

TRAIN THE TRAINERS CYBER SECURITY, AI & SOFT SKILLS

 **PARTICIPANTS**
COSMO TEACHERS & SHALINIS

 **DATE**
22 - 24 DECEMBER, 2025

 **TIME**
9:00 AM - 05:00 PM

 **LOCATION**
Nath School of Business & Technology, MGM University, Chh. Sambhajinagar, Maharashtra

AI Session Hand book – Day 1

1. The Prompting Mindset

- Traditional software uses fixed rules: same input, same predictable output.
- AI works on patterns and probabilities: similar inputs can produce different outputs because it learns from data.
- The quality, diversity, and freshness of data directly affect how smart and accurate AI responses are.

2. Trainer's Role in the AI Era

- Treat AI as the **intern** and yourself as the Director: AI does fast execution, you provide judgment and final approval.
- Keep a **human-in-the-loop** to review, correct, and guide outputs for accuracy, ethics, and context.
- Let AI generate the first draft while you refine tone, facts, and intent using your expertise.

3. From Search to Creation

- Old approach: Spend hours hunting for generic PDFs that are often outdated or poorly matched to the syllabus.
- New approach: Generate custom notes, slides, quizzes, and examples in seconds tailored to audience, level, and objectives.

4. The RACE Framework

RACE = **Role, Action, Context, Execute.**

- Role: Define who the AI should be to guide tone and expertise.

- Action: Specify clearly what task needs to be done.
 - Context: Give audience details, constraints, subject, and goals.
 - Execute: Specify format, tone, and any examples or structure required.
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5. R = Role

- Do not just ask AI; **tell AI who it is** to set expectations and depth.
 - Example: “You are an expert curriculum designer” leads to structured, syllabus-aligned content.
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6. A = Action

- Use strong verbs such as “Draft”, “Simplify”, “Analyze”, “Summarize”, “Design”.
 - Define the output type clearly: table, slide outline, quiz, code snippet, summary, email, or lesson plan.
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7. C = Context

- Mention audience age, skill level, background, language level, and constraints (time, length, syllabus topic).
 - Example context: “For 10th graders with low reading levels” so AI uses simple language and relatable examples.
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8. E = Execute / Example

- Specify format: table, Markdown, bullet points, numbered steps, or sections.
 - Specify tone: professional, encouraging, formal, friendly, or humorous as needed.
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9. Good vs Great Prompt

- Good prompt: “Write an email to students.” (vague: no role, audience, purpose, or constraints).

- Great prompt: “Act as an Assistant Professor and write a short, formal email informing BCA CTIS students about tomorrow’s cybersecurity workshop, including time and venue.” (clear Role, Action, Context, and output).
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10. Avoiding Generic Prompts

- Example of weak prompt: “Give me a quiz” – no subject, difficulty, format, or audience, so AI gives a generic, low-value quiz.
 - Vague prompts increase hallucinations because AI guesses missing details and may produce inaccurate or irrelevant information.
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11. Iterative Prompting as Conversation

- Treat prompting as a conversation: use follow-ups to refine instead of expecting perfection in one shot.
 - Example refinements: “Make the 3rd paragraph shorter” or “Add a joke to the intro” to adjust structure or tone.
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12. Improving Weak Prompts with RACE

- Start with a vague prompt like “Write a story” and gradually add Role, Action, Context, and Execution instructions.
 - This step-by-step refinement turns a generic request into a focused, high-quality output aligned with your goal.
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13. The RACE Challenge (Practical Use)

- Use tools like ChatGPT or Gemini as teaching assistants for brainstorming, content generation, and explanation refinement instead of starting from a blank page.
- Example: “Act as a BCA faculty and suggest 3 real-life examples to explain stacks” shows Role, Action, Context, and a clear expected output.

Sample RACE lesson-plan prompt:

- Role: Act as a Computer Science professor.

- Action: Create a lesson plan on queues.
- Context: For BCA first-year students, 60-minute class, beginner level.
- Execute: Provide objectives, examples, and one classroom activity.

This converts AI responses into usable teaching material instead of generic text.



Using-AI-as-a-Teaching-Assistant-Day-2

1. Session Objectives

- Reduce preparation time for teachers.
 - Improve clarity and engagement for students.
 - Create reusable, customizable teaching materials.
 - Support teachers across all subjects with AI tools.
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2. Daily Tasks Teachers Can Automate

- Explaining topics repeatedly.
 - Creating worksheets and homework.
 - Preparing tests and answer sheets.
 - Planning lessons and schedules.
 - Writing notices, instructions, and feedback.
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3. The Teacher's Role with AI

- Define your role in the prompt for personalized learning experiences.
 - Specify the class and topic to focus AI output and ensure alignment with curriculum goals.
 - Customize prompts for diverse subjects and student needs.
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4. Subject-Specific Prompting

- **English Grammar:** Prompt for explanations of parts of speech and sentence structure.
 - **Marathi Language:** Adapt prompts for verb forms and sentence construction.
 - **Computer Science:** Design prompts for hardware topics and programming concepts.
 - Tailor prompts to match subject, grade, and learning objectives for maximum impact.
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5. AI Applications in Teaching

Explanations & Worksheets

- Use AI to generate clear, concise explanations for complex topics.
- Create tailored worksheets quickly, allowing more time for interactive teaching.

Revision Notes & Stories

- Produce structured revision notes for effective student study.
- Generate engaging stories at various reading levels to boost comprehension and creativity.

Assessments

- Generate unit tests and question papers with varying difficulty.
- Create answer keys for efficient grading and consistent evaluation.

Lesson Plans & Schedules

- Craft detailed lesson plans quickly, ensuring alignment with learning objectives.
- Use AI for dynamic timetable adjustments to accommodate changes in class schedules.

Communication

- Streamline homework instructions for clarity and consistency.
- Use AI for parent messages and school updates to maintain strong teacher-family relationships.

6. Golden Rules for AI Use

- **Review AI Output:** Always check for accuracy, relevance, and appropriateness before sharing with students.
- **Factually Correct:** Ensure all information is accurate and up-to-date.
- **Age-Appropriate Language:** Use language suited to your students' comprehension level.
- **Human Oversight:** Teachers must actively review and guide AI-generated content to maintain quality and ethics in the classroom.

7. Validation and Quality Assurance

- Review all AI-generated content for accuracy, relevance, and curriculum alignment.
- Take an active role in adapting and personalizing AI resources for your classroom needs.
- Ensure ethical and responsible use of AI tools in education.

8. Building Your Prompt Library

- Save and reuse your best prompts for future lessons.
 - Modify and share prompts with colleagues to foster collaboration and innovation.
 - Build a library of effective prompts to streamline lesson planning and enhance teaching quality.
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Crafting prompts using RACE Framework

RACE Framework for Prompting

R — Role (Who should AI act as?)

Tell AI **what expert it should become**.

- ◆ Why it matters:

AI responds better when it knows *which hat to wear*.

Good Role Examples:

- “You are an expert curriculum designer”
- “You are a rural school teacher with 10+ years experience”
- “You are a child-friendly content writer”

Weak:

“Create notes”

Strong:

“You are an expert English teacher for rural primary students”

A — Audience (For whom?)

Clearly define **who will use the output**.

- ◆ Include:

- Grade / age group
- Background (rural / urban / first-generation learners)
- Skill level (beginner / intermediate)

Audience Examples:

- “5th standard rural students”
- “First-generation English learners”
- “State board background”

Weak:

“For students”

✓ Strong:

“For 5th-grade rural students with basic grammar knowledge”

C — Context (Why and where?)

Explain **why the content is needed** and **where it will be used**.

◆ Include:

- Teaching environment
- Constraints (time, language, resources)
- Purpose (exam, seminar, daily teaching)

Context Examples:

- “Used in a rural classroom”
- “For an AI for Educators seminar”
- “Limited access to digital tools”

✗ Weak:

“Make a PPT”

✓ Strong:

“Create material suitable for rural classrooms with limited digital access”

E — Expectations (What exactly should AI deliver?)

This is where you **remove ambiguity**.

◆ Be specific about:

- Output type (notes, PPT, question paper)
- Length / duration
- Format
- Tone

- Constraints

Expectation Examples:

- “5–6 slides”
- “30-minute question paper”
- “Simple English”
- “Include image references”

✗ Weak:

“Create teaching material”

✓ Strong:

“Create a 5-slide PPT outline with detailed explanations and one AI image reference per slide”

● GOOD PROMPT (Partially follows RACE)

I am a trainer at Cosmo Foundation working with rural students.
For an AI for Educators seminar, create teaching material for **English – Standard 5**.

Generate the following:

1. A syllabus
2. Notes based on the syllabus
3. A question paper with answer key
4. A PPT outline of 5–6 slides with enough details and one AI image reference per slide
5. A 30-day teaching plan with 30 minutes per day

Keep the content simple and suitable for rural students.

🔍 Why this is “Good”

- Mentions **context** (Cosmo Foundation, rural students)
- Lists **expectations clearly**
- Output will be usable

⚠️ What's missing

- AI role not clearly defined
- Audience details are broad
- Teaching constraints and intent are not explicit

● BETTER PROMPT (Strong RACE Alignment)

Role:

You are an **expert curriculum designer and primary school teacher-trainer** with experience in **rural education and foundational learning**.

Audience:

Create content for **5th standard rural students** following the **state board curriculum**. Students are **first-generation English learners** with basic grammar knowledge.

Context:

I am a trainer at **Cosmo Foundation**, an initiative for training rural students.

This content will be used in an **“AI for Educators” seminar** to demonstrate how AI can help teachers quickly generate **high-quality, classroom-ready academic documents**.

Expectations:

For **English – Standard 5**, generate the following aligned documents:

1. A **simple, unit-wise syllabus** using rural-friendly examples
2. **Notes based on the syllabus** with short explanations, examples, and activities
3. A **30-minute question paper** with a complete **answer key**
4. A **5–6 slide PPT outline**, where each slide includes:
 - Clear explanation content
 - Student-friendly examples
 - **One AI image reference (description only)**
5. A **30-day teaching plan**, with **30 minutes per day**, including teaching, activities, revision, and assessment

Use **simple English**, visual thinking, and an **encouraging teacher-friendly tone** suitable for real rural classrooms.

✅ **Why this is “Better”**

- Clearly defines **Role, Audience, Context, and Expectations**
- Reduces ambiguity for AI
- Produces **aligned, reusable, high-quality outputs**
- Ideal for **live demo + real classroom use**

NSBT
Be the Change