

Seed prompts for human agency — teacher guide

Neural Nomads • Open educational resource • Ages 12–18 • Adaptable across subjects

Learning intention

Students design a learning task before using AI, check its response against evidence and local knowledge, and justify what they accept, adapt or reject. The seed prompt carries the pedagogical intention to another group or class; examples, language, curriculum references and resources may change.

Before class

- Select a curriculum topic students can check with trusted sources or community expertise. Identify the disciplinary idea to learn and what students should decide for themselves.
- Decide whether a school-approved AI tool can be used. Do not submit identifiable student information or sensitive cultural material to a public system.
- Prepare a response on paper if student access is limited. A teacher can generate one response for several groups. The planning and evaluation stages can run without an AI tool.
- Print the seed prompt canvas and decision record. Optional: arrange a partner group or partner classroom to adapt the prompt.

A 50-70 minute cycle

1. **Think first (5-10 min):** Students write a human baseline: what they know, what is uncertain, why the question matters, and what would count as evidence. Teacher asks them to state their own position before showing an AI response.
2. **Prompt second (10-15 min):** Pairs complete the RCT-FTC-E canvas. Review learning goal, local context and evaluation criteria. Ask which elements should remain stable when the seed moves to another classroom.
3. **Generate (about 10 min):** Request one learning object: practice questions, an inquiry outline, an explanation, a dialogue or a simulation idea. The response is material for examination, not a finished answer.
4. **Judge third (15-20 min):** Select two or three specific claims or choices. Use the decision record to compare them with course content, credible sources, local observations or knowledge holders. Students label each Accept, Adapt or Reject and explain why. Rejection with evidence is a successful decision.
5. **Transfer and reflect (10-15 min):** Another group adapts the seed for its context. Compare what stayed, changed and why. Students answer: What did AI help with? What did I decide? What changed in my understanding?

For a shorter lesson, stop after a single justified decision. For a longer inquiry, gather multiple drafts, peer feedback and a final communication product.

Optional digital companion: Athena Hub

The team used the Athena Hub Prompt Workshop to practise structured prompts. After the human baseline, teachers can open <https://promptws.athenahub.org/account/login.html> and guide students through RCT-FTC-E prompt construction and revision. The link leads to a separate sign-in site. Check school account and data policies first. Preserve the initial prompt, any revision and the final decision record. The printable canvas provides the same pedagogical sequence without an account.

Two ways to deepen the reasoning

- **PEIR:** Position (my view), Examine (the AI response), Interrogate (test with evidence and perspectives), Reconstruct (make a reasoned final representation).
- **AAR:** Accept what is accurate and useful; Adapt what needs correction or context; Reject what is unsupported, inappropriate or irrelevant. The choice applies to particular parts of the response, not necessarily the whole response.

Assessment and evidence

Collect a short pre-task, initial and revised prompts, one checked claim with source, the decision record, and a final reflection or product. Look for subject understanding, justified decisions, recognition of missing perspectives, and an explanation of contextual changes. Better prompt structure alone does not demonstrate agency. A pre/post reflection can ask: “How confident are you in checking an AI claim?” and “Describe a time you decided not to use an AI suggestion.” Compare actual work as well as survey responses.

Adapt for your learners

- Younger students: supply a partly completed canvas, model one AAR decision aloud, and limit verification to one claim.
- Older or vocational students: ask them to choose criteria, compare sources, challenge an assumption, and review another group's adaptation.
- Limited connectivity: use printed prompts and one teacher-generated response; rotate a shared phone where permitted; collect paper decision records.
- Cultural knowledge: ask who has authority to represent a practice. Invite relevant knowledge holders where appropriate, and do not publish sensitive or contested material without permission.

The team’s reported practice

The Neural Nomads implementation brought the shared structure into cultural heritage, a Swiss prompt workshop, and freshwater/ocean-acidification inquiry and science communication. In a Myanmar pilot, 30 students worked in six teams; the team reported 28 written decisions with reasons. This is a local observation, not a general estimate of impact. The Austrian strand included later planned classroom stages at the time of the source report.

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Adapted from the Neural Nomads ASEF ClassNet19 Innovative Teaching Practice, “From seed prompts to contextual and human-adapted learning,” and the design-phase report of 16 June 2026. Team: Kyaw Wana Lin, Cherry Mae M. Batayola, Bibiane Blauensteiner and Johann Sievering; mentor: Dr Michael Harvey. This newly written guide is licensed CC BY 4.0. Credit “Neural Nomads, Seed Prompts for Human Agency,” link to <https://creativecommons.org/licenses/by/4.0/> and indicate changes.