

Name:

A.I. Club
2026



Date:

S2E3: MetaPrompting

⚠️ REMINDER : Do not enter student names, personal data, or sensitive school information into this tool.
All interactions are designed specifically for anonymity. ⚠️

📎 Save this document — it's yours to take away and revisit.

Learning Intentions: By the end of this session, you will be able to:

- Use the **Flipped Interaction Pattern** to build a precise AI prompt from your own professional thinking — without writing the prompt yourself
- Explain what **context contamination** is and why it matters when testing a prompt you have just built
- Leave with a meta-prompt built entirely from your own expertise, tested in a fresh window and ready to use

Background

When you type "give me ideas for a new assessment approach" into an AI, you get something generic. The AI has no idea what subject you teach, what age group, what the constraints are, what you've already tried, or what the real problem is. It gives you the median answer to a vague question.

This lesson solves that problem using three interconnected ideas.

Meta-prompting means using AI to help *build the prompt itself* — rather than writing the final answer directly. Instead of starting from a blank page, Chipp interviews you step by step. Your answers become the prompt. By the end, you have a detailed, precise prompt built entirely from your own thinking.

The Flipped Interaction Pattern is what makes this work. Instead of you writing a complex prompt from scratch, the AI asks you questions and builds the prompt from your answers. You remain the thinker; the AI is the organiser. The ideas, the argument, the direction — those stay yours.

Context contamination is what happens when you run a prompt inside the same conversation where you built it. Every exchange in a conversation is held in the AI's context window — and everything in that window shapes the output, not just the final prompt. When you build a prompt through a six-step conversation and immediately run it in the same chat, the response is influenced by all that preceding dialogue. It is not a clean test of the prompt. The proper test is to open a fresh window and paste only the prompt — nothing else. At the end of this session, you will do exactly that, and compare the two outputs.

Choosing your topic

Choose a professional challenge you are genuinely working through. This works best with something that has genuine complexity — a question where you have some thinking but no clear answer yet. Do not use student names or identifying information.

Good choices:

- A curriculum design challenge in your subject ("How should I structure the transition from National 5 to Higher in [topic]?")
- An assessment dilemma ("What assessment approach would better capture [skill] in Year 11?")
- A pedagogical question you haven't resolved ("How do I balance exam preparation with genuine inquiry in [subject]?")
- A departmental or professional question with more than one reasonable answer

You do not need a polished argument or a finished position — you only need a topic and a willingness to think out loud.

Part 2 — Reading

Read at least one of these before opening Chipp.

- [IBM — What is Meta Prompting?](#) — A clear, accessible explanation of meta-prompting: using AI to design and structure prompts rather than just answer questions directly.
- [University of Florida Libraries — What is the Flipped Interaction Pattern?](#) — A short, direct explanation of the technique: AI asks questions first, student answers, output comes after.
- [UBC Promptathon — Flipped Interaction Pattern](#) — A practical example of the pattern in use, very close to what you will experience in today's Chipp session.

PART 3 — Chat with Chipp (Level 4 - Universal Collaboration)

[**Click here:**](#)



S2E3 - MetaPrompting
AI Assistant

Chipp will guide you through six steps. You provide short answers; the prompt builds itself from your thinking.

1. **Topic** — What professional challenge or question do you want to work through?
2. **Focus** — What part interests you most? What is the tension or genuine dilemma at the centre of it?
3. **Angles** — Before committing to a position, map two or three different ways someone could approach the question.
4. **Argument** — After a checkpoint where Chipp reflects back what it has heard, you choose a direction and sharpen your position into a clear, arguable thesis.

5. **Evidence** — Any specific examples, case studies, or professional experience you want included.
6. **Scope** — Preferred output length (or leave it to Chipp).

After all six steps, Chipp will show you the **complete meta-prompt** — built entirely from your answers — and generate a structured response. Then it will explain context contamination and send you to test the prompt in a fresh window.

Copy your outputs

Complete Meta-Prompt:

In-session response (*generated inside the conversation where the prompt was built*):

Fresh-window response (*generated by pasting only the meta-prompt into a new Chipp chat*):

Part IV: Reflection

1. What was your professional question — and what position did you arrive at through the six-step process? Did the Flipped Interaction Pattern surface thinking you already had but hadn't organised — or did it generate genuinely new directions?

2. In your own words: what is context contamination, and why does it matter when testing a prompt you have just built? Did your in-session and fresh-window responses differ — and if so, what does that tell you?

3. How might the Flipped Interaction Pattern be used with students — particularly those who are stuck and don't know how to begin? In which subject contexts could this be most powerful?