

# Educator Toolkit for Teaching AI Chatbots



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**Penyrheol Primary School**  
Putting Children First



## Introduction

Welcome to the TAITH Training Series: a practical, scaffolded learning journey designed to empower educators to work with their pupils to programme AI chatbots as “tour guides”, which can answer questions about where they live to “host” digital visits across borders.

You're about to lead an exciting journey where AI meets education, and classrooms evolve into cross-cultural hubs of curiosity. By learning AI fundamentals, designing curriculum-based chatbots, and guiding pupils to do the same, you're not just teaching skills—you're cultivating critical thinkers, creative leaders, and global citizens.

Remember:

- **Pedagogy comes first:** Let AI tools support—not replace—the learning objectives you set.
- **It's okay to learn alongside your pupils:** Your curiosity models lifelong learning.
- **Start lean, grow bold:** A simple chatbot is better than a perfect one—with iteration, learning follows naturally.
- **Share & celebrate:** Showcase pupil work with your school community and partner classes—this fosters pride and collaboration.

## Purpose & Vision

This initiative aims to:

- Equip educators with a foundational understanding of AI, its educational applications, ethics, and safeguards.
- Develop real-world skills in designing and building chatbots—starting from concept through to prototype.
- Foster cross-cultural connections by enabling educators (and eventually pupils) to host curriculum-based chatbot experiences with peers abroad.
- Promote reflective, inclusive practice, ensuring AI tools are used responsibly and sensitively within national and international learning contexts.

## **Three-Step Training Journey**

This training unfolds across **three focused 1-hour workshops**, each carefully structured to build knowledge and application:

### **Workshop 1: Introduction to AI & Chatbots**

Educators immerse in core AI concepts (definitions, applications, ethics) and explore chatbots through live interaction—discovering how these tools personalize learning and support classroom practice.

### **Workshop 2: Designing a Curriculum-Based Chatbot**

Participants dive into planning and design—defining objectives, mapping curriculum content, and constructing culturally sensitive conversational flows using structured templates and tools.

### **Workshop 3: Building & Testing a Chatbot Prototype**

Educators work hands-on with a chosen platform (e.g., Chatfuel, Microsoft Bot Framework), implementing their conversation designs, testing in peer groups, and refining based on feedback—leaving with a working prototype and strategies for classroom rollout.

## **Optional Workshops**

### **AI & Me: Thinking Ethically About Smart Tools**

## **Additional Ideas**

### **What You'll Take Away**

By the end of this programme, educators will have:

- A solid conceptual baseline in AI, chatbot architecture, ethics, and privacy.
- Structured tools and templates for pedagogical planning—covering content mapping, conversational design, and intercultural sensitivity.
- A functional chatbot prototype, complete with peer feedback and ready for classroom adaptation.
- A pathway to guide pupils in replicating the process—preparing students to create their own chatbots and participate in cross-cultural exchanges (e.g., Swansea ↔ Prague).

This booklet serves as your comprehensive guide: it offers context, clarity, and concrete steps to support seamless replication of the workshops—whether for self-driven training, peer-led facilitation, or student-focused implementation.

## Workshop 1: Introduction to AI & Chatbots

**Duration:** 60 minutes






**Learning Objective:** Participants gain a foundational understanding of AI, its relevance in education, the ethical considerations involved, and the role of chatbots in teaching and learning.

### Learning Outcomes

By the end of this workshop, educators should be able to:

- Define key AI terminology (e.g. generative AI, large language model).
- Identify examples of AI in education, including chatbots.
- Recognize ethical and privacy considerations.
- Engage with a chatbot to understand its potential in lesson delivery.

### 1. Preparation (Before the Workshop)

Task	Details
 Tech Setup	<ul style="list-style-type: none"><li>• Ensure internet access and projectors/computers. - Pre-load access to a simple chatbot (e.g. GPT-x demo or MagicSchool).</li></ul>
 Slide Deck	<ul style="list-style-type: none"><li>• Slides covering: AI definitions, examples in education, ethics, chatbot overview. - Include one live demo slide for chatbot interaction.</li></ul>
 Handouts	<ol style="list-style-type: none"><li>1. Glossary of AI terms. 2) Ethical prompts (privacy, bias, inclusivity).</li></ol>
 Facilitator Prep	<ul style="list-style-type: none"><li>• Familiarize with chatbot tool features. - Prepare possible live queries (e.g. “Tell me about the British curriculum.”).</li></ul>
 Icebreaker	Simple question to participants: <i>“Name one way AI already appears in your professional life.”</i>

### 2. Workshop Flow

#### 0:00–0:05 (5 min) – Welcome & Icebreaker

- Greet participants; outline the goals of all three workshops.

- Icebreaker: Ask participants to share quick examples of AI from everyday life or education.

### **0:05–0:20 (15 min) – Understanding AI**

- Present:
  - **Definition of AI**, large language models, generative AI.
  - **Examples in education**: grading tools, personalised learning, lesson planning assistance
- Group prompt: "Which AI tools (e.g. GPT-x, automated feedback tools) do you already use or fear using in class?"

### **0:20–0:35 (15 min) – Exploring Chatbots**

- Define chatbots and explain how they function based on user intent and response mapping.
- Show real-life educational chatbot examples and their classroom applications
- Use example(s): ChatGPT for lesson planning, MagicSchool in primary settings.

### **0:35–0:55 (20 min) – Live Chatbot Interaction**

- Demo the chatbot live: model queries like "What's special about the Welsh curriculum?"
- Pair educators and assign:
  - Each pair imagines a user group (e.g. Prague educators) and drafts a sample question.
  - Pairs test their question with the chatbot and share results.
- Highlight both strengths and limitations (e.g. potential bias, hallucinations)

### **0:55–1:00 (5 min) – Reflection & Next Steps**

- Quick verbal reflection: What did you learn? What surprised you?
- Highlight the next session: conversational flow design.
- Distribute digital handouts and links.

## **3. Required Materials & Setup**

- **Hardware**: Computer/projector + internet.
- **Software**: Access to a simple chatbot (free demo).

- **Documents:**
  - Slides (.pptx/.pdf)
  - AI glossary & ethics prompts
- **Physical Supplies:** Pens, notepads, printed handouts
- **Timing Device:** Stopwatch or timer visible to facilitator

#### 4. Facilitator Tips

- **Embrace emotions:** Acknowledge any excitement or nervousness about AI—this fosters trust
- **Model curiosity:** Demonstrate wonder by asking open-ended questions to the chatbot.
- **Stay grounded:** Encourage participants to verify AI answers and think critically about sources.
- **Use humour:** Example fun prompts (e.g. “When is my dog’s birthday?”) to break the ice with tech.

#### 5. Suggested Follow-Up

- Share a link to teaching commons "Defining AI" kit for independent exploration
- Invite participants to reflect on how chatbots might fit into their subject area and bring ideas to Workshop 2.

#### Workshop 1 presentation

<https://docs.google.com/presentation/d/11opObZFSv4kcOGFxfvBY4pbbsuNruBWX/edit?usp=sharing&oid=105900534614810462215&rtpof=true&sd=true>

## Workshop 2: Designing a Curriculum-Based Chatbot

**Duration:** 60 minutes






**Learning Objective:** Educators plan and design a chatbot “tour guide” that effectively shares national curriculum content through culturally sensitive and engaging conversational flows.

### Learning Outcomes

By the end of this session, educators will be able to:

- Define the chatbot’s **purpose**, target audience, and scope.
- Map key curriculum content into structured segments.
- Create **conversational flows** that anticipate user questions, include recovery paths, and ensure clarity.
- Ensure chat design respects inclusivity and privacy.

### 1. Preparation (Before the Workshop)

Task	Details
 Tech Setup	<ul style="list-style-type: none"><li>• Projector for slides. - Paper &amp; pens for planning.</li></ul>
 Slide Deck	<ul style="list-style-type: none"><li>• Define chatbot purpose &amp; audience. - Introduce conversational design principles.</li></ul>
 Handouts	<ol style="list-style-type: none"><li>1. Content-planning template. 2) Conversation-flow tree template. 3) Cultural &amp; ethical checklist.</li></ol>
 Facilitator Prep	<ul style="list-style-type: none"><li>• Review conversation design guidelines (user intents, recovery paths)</li><li>- Prepare sample flow for a “Welsh curriculum tour guide.”  </li></ul>
 Grouping	Pre-pair educators for group work (2–3 people per group).

### 2. Workshop Flow

#### 0:00–0:05 (5 min) – Recap & Setting the Stage

- Recap highlights from Workshop 1.

- Introduce objectives: define, plan, and sketch a chatbot tour design.

### **0:05–0:15 (10 min) – Defining Purpose and Audience**

- Facilitate discussion:
  - Who will use the bot? (e.g. educators in Prague, primary pupils).
  - What's its main goal? (inform, guide, introduce).
- Invite groups to draft a **Purpose Statement** and **Audience Persona** using template.

### **0:15–0:30 (15 min) – Content Planning**

- Introduce content planning template: Identify major curriculum areas (e.g., national history, geography, cultural traditions).
- Groups complete planning for 3–4 main domains, deciding on depth of coverage.

### **0:30–0:50 (20 min) – Designing Conversational Flows**

- Present conversation design fundamentals:
  - Intent mapping, flow structure, user paths, and recovery routes for “off-script” inputs.
  - Use sample flow: greeting → menu options → responses → fallback prompts.
- Groups transfer a chosen content piece into a dialogue tree using the template, including:
  - **Welcome message**
  - **User choices**
  - **Bot responses**
  - **Fallback or “I don’t understand” handlers**

### **0:50–0:55 (5 min) – Tools & Platform Overview**

- Give a brief overview of platforms (e.g., Chatfuel, Botpress, Voiceflow).
- Highlight which support flow-based bots with minimal coding.

### **0:55–1:00 (5 min) – Reflection & Homework**

- Quick group presentations (30 s each): share one insight or challenge.
- Homework: refine flow diagrams and bring to Workshop 3 for prototyping.

### 3. Materials & Setup

- **Hardware:** Projector, pens, paper
- **Documents:** Templates (purpose, content mapping, conversation flow, cultural checklist)
- **Digital Share:** Links to flow-charting tools (e.g., Draw.io)

### 4. Facilitator Tips

- Ensure each group defines a clear, simple purpose before jumping into content.
- Encourage users to think from the **listener's perspective**, not the content owner's.
- Emphasize culturally respectful language and tone.
- When teams get stuck, offer examples (“How would you explain X to a 9-year-old? What questions might they ask?”).

### 5. Suggested Resources

- Guide: **“The Complete Guide to Conversation Design”**
- Framework: **Botpress blog** – focus on intent mapping and recovery paths
- Example: **Chatbot.com templates for education**  
[Avidly+10hellotars.com+10ChatBot+10](https://www.chatbot.com/resources/chatbot-templates-for-education/)

### Workshop 2 presentation

<https://docs.google.com/presentation/d/15YDtKPLJyPbtYBRRIUcrKdSEeuLVc7tf/edit?usp=sharing&oid=105900534614810462215&rtpof=true&sd=true>

## Workshop 3: Building & Testing the Chatbot Prototype

**Duration:** 60 minutes

**Learning Objective:** Educators will bring their conversation designs to life using a practical chatbot platform, implement dialogue flow, collect peer feedback, and prepare for classroom integration.


### Learning Outcomes


By the end of this session, educators will:


- Set up a new chatbot project using a chosen platform (e.g., Chatfuel or Microsoft Bot Framework).
- Transfer their conversation flow diagrams into a working prototype.
- Conduct peer-testing to evaluate user experience, content clarity, and interaction reliability.
- Identify next steps for deployment in class, including pupil involvement and cross-cultural collaboration.


### 1. Preparation (Before the Workshop)

#### Task Details

 **Technical Setup** Computers with internet. Create and test facilitator templates in the selected platform: Chatfuel (no-code) or Microsoft Bot Framework (code/low-code).

 **Slide Deck** Overview of chosen platform, demo steps, testing protocols, and classroom integration strategies.

 **Handouts** 1. Step-by-step platform guide. <br>2) Peer-testing feedback form (usability, content, flow).

 **Facilitator Prep** Build a mini prototype (e.g., “About Welsh curriculum” demo) to model. Familiarize with basic Chatfuel steps [YouTube+3YouTube+3Chatfuel+3YouTube+8Chatfuel+8Medium+8Microsoft Learn](#) and Bot Framework setup [Microsoft Learn+1Microsoft Learn+1](#).

Task	Details
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Ensure educators arrive with Workshop 2 outputs (flow diagrams & Grouping content templates) and sit in project pairs/groups.

## 2. Workshop Flow

### 0:00–0:05 (5 min) – Recap & Goals

- Briefly highlight Workshop 2 outputs.
- Explain goals: prototype set-up, implementation, feedback gathering, next steps.

### 0:05–0:15 (10 min) – Platform Introduction & Demo

- **Chatfuel demo:** Creating a new bot, adding blocks, buttons, and user input → snippets from “How to make a chatbot for free” [Microsoft Learn YouTube+6Chatfuel+6YouTube+6](#).
- **Bot Framework overview:** Quick essentials—setting up "Echo Bot" or "Core Bot" locally; using Bot Framework Emulator [YouTube+8Microsoft Learn+8Microsoft Learn+8](#).
- Show a facilitator-built prototype based on curriculum flows.

### 0:15–0:45 (30 min) – Hands-on Development

- **Step 1:** Educators create their own bot project.
- **Step 2:** Use flow diagrams to construct blocks/intents.
- **Step 3:** Add fallback responses and refine conversation quality using scriptwriting tips.
- Facilitators circulate, troubleshoot and offer support.

### 0:45–0:55 (10 min) – Peer Testing & Feedback

- Swap bots and test each other's prototypes using guided feedback forms.
- Focus on: clarity of information, flow naturalness, cultural sensitivity, responsiveness.

### 0:55–1:00 (5 min) – Reflection & Next Steps

- Share key feedback highlights and improvement ideas.
- Assign homework: finalize and publish chatbot for classroom pilots; prepare to guide pupils in Workshop later modules or cross-class exchange.

## 3. Materials & Setup

- **Hardware:** Computers, projector, internet
- **Software:** Chatfuel accounts or local Bot Framework setup + emulator
- **Documents:** Platform guides, conversation flows, peer feedback forms, scriptwriting checklist

#### 4. Facilitator Tips

- **Simplify the goal:** Focus on implementing the core conversation flow first; add fallback responses later.
- **Model troubleshooting:** Show common issues (e.g., mis-routed buttons, dead end).
- **Encourage iteration:** Stress that prototypes are works-in-progress—fine-tuning happens after testing.
- **Highlight pupil role:** Discuss how educators will transfer this prototyping process to students, preparing them to host or produce chatbot tours for peers.

#### 5. Suggested Resources

- **Chatfuel Blog** – "How to make a chatbot for free: a step-by-step guide"  
[YouTube+15Chatfuel+15Microsoft Learn+15](#)
- **Chatfuel Scriptwriting Tips** – Creating engaging educational content
- **Microsoft Bot Framework Documentation** – Quickstart and basics overview  
[Medium+5Microsoft Learn+5Packt+5](#)
- **Bot Framework Samples & Tutorials** – Including question-and-answer models  
[YouTube+15Kinds on the Genius+15YouTube+15](#)
- **YouTube** – For visual tutorials: Chatfuel and Microsoft Bot Framework intro videos  
[YouTube+10YouTube+10YouTube+10](#)

#### Workshop 3 presentation

<https://docs.google.com/presentation/d/1hb6PbBQjFfNuaryjTJjSLDG7fzvApaAR/edit?usp=sharing&oid=105900534614810462215&rtpof=true&sd=true>

## **Session Plan: "AI & Me: Thinking Ethically About Smart Tools"**

**Age Group:** 7–11 years (Key Stage 2 / grades 3–6)

**Duration:** 45 minutes

**Objective:** Help pupils understand AI tools, reflect on responsible use, and develop simple ethical guidelines they can apply when interacting with chatbots or AI assistants.

### **Learning Outcomes**

By the end of this session, pupils will:

1. Describe what AI is through relatable examples (e.g., voice assistants, autocorrect).
2. Identify situations where AI should and shouldn't be used in school.
3. Create a personal "AI Promise" with class-shared rules about responsible use.

### **Materials & Preparation**

- Large paper or whiteboard
- Printed cards with scenarios (see below)
- Emoji response cards (✓ = yes/model, ✗ = no/not OK)
- "My AI Promise" worksheet for each child

### **Facilitator Prep:**

- Review PBS' AI Unlocked lesson approach to frame discussions about responsible use [thecenter.mit.edu/TeachingEnglishFacingHistoryPBS](https://thecenter.mit.edu/TeachingEnglishFacingHistoryPBS)
- Prepare scenario cards (see examples below)

### **Session Sequence**

#### **0–5 min — Hook: Is AI Around Us?**

- Show familiar AI examples—voice assistants, chatbots.
- Pupils share any examples they use (e.g. autocorrect).

### 5–15 min — Define & Discuss AI

- Simplify: AI is like a robot brain that can learn and help.
- Ask: "Is a chatbot a smart robot?" Guide discussion into capabilities vs. human help.

### 15–30 min — Scenario Sorting Game

- Pupils read or listen to scenario cards in small groups, then vote using emoji cards: ✓ if AI use is good, ✗ if it's not.
- Discuss each scenario:
  1. Using a chatbot to learn about a historic monument before class trip.
  2. Letting AI do a spelling test for you.
  3. Asking an AI for feedback on your artwork idea.
  4. Using AI to finish your homework without trying first.
- Highlight: AI is best when it helps *you* think—but not when it does the thinking for you.

### 30–40 min — Exploring AI Concerns

- Introduce three key ethical ideas:
  1. **Privacy**: don't share name/address with an AI.
  2. **Accuracy**: check what an AI says—sometimes it's wrong.
  3. **Fairness**: ensure AI respects everyone, not just some people.
- Pupils match each idea with a quick scenario (e.g. "If a chatbot stereotypes—how do we respond?")
- Teacher reinforces thinking skills—ask "How do we know it's true?"—core critical thinking from MIT/Stanford .

### 40–45 min — Make Your AI Promise

- Pupils write or draw their personal AI Promise (e.g. "I will share good ideas, not homework answers.").
- They then share with the class; teacher posts a large visual reminder.

### Explanatory Text for Teachers

This session supports pupils in becoming **ethical AI citizens** by giving them foundational principles: privacy, accuracy, and fairness. By engaging with common scenarios and creating their own "AI Promise," pupils gain agency and critical

thinking. These principles can help them approach AI not simply as a tool, but as a digital choice partner.

## ✔ Conclusion: Next Steps & Top Tips for Teachers

### 1. Introduce Pupils to AI Tools

- Start small: use block-based coding or simple chatbots in class.
- Encourage experimentation and safe questioning.

### 2. Embed Ethical Habits

- Display your class' "AI Promise."
- At the start of AI activities, revisit privacy, fairness, and checking AI outputs for accuracy.

### 3. Support Pupil-Led Chatbot Projects

- After teachers prototype, guide pupils through planning and building process.
- Offer templates and peer-review systems like your training sessions (workshops 2 & 3).

### 4. Launch Cross-Class Chatbot Exchanges

- Pair classes internationally (e.g. Swansea ↔ Prague).
- Pupils host each other using chatbots based on national curriculum—leading learning across borders.

### 5. Reflect, Adapt & Improve

- Debrief after live exchanges: What worked, what didn't?
- Collect pupil and teacher feedback.
- Iterate conversational flow, ethics segment, and engagement strategies.

## 🔑 Top Tips for Smooth Implementation

1. **Keep it simple:** Chatbots don't need to be perfect—focus on core curriculum content.
2. **Test early and often:** Run peer tests to catch misunderstandings or cultural misalignment.
3. **Document everything:** Record conversation flows, ethical reflections, and pupil artwork for future reference.
4. **Plan for inclusivity:** Use accessible language, images, and explanations suited to pupil demographics.

5. **Promote reflection:** Use class discussions to review “Why did we use AI here? Was it helpful?”
6. **Maintain transparency:** Be explicit about where AI was used and why.
7. **Extend learning:** Challenge pupils to think about future uses—“What could AI do for good in our world?”

## Additional Workshop Suggestions

### 1. 🎨 AI-Enhanced Storytelling & Writing Workshop

#### Overview:

Tap into AI tools (like GPT-based systems) to help pupils brainstorm story ideas, create story starters, or even transform class writing into illustrated tales.

#### Activities:

- **Prompt Magic:** Pupils type a simple prompt (e.g., “A dragon meets a child by the sea”) and read the AI-generated beginning.
- **Rewrite & Polish:** Pupils edit and improve the AI text, focusing on descriptive language, voice, and creativity.
- **Illustrate Together:** They could generate images via AI (e.g. MagicSchool image tools) and combine them with their stories.

#### Why it works:

Edutopia highlights how writing prompts from AI engage students and jump-start creative thinking. Similarly, Time magazine describes how transforming Shakespeare or math topics into rap lyrics boosts engagement.

### 2. 🤖 Scratch/Blockly Chatbot Coding

#### Overview:

Building on the teacher chatbot sessions, this hands-on workshop introduces children to chatbot creation using Scratch or Blockly—and gives them an early coding experience.

#### Activities:

- Blocks-based programming to build a simple Q&A bot responding to curriculum questions (e.g., “What is our capital city?”).
- Testing and peer feedback—children explore how to prompt the bot better and refine responses.

#### Why it works:

Reddit-based suggestions recommend Scratch/Blockly as a pupil-friendly way to introduce chatbots and programming concepts.

### 3. AI-Assisted Art Projects (Prompt & Illustrate)

#### **Overview:**

Children use generative AI (e.g. DALL·E-based tools like AskArt) to co-create project-based artwork tied to learning topics—history, geography, literature.

#### **Activities:**

- Pupils discuss what they want to depict and write prompts (“Draw a medieval market in my town”).
- Review AI images, discuss details and historical accuracy.
- Use AI image generation as inspiration for further art-medium creations (drawing, collage, 3D models).

#### **Why it works:**

AskArt research shows elementary students benefit from AI-based art inspiration—but may struggle with crafting precise prompts so scaffold instruction.

### 4. AI in Science: Interactive Virtual Guide

#### **Overview:**

Partner your chatbot with a virtual AI guide for science topics—e.g., pupil builds a bot that answers questions about habitats, space, or animals, supplemented with images or voice responses.

#### **Activities:**

- Pupils design a Q&A bot using science prompts and informational content.
- Integrate visuals or simple AR/VR elements (e.g., image carousel of habitats).
- Test in class and invite questions from peers/international partners.

#### **Why it works:**

Stanford’s Teaching Commons suggests pedagogic chatbot workshops enhance student-centred learning and structured AI prompt formulation

And finally...

### Your Next Steps

- **Finalize your prototype** with peer feedback and prepare it for classroom use.
- **Plan pupil-led sessions** mirroring teacher workshops—focus on designing, building, ethics, and testing.
- **Initiate cross-class exchanges** with your partner school: set dates, exchange chatbot URLs, and co-host learning sessions.
- **Collect feedback & improve:** Use pupil reflections and peer insight to refine conversational flows and ethical content.
- **Showcase & share:** Celebrate your pupils' work by presenting it on school websites, newsletters, or partner platforms like WikiEducator or OER Commons.

### Top Tips for Success

1. **Start small**—focus on one or two key topics for your bot.
2. **Use peer testing to polish**—early student testing can catch small issues.
3. **Keep ethics visible**—display the class “AI Promise” and revisit it regularly.
4. **Document everything**—save chat transcripts, flowcharts, and pupil reflections.
5. **Stay flexible**—iterate based on feedback; perfection isn't the goal.
6. **Promote pupil leadership**—let students lead future sessions and exchanges.
7. **Leverage open communities**—encourage teachers to share resources and adapt others' ideas.

## Annex 1

### Adapting training for different ages and abilities

<b>Aspect</b>	<b>Tips for Customisation</b>
<b>Age Group</b>	Younger pupils: use visuals, simple icons, voice notes. Older pupils: challenge with multi-option flows or text.
<b>Subject Area</b>	Literacy: ask-bot comprehension quizzes. History/Geography: heritage Q&A guides. Science: interactive fact bots.
<b>Cultural Relevance</b>	Include local examples, stories, artworks so chatbots reflect pupils' lived experiences.
<b>Language Needs</b>	Use bilingual prompts or glossary blocks if working with non-native speakers or dual-language classrooms.
<b>Accessibility</b>	Add audio options, clear button-based inputs, or visuals/symbols for diverse learners.
<b>Learning Outcomes First</b>	Align chatbot tasks with curriculum goals—for example, vocabulary acquisition in literacy or concept recall in science—rather than focusing on the technology itself
<b>Diversify Activity Formats</b>	Blend chatbot interaction with oral, collaborative, and creative tasks—a chatbot could prompt debate, peer presentations, or group quizzes
<b>Differentiation Pathways</b>	Offer extension choices for advanced pupils (“Tell me more!”). Provide remedial help buttons (“Explain again”) for learners needing extra support.

## Annex 2

**? Troubleshooting FAQ****Q: What if the chatbot doesn't understand input?**

A: Use fallback messages like “Sorry, I didn't understand—can you ask another way?” and build a simple keyword mapping.

**Q: Internet goes down mid-lesson—what do we do?**

A: Switch to offline workflow—use printed flowcharts and role-play the bot's responses with pupils.

**Q: Pupils use AI to write homework for them—should we stop them?**

A: No—guide them to use AI as a **thinking partner**, not a shortcut. Include “AI Prompts” and follow-up student-written reflections.

**Q: Bot gives a wrong answer—how do we fix it?**

A: Show pupils how to “fact-check”—ask another source. Teach them to edit the bot's answer directly in the script.

**Q: How do I select the right platform?**

A: Choose no-code platforms (e.g. Chatfuel) for simpler lessons; use Bot Framework or Voiceflow for advanced interactivity. Let pupil skills guide your choice.

**Q: Why is the chatbot repeating itself?**

A: Likely due to circular flow design. Add exit paths or optional content branches to avoid loops.

**Q: Bot answers are too simple or too complex—how do we adjust?**

A: Edit script prompts. For younger pupils, shorten responses. For older pupils, layer in more detail or follow-up questions.

**Q: Can't upload images or buttons—platform limitations?**

A: Switch to a more flexible platform or create a simplified version: print visuals and manually role-play with pupils.

**Q: Bot answers seem biased or inaccurate—what now?**

A: Discuss with pupils how chatbots learn and ask them to verify info. Encourage improvements to script and prompt phrasing.

**Q: Pupils find the bot boring—how can we spice it up?**

A: Add interactive elements like quizzes, short puzzles, or dialogue personality quirks (e.g. "fun facts" feature).

**Q: Students type free responses—rather than choosing buttons—breaking the flow—what do we do?**

A: Teach pupils to use buttons first. Add clear fallback responses to redirect, like "Please select one of the options below."

**Q: Slow loading or technical glitches—what can be done?**

A: Preload or cache content; keep dialogues concise. Have a paper backup or offline flowchart ready for lessons.

**Q: Teacher fears misuse—are pupils misusing AI?**

A: Reinforce classroom agreements (the "AI Promise"). Make clear that reflection and editing are essential—for both accuracy and learning.

**Q: Partner class can't access our chatbot—what's wrong?**

A: Check sharing settings (link access, permissions). Test across multiple devices and networks before exchange.

**Q: How do we monitor pupil use and feedback?**

A: Use log exports or teacher dashboards where available (e.g. Edcafe AI shows conversation history)

## Annex 3 Resources

Resource	Use Case
<b>MagicSchool</b> <a href="https://www.magicschool.ai">https://www.magicschool.ai</a>	AI assistant for lesson planning, chatbot demos, classroom tools.
<b>Brisk Teaching</b> <a href="http://briskteaching.com">briskteaching.com</a>	Generate lesson plans, quizzes, rubrics, feedback with AI.
<b>Eduaide.AI</b> <a href="http://eduaide.ai">eduaide.ai</a>	Simplifies lesson/resource creation—great for planning support.
<b>Curipod on Edutopia</b> <a href="http://Edutopia">Edutopia</a>	Create interactive AI-powered lessons, polls, open-ended prompts.
<b>Grow with Google: Generative AI for Educators</b> <a href="http://Grow with Google">Grow with Google</a>	Free self-paced course on generative AI in school settings.
<b>Code.org AI Curriculum</b> <a href="http://code.org">code.org</a>	K–12 free lessons on AI concepts, storytelling, ethics.
<b>ISTE AI Resources</b> <a href="http://ISTE">ISTE</a>	Professional development and classroom AI lesson plans.
<b>Elements of AI</b> <a href="http://Wikipedia">Wikipedia</a>	Free basic AI MOOC—useful for teacher background knowledge.
<b>OER Commons &amp; WikiEducator</b> <a href="https://oercommons.org/curated-collections">https://oercommons.org/curated-collections</a>	Open lesson plans, sharing tools, international collaboration.
<b>PhET Interactive Simulations</b> <a href="https://phet.colorado.edu">https://phet.colorado.edu</a>	Visual science/math simulations—complements AI-based inquiry.
<b>Tech Learning AI Starter Kit</b> <a href="https://www.techlearning.com/how-to/ai-starter-kit-for-teachers">https://www.techlearning.com/how-to/ai-starter-kit-for-teachers</a>	Guide to AI tools, ethical considerations, teacher project ideas.