Boundaries and Specificity

Generative AI: Prompt Engineering Lab Series Lesson Plan (Ages 13+)

This lesson delves into the importance of setting clear boundaries and being specific in prompt engineering, essential skills for achieving relevant and appropriate responses from generative AI tools.

Duration

20 minutes

Learning Objectives

Students will be able to:

- Recognise the significance of specificity and boundary setting in prompt engineering.
- Apply the principles of specificity and boundary setting in crafting AI prompts.
- Engage in practical exercises to refine their prompt engineering skills, focusing on specificity and boundaries.

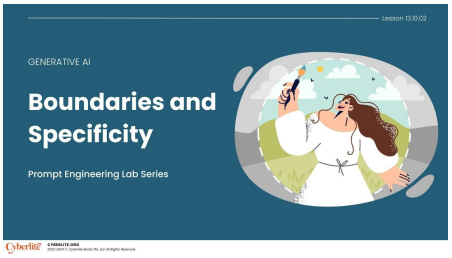
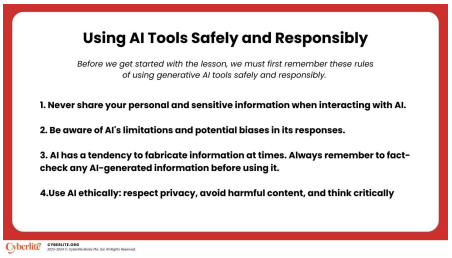
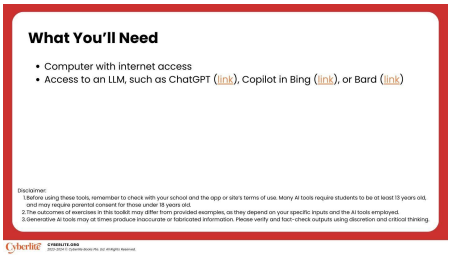
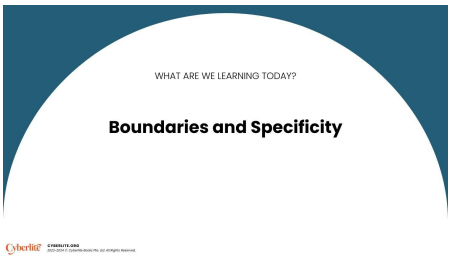
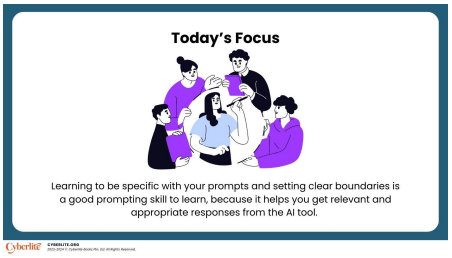
Key Skills

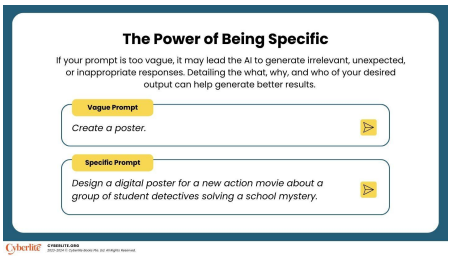
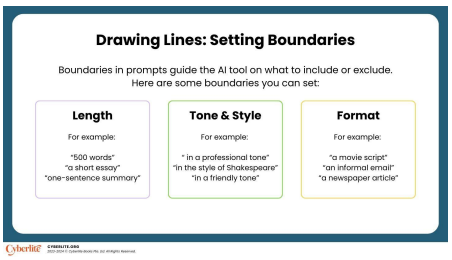
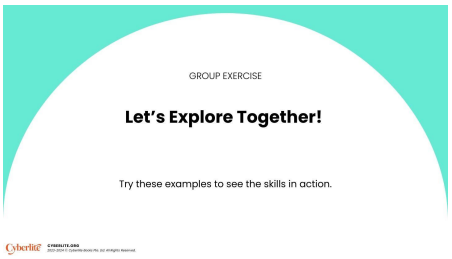
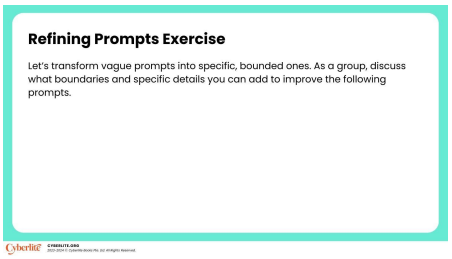
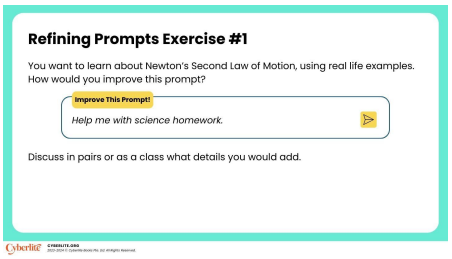
- Setting boundaries in prompts
- Being specific with prompt instructions

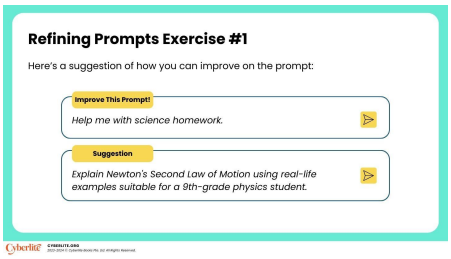
Important Note

Please ensure you adhere to your school's approved guidelines and AI policy before introducing this lesson to your students. It is important for educators to be familiar with this technology and its challenges, including the following:

- Many AI tools require students to be at least 13 years old, and may require parental consent for those under 18 years old. Read the terms of service and privacy policy before using any AI tool, app, or website.
- It is important to teach students about the safe and responsible guidelines of using AI at the start of every lesson.
- Generative AI tools may occasionally produce inaccurate or fabricated content. Verify the accuracy of AI outputs using discretion and critical thinking.
- The outcomes of exercises in this toolkit may differ from provided examples, as they depend on your specific inputs and the AI tools employed.

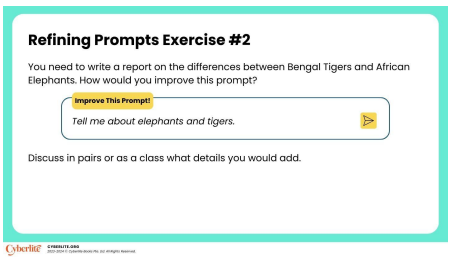
LESSON SLIDE	WHAT TO SAY OR DO
 *Slide 1*	Welcome the students to the class and briefly summarise the topic of prompt engineering in generative AI. Explain that today's lesson will help them learn how to set boundaries and be specific in prompts.
 *Slide 2*	Start by stressing the importance of ethical and responsible AI use. Encourage an open discussion on each of the guidelines presented, asking students for their input and any experiences they may have had with AI tools.
 *Slide 3*	Ensure that all students have access to the necessary technological tools. Walk them through how to access and utilise the AI platforms that will be used during the lesson, offering assistance to those who might be less familiar with these tools. *Note to Educators: you may choose any of the listed AI tools that is in line with your school's policies.
 *Slide 4*	Introduce the concepts of boundaries and specificity in prompt engineering.
 *Slide 5*	Explain how being specific and setting clear boundaries leads to more relevant and appropriate AI responses, because it helps the AI understand what is expected of the outputs.

 *Slide 6*	Discuss the consequences of vague prompts, using the provided examples to illustrate how specificity can significantly improve AI-generated results.
 *Slide 7*	Explain how setting boundaries in prompts can guide AI tools on what to include or exclude. Use examples like length, tone, style, and format to demonstrate how these boundaries can be applied.
 *Slide 8*	Engage students in a group exercise where they experiment with the provided examples to see the skills of specificity and boundary setting in action.
 *Slide 9*	Guide the students through exercises that involve transforming vague prompts into specific, bounded ones. Facilitate discussions in pairs or as a class on how to improve each prompt.
 *Slide 10*	Set the scene of the exercise by using the example of learning about Newton's Second Law of Motion. Encourage students to discuss and share how they would improve the prompt with boundaries and specificity.



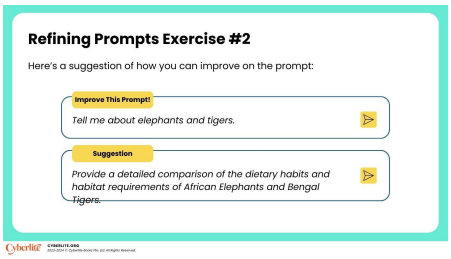
Slide 11

Compare and contrast the two prompts, highlighting how the improved prompt adds more instruction and clarity for the AI.



Slide 12

This second example is about researching Bengal tigers and African elephants. Encourage students to discuss and share how they would improve the prompt with boundaries and specificity.



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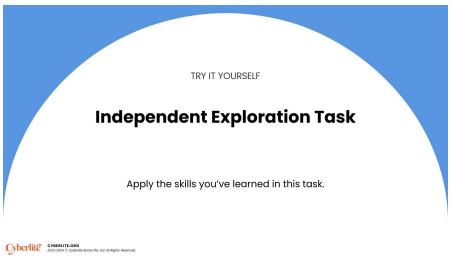
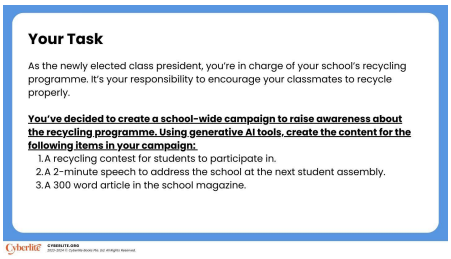


Slide 14

For this exploration task, students can choose to work in pairs, small groups, or independently. Encourage students to use the skills they have learned in this lesson to complete the task ahead.



Slide 15

Students should create three content outputs for a school-wide recycling campaign using AI tools, focusing on a contest, a speech, and an article.

 *Slide 16*	Invite students to share what they came up with in the independent task. Encourage a discussion on the effectiveness of their prompts and the AI's responses.
 *Slide 17*	Wrap up the lesson by summarising key learnings.Emphasise the importance of specificity and boundary setting in effective prompt engineering.