



AI BUDDY FOR TEACHERS PROGRAM

SESSION 07 • CHARM + CREATE

One Idea, Many Possibilities

Objective: Teacher will take one idea and convert it into at least three formats — such as a written piece, image/poster, presentation, audio or short video — using different AI tools, while keeping the core message consistent.

Key idea: *The tool changes. The message stays. The format changes how people experience it.*

DURATION	SUGGESTED TOOLS — FREE ONLY	PORTFOLIO OUTPUT
60 minutes	Text AI + two complementary free/approved media tools for design, slides, voice, music or video.	One idea in three formats

BEFORE THE SESSION

- Confirm access to three complementary, free/approved tools. Test them beforehand and keep a backup. Ideally choose three different media rather than three similar tools.
- Offer broad, low-risk themes: a local tradition or place • a hobby or personal interest • a public-interest message • a school event • a personal story • an idea the teacher wants others to know about.
- *Teachers should choose something they're comfortable sharing — do not use private or sensitive personal information.*
- Keep the focus on communication choices, not learning every feature of the tools.

60-MINUTE FLOW

TIME	STEP	BUDDY GUIDE
0–7	Choose Idea + Audience	Teacher chooses one idea + one audience. Help them define the one message that should remain consistent across all formats. <i>Ask: “What should your audience remember after ten seconds?”</i>
7–14	Create the Master Brief	Build a short common brief: Audience → Message → Tone → Key facts/details → Call to action. This becomes the common input for all three formats. <i>Ask: “Which details must never change when we change the format?”</i>
14–24	Format 1: Write	Turn the brief into a short written piece — story, caption, announcement, script, invitation, etc. Keep it concise. <i>Ask: “What can text communicate particularly well?”</i>
24–39	Formats 2 + 3: Transform	Convert the same idea into two genuinely different media — e.g. poster + audio, slides + short video, image + voice message. Teacher makes the key choices and operates the tools. <i>Ask: “What needs to change for someone who will see, hear or watch this?”</i>
39–49	Compare the Three	Put all three outputs side by side. Check each against the master brief. Identify what became stronger, weaker or distorted. <i>Ask: “Which format communicates this idea best to this audience — and why?”</i>
49–60	Improve + Share	Teacher improves the strongest output and organises all three for the portfolio. Close with a 60-second show-and-tell: idea, audience, three formats and tool choices. <i>Ask: “If you could publish only one format, which would you choose?”</i>



THE MASTER BRIEF – EXAMPLE: KEEP LOCAL LAKES CLEAN

Template: My idea: ___ • My audience: ___ • The main message: ___ • Tone: ___ • Key details/facts: ___ • What I want the audience to do/feel/think: ___

Example — Idea: keep local lakes clean. Audience: teenagers in the neighbourhood. Message: small everyday actions can keep our local lake cleaner. Tone: positive and motivating. Key details: avoid littering, reduce plastic, join clean-up activities. Action: choose one action this week.

Format 1 — Short post: “Write a 100-word message for teenagers encouraging them to keep a local lake clean. Keep it positive, practical and non-preachy. End with one simple action they can take this week.”

Format 2 — Poster: “Create a simple, eye-catching poster for teenagers about keeping a local lake clean. Use the message: ‘Small actions keep our lake clean.’ Show 3 practical actions. Keep the design clear and easy to read from a distance.”

Format 3 — Audio/video: “Turn this message into a 30-second script for teenagers. Make it sound natural, motivating and conversational. End with one action they can take this week.”

Important: the prompts don't need to be identical — the message and key facts stay consistent while instructions change per medium.

COMPARE: SAME MESSAGE, DIFFERENT MEDIUM (39–49 MIN)

	FORMAT 1	FORMAT 2	FORMAT 3
Message stayed consistent?	✓ / ✗	✓ / ✗	✓ / ✗
Easy for the audience to understand?	✓ / ✗	✓ / ✗	✓ / ✗
Strongest feature			
What could improve?			

Ask: “What became clearer because of the format? What got lost or changed? Which format would your audience actually engage with? Was the most impressive output necessarily the most useful one?”

SUCCESS CHECK

☐ Three formats created ☐ Core message stayed consistent ☐ Content adapted for each medium ☐ Best format for the audience identified ☐ Strongest output improved and saved

BETWEEN SESSIONS / STRETCH

Between: share one format with its intended audience — note what they noticed and what you'd change. **Stretch:** take the strongest output and adapt it for a second audience — e.g. a younger student, parent, colleague or community member.

Data safety: Do not use private, sensitive or identifying information. Check facts before publishing or sharing factual content.

BUDDY REMINDERS

- Teacher chooses and operates the tools wherever possible. Keep tool demonstrations under 2 minutes — teach only what helps complete the task.
- Keep returning to Audience → Message → Medium. A beautiful output is not automatically an effective one.
- If a tool fails or requires payment, switch quickly to the backup.

SESSION TAKEAWAY

“The same idea can become many things. The best format depends on who I am communicating with and what I want them to understand.”

Progression — S1: experiment with AI. S2: influence what I get. S3: explore different kinds of AI. S4: Question AI and use it safely. S5: use AI for a real task. S6: understand and question information. S7: choose how to communicate one idea using AI.

