



AI BUDDY FOR TEACHERS PROGRAM

SESSION 05 • PERSONAL APPLICATION

Make AI Useful in My Life

Objective: Teacher will use AI to complete one useful everyday task – such as planning a trip, learning a skill, improving communication, making a personal plan or exploring a hobby.

Key idea: AI becomes useful when it helps with a real task, real constraints, and a result the teacher would actually use.

DURATION	SUGGESTED TOOLS – FREE ONLY	PORTFOLIO OUTPUT
60 minutes	Text or voice AI; optional free design, map or translation tool.	One usable personal plan or product

BEFORE THE SESSION

- Share a menu of low-risk possibilities: plan a local trip • build a weekly routine • adapt a recipe • plan a hobby • draft a difficult message • practise a language • create a skill-learning plan • organise a personal event • compare options for a purchase/activity.
- Ask the teacher to bring the real constraints that matter: time • budget • location • language • preferences • available resources.
- *Avoid: medical, legal, financial/investment or other high-stakes decisions.*

60-MINUTE FLOW

TIME	STEP	BUDDY GUIDE
0–7	Choose a Real Task	Teacher chooses one task they genuinely want to complete today. <i>Ask: “What small task has been sitting in your mind because you haven’t had time to plan it?”</i>
7–15	Define Useful	Before opening AI, define 3 success criteria — e.g. realistic cost, local options, clear steps, suitable language, manageable time. <i>Ask: “What would make you actually use this after our call?”</i>
15–30	Create Version 1	Teacher writes the prompt using the five elements from Session 2. When useful, ask AI to identify missing information before creating the answer. <i>Ask: “What should AI know or ask you before it starts?”</i>
30–42	Make It Personal	Add real constraints and remove generic advice. Ask for a practical format: checklist, schedule, options, draft message, comparison or step-by-step plan. <i>Ask: “Which part sounds good but would not work in your real life?”</i>
42–52	Reality Check	Review facts, costs, locations, timings and feasibility. Identify what must be checked outside AI and make those checks where possible. <i>Ask: “What are we trusting AI to know that may have changed?”</i>
52–60	Save and Reuse	Teacher finalises the output and saves the prompt. Identify one future situation where the same approach could help. <i>Ask: “What did AI save you today — time, effort, uncertainty, or nothing yet?”</i>

DEFINE “USEFUL” (7–15 MIN)

TASK TYPE	“I WILL CONSIDER THIS USEFUL IF...” — EXAMPLE CRITERIA
Planning a trip	Fits my budget · doesn't require too much travel · includes realistic timings
Learning a skill	Fits into my available time · starts at my current level · gives me something practical to practise
Writing a message	Sounds like me · has the right tone · is short enough to send
Personal routine	Fits my actual schedule · realistic when I'm busy · gives clear next steps

Buddy reminder: don't let AI decide what “useful” means — the teacher defines the criteria.

CREATE VERSION 1 (15–30 MIN)

Example — Local Trip (Context+Task+Details+Format+Improvement):

“I live in Mumbai and want to plan a one-day trip with my family. We prefer places that are not too crowded and don't want to spend more than ₹3,000. We can leave at 8 am and return by 8 pm. Suggest 3 realistic options with estimated travel time, activities and approximate costs. Keep the plan simple and practical.”

Then ask: “What information did AI need from you? What did you still need to tell it?”

If useful, prompt: “Before planning, ask me up to 3 questions that would help you make this more realistic.”

MAKE IT PERSONAL (30–42 MIN)

ASK	USEFUL FOLLOW-UP PROMPTS
What doesn't fit your situation? What assumption has AI made? What would make this easier to follow? What information is still missing? Would you prefer a checklist, schedule, table, options or step-by-step plan?	<i>“Make this realistic for my actual weekday schedule.”</i> <i>“Give me two alternatives if the first option is not possible.”</i> <i>“Remove anything unnecessary or difficult to arrange.”</i> <i>“Turn this into a simple checklist I can follow.”</i>

The teacher chooses which changes to keep.

REALITY CHECK (42–52 MIN)

CHECK	QUESTION	EXAMPLES TO VERIFY
FACT	What information could be wrong?	Opening hours · prices
FRESHNESS	What might have changed recently?	Travel timings
FEASIBILITY	Will this actually work in my situation?	Availability
SOURCE	What should we check elsewhere?	Current rules/requirements

Important: the goal is not to verify every sentence — it's to identify the parts where being wrong would matter.



SAVE AND REUSE (52–60 MIN)

SAVE + REUSE EXAMPLES	OPTIONAL REFLECTION – AI HELPED ME MOST WITH:
Save: final output · final prompt · any verification made. Ask: “Where else could this same prompt structure help you?” Examples: trip planning → event planning · skill plan → hobby/language learning · difficult message → another communication situation · weekly routine → exam prep or personal project.	☐ Saving time ☐ Generating options ☐ Organising my thoughts ☐ Making a plan ☐ Writing/communication ☐ Something else: _____

SUCCESS CHECK

☐ Real task chosen ☐ Three success criteria defined ☐ Output personalised ☐ Facts/constraints reality-checked ☐ Output and prompt saved

BETWEEN SESSIONS / STRETCH

Between: use the output once – note what worked, what didn't, what you'd change; bring this into the next session. Stretch: use voice mode or a second AI tool – “Here is the plan I created. What have I overlooked? Suggest one realistic alternative.” Compare rather than automatically accept.

Boundaries: Avoid high-stakes decisions involving health, law, finance, safety or student welfare.

BUDDY REMINDERS

- The teacher's task should be real and personally meaningful – don't redirect it toward teaching just because this is a teacher programme.
- Teacher controls the screen and makes the decisions. Keep the focus on usefulness, not impressive AI output.
- Don't let this become a long prompt-writing exercise – the teacher should leave with something they can actually use. Help them identify what needs external verification.

SESSION TAKEAWAY

“AI is useful when I give it a real task, real constraints, and use my judgment to make the result work for me.”

Progression – S1: experiment with AI. S2: influence what I get. S3: create/express with different AI. S4: use AI with judgment and care. S5: solve a real problem in my own life.

