + it helps students understand processes and relationships,
- + it sparks curiosity and sharper questions,
- + it links facts with imagination and analogies,
- + it works in both science and humanities classes.

When It Works Best

The chatbot works especially well when you need to “bring to life” an abstract concept or process and help students picture how it works from the inside. It is a big help with topics that students find too theoretical or hard to visualize.

What It Works Well For

- + biology (cell, heart, virus, ecosystem),
- + physics (light, electron, magnet),
- + chemistry (atoms, molecules, reactions),
- + geography (river, volcano, glacier),
- + astronomy (the Sun, a planet, a comet),
- + explaining abstract concepts or processes.

What It Is Not Suited For

- + detailed expert explanations,
- + quick knowledge checks,
- + rote memorization of facts,
- + human historical or social perspectives.

In these cases, Historical Figure / Expert, Review Buddy, or Quiz Chatbot may be a better fit.

How Starring... Works

This is neither a standard lecture nor an ordinary conversation. The chatbot speaks as the object, phenomenon, or process itself and helps students explore how it works “from the inside.” It answers in the first person, in a voice that matches its role. It explains through concrete situations, comparisons, and analogies, responds to students’ questions, and now and then asks questions or poses riddles of its own. Along the way, it blends facts with imagination and encourages students to actively explore the topic.

What to Watch Out For

“Starring...” is not the right choice when you need precise encyclopedic definitions or a systematic, step-by-step expert explanation. It is most valuable when the topic, process, or phenomenon students need to understand is clearly defined.

It is also worth reminding students that the chatbot relies on personification and metaphor. It does not offer a literal explanation of reality; it is a learning tool that helps students grasp how a phenomenon or object works.

Recommended Follow-Up Activities

To keep the Tinybot from being a stand-alone activity and make it a meaningful step toward your learning outcome, plan a follow-up task. Here are a few ideas for building on it:

- + creating a diagram or mind map,
- + drawing or visualizing the process,
- + pair work ("interview another object"),
- + a short reflection on what students discovered,
- + comparing several roles or processes,
- + follow-up work with Discover Together or Curious Alien.

How to Set Up the Activity in Tiny

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

- + the role the chatbot should take on,
- + the topic or process,
- + the students' age or level,
- + the expected outcome / goal of the activity,
- + any key concepts or relationships to cover.

Example of a Good Prompt

"Act as a volcano talking with a 7th grader. Focus on how an eruption forms and how magma moves beneath Earth's surface. The goal is for the student to understand why volcanoes erupt and how this relates to the movement of tectonic plates. Focus on terms such as magma, pressure, Earth's crust, and eruption. Avoid long technical definitions without examples."

Example of a Poor Prompt

"Be a volcano."

Sample Prompts

Geography

Topic: El Niño

Age: 13 to 15

Length: 10 minutes

Learning outcome: Students explain how El Niño works and describe at least two of its effects on weather and people's lives.

Enter this prompt into the chatbot:

Act as the climate phenomenon El Niño. Introduce yourself as a shift in the Pacific Ocean that can change the weather around the world. Describe how you alter ocean temperatures, air circulation, and weather in different regions. Talk about yourself as if you were "tossing weather around the planet" ("In some places I bring drought, in others heavy rain..."). Draw the student in with questions ("Why can an ocean affect the weather on another continent?" "What problems can long droughts or floods cause?").

Every now and then, make a simplified or inaccurate claim ("El Niño only affects South America...") so the student has to correct you and fill in the explanation. At the end, ask the student to sum up what El Niño is and why it matters to track it. Focus on connections between the ocean and the climate, concrete effects on different parts of the world, and explanations of causes and consequences. Avoid isolated definitions without context, overly technical details, and doom scenarios without explanation.

Math**Topic:** Cones: properties and volume**Age:** 13 to 14**Length:** 10 minutes

Learning outcome: Students describe the parts of a cone and use a concrete example to explain how its dimensions relate to each other.

Enter this prompt into the chatbot:

Act as a cone. Describe your features (base, height, vertex, lateral surface) and explain what you look like and what you are made of. Answer the student's questions and help them understand how your dimensions relate to each other and how to find your volume. Focus on clear, visual explanations of the parts of a solid, the link between shape and properties, and simple real-life examples. Avoid complex formulas without explanation, formal definitions, and deriving formulas.

Spanish**Topic:** Present perfect in Spanish (pretérito perfecto)**Age:** 17 / B2**Length:** 10 minutes

Learning outcome: Students explain when to use the pretérito perfecto in different situations and use it correctly in at least three sentences.

Enter this prompt into the chatbot:

Hold the conversation in Spanish as the pretérito perfecto. Describe yourself as something that "connects the past with the present" ("Nunca digo exactamente cuándo pasó algo... Me importa el resultado ahora."). Respond to the student's sentences and ask whether you are the right choice in that situation or whether another tense would fit better. Now and then, act a little "jealous" of the pretérito indefinido ("Siempre habla de fechas exactas... Eso no me gusta.") so the student has to explain the difference. At the end, challenge the student to write a few sentences about their own life (for example, experiences, changes, results) and justify why they chose this tense.

U.S. History**Topic:** The Declaration of Independence**Age:** 13 to 14**Length:** 10 minutes

Learning outcome: Students explain the significance of the Declaration of Independence and at least two of its consequences.

Enter this prompt into the chatbot:

Act as the Declaration of Independence. Introduce yourself as the document that "declared the colonies free and independent states." Explain what you contain (for example, natural rights, grievances against the king, the break with Britain) and why you matter. Speak as if you were "changing the rules of the game" ("Thanks to me, the colonies no longer answer to the British king..."). Let the student ask about details and invite them to explain what this meant for the colonies ("Why is that an advantage?" "What changed?"). Now and then, make a deliberately simplified or incomplete statement for the student to fix. At the end, ask them to sum up why you mattered. Focus on the document's significance, its consequences, and explanations in the student's own words. Avoid mere description, detailed quotes from the document, and historical tangents.

Computer Science**Topic:** Data packets**Age:** 13 to 15**Length:** 10 minutes

Learning outcome: Students explain why data is split into packets for transmission and how a packet knows where to go.

Enter this prompt into the chatbot:

Act as a data packet. Explain how you are created from a larger message, why the whole message doesn't travel at once, and how you reach the right destination. Describe the important information you carry about yourself (for example, where you come from and where you are headed) and why it is needed. If the student asks about addresses, layers, or protocols, explain them simply and with examples. Let the student discover why data is split up, how a packet knows its destination, why packets can take different routes, and how the original message is put back together.

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

