

## Session 1: Introduction to *Amazing World* & AI-Generated Images (about 90 minutes)

### Learning Objectives:

- Read **AMAZING WORLDS**  
<https://www.virtualteacher.com.au/images/AmazingWorlds.pdf>
- Understand what AI is and how it is used to create images.
- Discuss the role of human creativity and AI collaboration.
- Explore the relationship between words and AI-generated images

### Definition of AI (Simple Explanation for Year 3 Students)

**Artificial Intelligence (AI)** is a type of computer technology that follows instructions to create things like pictures, music, and stories. AI does not think or learn like a human, it uses a large collection of information (a dataset) and follows patterns to generate responses based on what it has been trained on.

For example, when you type a prompt like “*a purple dinosaur wearing sunglasses*”, AI looks through its dataset, finds patterns related to dinosaurs, sunglasses, and the colour purple, and combines them to create an image. If the result isn't quite right, you can change your prompt to improve it!

### Read **AMAZING WORLDS** (15 mins)

<https://www.virtualteacher.com.au/images/AmazingWorlds.pdf>

### Teacher-led Discussion: (15mins)

- Discuss the book and the images
- How do you think they were made? What do you think of them? Would you like to visit these worlds? What do you think of the Orange circle?
- Ask: “Have you ever heard of Artificial Intelligence (AI)?” (Take student responses.)
- Explain what AI is (use simple definition above). Not a single place, creature or adventure in this book has ever been seen by human eyes. Without AI, none of this would be possible. Nothing In this book has ever been seen before.

**AMAZING WORLDS** is a human-AI collaboration.

**Activity: IMAGINAIRING** <https://www.virtualteacher.com.au/imaginaire/> (20mins)

- **Imagine a world you would love to go.** Imagine all the things you would like in it the smells, the sounds the things you would like to include. WE are going to sit perfectly still for just one minute. (Time this exactly) Your job is to close your eyes and imagine your world. Kids need to sit perfectly still and just use their imaginations.
- **When the minute is up,** ask a couple of children to share their imaginings with the class.
- **Then FLOW WRITING** <https://www.virtualteacher.com.au/flowwriting/>  
Some of the quotes on the Flow Writing are great to read out.

**“ IT WAS JUST LIKE MY  
BRAIN WAS SUCKING  
IT OUT ONTO THE PAPER. ”**

- Students have 7 minutes to write down what they imagined. They must write for 7 minutes, no talking, don't worry about spelling no drawing just writing. Keep the pencil on the paper. Get down all your thoughts and imaginings about your world.
- **2-3 students share their writing** with the class, other students might suggest more details they would like to hear or what extra might be included in the writing.

**Activity: DRAWING Using their writing students draw their world. (30mins)**

I like to do this on an A3 sized paper in pencil in detail. Then colour with Texta. The vibrancy makes the image photograph well.

**Watch: Amazing World Video (10 minutes)**

<https://youtu.be/BM0r6sTSBRg?si=lqMQ8vuRERk8sY8V>

While watching, ask students to think about:

- What kinds of images do they see?
- What words might have been used to create them?
- How do the pictures make them feel?

**Learning Outcomes Session 1**

**Stage 2:** EN2-OLC-01, EN2-RECOM-01, EN2-UARL-01, EN2-VOCAB-01, ST2-1WS-S, ST2-2DP-T

**Stage 3:** EN3-OLC-01, EN3-RECOM-01, EN3-UARL-01, EN3-VOCAB-01, ST3-1WS-S, ST3-2DP-T

# Session 2 - AI and Human Creativity: How AI Uses Prompts

(about 90 minutes)

## Learning Objectives

- Introduce the idea of Prompts and how AI works
- Demonstrate Prompting
- Students Write Prompts for their Worlds.
- Teacher enters a selection of Prompts and discusses the results

## Explanation:

- AI doesn't "think" like a person, it follows instructions (prompts).
- A **prompt** is a set of words that tells AI what to make.
- If the AI doesn't get it right the first time, we change the prompt (iteration).

## Demonstration:

- Show an AI image generator use DALL·E. I demonstrated this in the Video What Inspired AMAZING WORLDS (you can also use Canva, Adobe Express or Bing Image Creator- check out the Prompts-TextToImage.pdf).
- Type in a simple prompt: "A red spaceship floating in a purple sky." Show the result and ask: Is this what we expected? What could we change to make it better? What happens if we add more details? (e.g. "A **shiny** red spaceship floating in a **galaxy full of stars.**")
- Review PROMPTS and optimum number of words for each. With students.
- Focus on DALL·E word count for this is between 25 – 100 words. I like detailed prompts; check the AI generator you are using and review the prompts and word counts.

## Group of 4-5 students Activity:

- Students review their descriptions of their world from previous session.
- Students write prompts for their world with correct word counts.
- Students share and discuss prompts in the group and assist each other to improve the prompt.
- Students select the first prompt their group wants to try.

## Whole Class Demo:

- Teacher logs in to ChatGpt or Chosen APP. Each group selects the first prompt to be entered, and teacher enters this into the APP. Voice activation can be aneabled.
- Students discuss the results of each prompt. Is it what they were thinking of? Could they iterate and improve it?
- Each image is downloaded. These can be distributed to students via Google Classroom or via USB or even airdrop.

## Learning Outcomes Session 2

**Stage 2:** EN2-CWT-01, EN2-OLC-01, EN2-VOCAB-01, EN2-HANDW-02, ST2-2DP-T

**Stage 3:** EN3-CWT-01, EN3-OLC-01, EN3-VOCAB-01, EN3-HANDW-02, ST3-2DP-T

## **Session 3 Introduce BOOKCREATOR or CANVA to Make a Book!** (about 90 minutes)

*Choose either program. Select the 16:9 Landscape Option on Book Creator. On Canva the Presentation Blank Option.* I prefer students to work in pairs at this stage, sharing a device and sharing ideas, some remarkable discussions occur. Producing 1 finished book between 2 students. Students remain in original groups of 4-5 but work within the group in pairs. There may be some students who prefer to work on their own device in the group, they will still benefit from groups insights and ideas.

### **Learning Objectives:**

- Learn how to use a digital publishing tool (Book Creator or Canva) to create multimedia books.
- Reflect on differences between AI-generated and student-created images.
- Collaborate in pairs to produce and format a creative digital project with images and text.

### **Demonstration:**

- Demonstrate how to set up the program for their books.
- Demonstrate how to upload their image.
- Develop a Title for the Book and design the cover.
- Discuss how to write review the AI images, are they true to the prompts.
- Compare the images to the drawings of the worlds students did earlier. Are they similar, which one do they prefer.

### **Group Activity:**

- Students work with partners to begin their books come up with a title and then write the prompts they used.
- Students upload the images to their books created using their prompts.
- Students also photograph and upload the drawings they made of their worlds into the book.
- Students comment on the results.
- Students experiment typography options to enhance the text, use AMAZING WORLDS as a reference.
- As students are working in pairs with the same images, it is interesting to see different stories emerge and different styles of writing. Each group should have at least 2 AI images and 2 hand drawn images to import and comment on by the end of the session. They can complete all 4-5 Images as a challenge.
- Teacher trouble shoots and extends the activity, text formatting in different colours and fonts. Including voice overs and adding music for more advanced students.

### **Teacher Led Group Activity: (While the above is happening)**

- Teacher works with each group using the rest of the groups prompts.
- These are downloaded and distributed to the students.

### **Wrap-Up & Reflection:**

- Some Students share their progress on the EWB
- Students discuss results and progress.

### **Learning Outcomes Session 3**

**Stage 2:** EN2-CWT-01, EN2-UARL-01, EN2-HANDW-02, EN2-OLC-01, ST2-2DP-T

**Stage 3:** EN3-CWT-01, EN3-UARL-01, EN3-HANDW-02, EN3-OLC-01, ST3-2DP-T

# Session 4 Complete Reflections and Share Creations

(about 90 minutes)

## Learning Objectives:

- Complete a multi-modal digital project incorporating student and AI-generated content.
- Reflect critically on the effectiveness of prompts and the accuracy of resulting AI images.
- Share and evaluate digital stories through peer discussion and feedback.

## Group Activity:

- Students work with partners to complete their books including prompts, reflections drawn images and AI images. With at least 2 AI images.
- Reflections on their thoughts about the AI images, did they reflect the prompts, could they improve the prompts, how close to the drawn image were the AI images.
- Students who have completed 2 images can complete all 4-5 Images as a challenge.

## Teacher Led Group Activity:

- All students show their books the EWB
- Students discuss the images of each group. This is often a great final event if students also work out which images they like the best and why.
- Also discuss the books they enjoyed the most and ranking the books in order of the ones they preferred.
- Which books met the criteria, at least 2 AI images and 2 drawings, all prompts included, all reflections written, great title page with authors, and use of different fonts for emphasis. Some students may also have added music and voice overs.

## Watch: What Inspired Amazing Worlds Video

<https://youtu.be/gz4IS1SHSDY?si=LCpoJdfNHx5Y-ww3>

- Discuss the video particularly the Descriptions used and the description of the protagonist. What is a Protagonist?
- Discuss the Plot device and what that is.
- What did we learn about AI today?
- How does AI use prompts to create pictures?
- What do you think is fun or challenging about using AI?
- how to write a great prompt for AI!

## **Key Takeaways**

AI is a type of technology that follows instructions (prompts) to make images.  
AI can be used with human creativity to tell amazing stories.  
The more detailed a prompt, the better the image result.  
We can refine and improve AI-generated images by changing the prompt.

## **Learning Outcomes Session 4**

**Stage 2:** EN2-CWT-02, EN2-HANDW-02, EN2-OLC-01, EN2-UARL-01, ST2-1WS-S

**Stage 3:** EN3-CWT-01, EN3-HANDW-02, EN3-OLC-01, EN3-UARL-02, ST3-1WS-S

***End Here You have already done a lot to start the ball rolling. If you would like to go further try the Protagonist Session 5.***

## Session 5 Prompt your Protagonist into Existence

(about 2 x 90 minutes)

### Learning Objectives:

- Understand the concept of a protagonist and apply it to their own story creation.
- Use prompts to generate an AI image of an original character.
- Develop a storyline that connects AI-generated worlds using plot devices and collaborative writing.

### Reread: AMAZING WORLDS

- Read the – Meet the Protagonist section at the back of the book.
- What is a Protagonist?
- What would your protagonist be like.

### Group Activity:

- As a group students write a prompt for their protagonist. One per group.
- Students work on the best prompt that represents their protagonist.

### Teacher Led Activity:

- Teacher logs in to the Chosen APP as before.
- Enters the prompts for each groups' protagonist.
- Discuss the results, do they look right, are they what you imagined?  
How could the prompt be improved for a better result.
- Images are downloaded and distributed for inclusion in new students' books or video.
- Students will write a story in pairs linking the Worlds, they will need to use a plot device to travel from world to world and they will also be able to use the protagonist they prompted into existence.
- Discuss this with the students. Provide 2 mins of group discussion for students to invent some ideas. Select 2 groups to provide and example.

### Group Activity:

- Students begin writing their own stories linking the AI images they have created in pairs in groups and using the image of the protagonist they have created with AI.
- Students can either use the book format as before or create a movie.
- Teacher trouble shoots and extends the activity, text formatting in different colours and fonts. Including linking text. Between the worlds.
- Students work on their final books. The time taken for this may vary.
- Students who have completed their books can assist others or begin writing their own stories for future development and prompting



## Wrap-Up & Reflection:

- Students share their work and discuss on EWB.
- Students discuss their results, and offer suggestions and encouragement to other groups. this may take more than one session
- If possible, work can be shared via google classroom and shown to parents or displayed in a manner that makes these books available to a wider audience.

## Learning Outcomes Session 5

**Stage 2:** EN2-CWT-01, EN2-VOCAB-01, EN2-UARL-01, EN2-OLC-01, EN2-HANDW-02, ST2-2DP-T

**Stage 3:** EN3-CWT-01, EN3-VOCAB-01, EN3-UARL-01, EN3-OLC-01, EN3-HANDW-02, ST3-2DP-T