PROFESSIONAL SET

Teachers & Class Creators

the same skill, classroom or one-time workshop — build your Teaching Brain and specialist team, then design and run a class people can actually join.

24	6	09
copy-paste prompts	chapters	of the professional set

WELCOME

the same skill, classroom or one-time workshop

teaching is about helping people learn, think, and grow — whether that's a classroom you return to every day or a single workshop you'll teach once.

this pack builds both at once. the first three chapters build the working relationship and the specialist AI team — useful whether you're a K-12 teacher, a corporate trainer, a tutor, or a homeschool educator. the last three chapters turn that into an actual standalone class: a result, a format, a price, and a way to run it well.

read it as an educator strengthening an existing practice, or as someone teaching a single workshop for the first time. the prompts don't care which one you are.

AI should support — not replace — your professional judgment, your knowledge of your learners, and your responsibility for what happens in the room.

ORIENTATION

how to use this pack

every prompt in this pack follows the same shape, so you always know what you're looking at and exactly what to do with it.

EVERY PROMPT, THE SAME SHAPE

- **purpose** — what this prompt is for, in one line.
- **when to use it** — the real moment to reach for it.
- **copy & paste prompt** — the prompt itself — paste it in, fill the [brackets], send.
- **pro tips** — specific ways to get a sharper, more usable result.
- **example output** — a realistic sample, so you know what to expect back.
- **what's next** — the natural next prompt in the sequence.

---

fill in only the [brackets]. everything else is ready to use.

YOUR TOOLS

chatgpt, gemini & claude

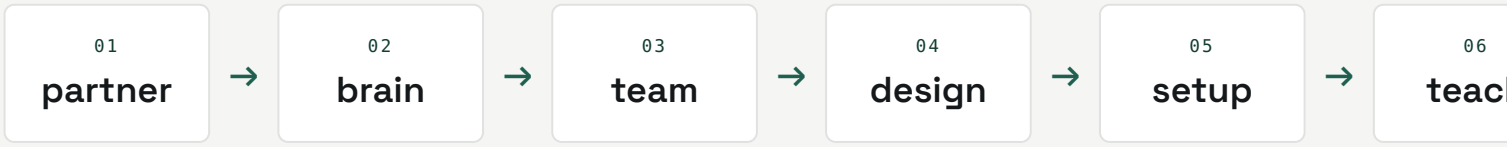
any of these three will do solid work across this pack.

THE TOOL	SHINES AT	GOOD TO KNOW
chatgpt	fast drafts — worksheets, quiz questions, quick turnarounds	broadly capable, a good default for most of this pack
claude	long structured work — your Teaching Brain, full outlines	stays coherent across long documents
gemini	quick synthesis of feedback and notes	fast, and often already inside tools you use

THE BIG PICTURE

the recommended workflow

here's the whole arc on one line. each chapter of this pack lives somewhere along it.



you’re always the teacher. the prompts just make the preparation repeatable.

CHAPTER 1 OF 6

Meet Your AI Teaching Partner

the working relationship that makes every later prompt sharper, whether you teach a classroom or a one-time workshop.

- → the starter prompt
- → your first exercise
- → what ai should not do
- → where ai helps most

PROMPT 01

The Starter Prompt

PURPOSE

open the working relationship with AI the right way, before assigning any real task.

WHEN TO USE IT

the very first time you sit down to use AI for teaching or class preparation.

COPY & PASTE — ONBOARDING PROMPT

```
You are my AI Teaching Partner. Help me design engaging lessons, create educational resources, communicate clearly with students and families, and improve my classroom workflow. Ask questions before making assumptions and tailor your suggestions to my students and learning objectives.
```

PRO TIPS

- paste this before you ask for anything else — it sets the whole working relationship.
- if you teach a one-time class rather than an ongoing course, say so explicitly — it changes the suggestions.
- save this conversation; you'll return to it, not rebuild it.

EXAMPLE OUTPUT

> “understood — before we start, tell me: what do you teach, who are your learners, and what's taking the most prep time each week?”

WHAT'S NEXT give it real context to work with — prompt 02, your first exercise.

PROMPT 02

Your First Exercise

PURPOSE

give AI enough real context to make its first suggestions genuinely useful, not generic.

WHEN TO USE IT

right after the starter prompt, in the same conversation.

COPY & PASTE — FIRST EXERCISE

```
Describe the subjects you teach, grade levels or learner age, curriculum standards (if any), classroom or class style, and the tasks that take the most time each week. Ask AI to recommend five ways it could help improve your teaching workflow.
```

PRO TIPS

- be specific about your actual week, not an idealized version of it.
- if you teach a single workshop rather than a curriculum, describe the result you teach toward instead of standards.
- keep the five recommendations; they become your build order for the rest of this pack.

EXAMPLE OUTPUT

> “based on what you've described, the five places I can help fastest are: lesson outlines, worksheet creation, parent/participant communication, quiz or check-in questions, and a weekly prep checklist.”

WHAT'S NEXT understand the boundary before going further — prompt 03, what ai should not do.

PROMPT 03

What AI Should Not Do

PURPOSE

set the right mental model before you build anything — AI drafts and organizes, your judgment stays in charge.

WHEN TO USE IT

early, once, and worth re-reading whenever it starts to feel like AI is making real decisions.

COPY & PASTE — THE BOUNDARY

```
Explain, in plain terms, what a highly capable AI teaching assistant can and cannot do for someone in my role. I want a clear list: where it genuinely saves me time, and where my professional judgment, knowledge of my learners, and responsibility for grading or safeguarding must stay in charge.
```

PRO TIPS

- always review AI-generated material for accuracy, age-appropriateness, bias, and accessibility before using it.
- AI should never make grading decisions or safeguarding judgments on its own — those stay yours.
- revisit this list after a month of real use; your sense of the boundary will sharpen with experience.

EXAMPLE OUTPUT

> “can do: draft lesson outlines, generate worksheet variations, summarize feedback themes. cannot replace: your knowledge of individual learners, final grading decisions, safeguarding judgment.”

WHAT'S NEXT see the full menu of where it helps most — prompt 04, where ai helps most.

PROMPT 04

Where AI Helps Most

PURPOSE

a concrete list of the tasks worth handing to AI first.

WHEN TO USE IT

once you're ready to move from theory to your first real task.

COPY & PASTE — THE MENU

```
Given everything you now know about my teaching or class, list the specific recurring tasks where you can help most: lesson planning, worksheets and classroom activities, quizzes and assessments, rubrics and feedback templates, learner/family communications, presentation slides, and differentiated instruction. Rank them by how much time each would save me weekly.
```

PRO TIPS

- rank by time saved, not by what sounds impressive — the boring ones often win.
- pick the top one and actually do it this week before adding a second.
- this ranked list becomes your rollout order for chapter 3's specialist assistants.

EXAMPLE OUTPUT

> “highest time savings: lesson planning and worksheet creation (est. 3-4 hrs/week). second: family communications and quiz creation (est. 1-2 hrs/week).”

WHAT'S NEXT now build the document everything else will pull from — chapter 2, the brain builder prompt.

CHAPTER 2 OF 6

Build Your Teaching Brain

the reusable knowledge base — your curriculum, your learners, your routines — that every later assistant pulls from.

- → the brain builder prompt
- → capture your teaching profile & learners
- → capture your routines & assessment
- → capture your resource library

PROMPT 05

The Brain Builder Prompt

PURPOSE

build the single reusable knowledge base that makes every future lesson, assessment, and communication more consistent.

WHEN TO USE IT

once you know roughly what you'll use AI for and are ready to invest 45-60 minutes.

COPY & PASTE — BRAIN BUILDER

```
Help me build my Teaching Brain. Interview me one section at a time. After each answer, summarize what you've learned, identify any gaps, and recommend improvements. Focus on curriculum, classroom routines, communication, assessment, and reusable teaching resources.
```

PRO TIPS

- spend a real 45-60 minutes on this — it pays back many times over across the term.
- let it interview you section by section rather than dumping everything at once.
- avoid storing unnecessary personally identifiable student information in this document.

EXAMPLE OUTPUT

> “got it — so far I know you teach middle-school science with hands-on labs and prefer rubric-based feedback. next: how do you typically structure a single lesson?”

WHAT'S NEXT go deeper on who you teach and what you cover — prompt 06, capture your teaching profile & learners.

PROMPT 06

Capture Your Teaching Profile & Learners

PURPOSE

document the subjects, standards, and learner context that shape everything AI drafts for you.

WHEN TO USE IT

as the first sections of your Teaching Brain-building session.

COPY & PASTE — PROFILE & LEARNERS

```
Capture the following: subjects and grade levels or learner age, curriculum or standards followed, teaching philosophy, learning objectives, typical class size, age range, learning styles and preferences, language support needs, and accessibility or accommodation considerations — without including unnecessary personal information about individual learners.
```

PRO TIPS

- describe learner needs in general terms (reading levels, accommodation types), not by naming individuals.
- 'teaching philosophy' feels abstract but shapes tone more than any other field — don't skip it.
- update this each term as your group of learners changes.

EXAMPLE OUTPUT

> “class size: 24, mixed reading levels. accommodation considerations: extended time for assessments, visual supports for instructions.”

WHAT'S NEXT document how your class actually runs — prompt 07, capture your routines & assessment.

PROMPT 07

Capture Your Routines & Assessment

PURPOSE

teach AI how your class actually runs day to day, and how you assess and give feedback.

WHEN TO USE IT

the middle sections of your Teaching Brain-building session.

COPY & PASTE — ROUTINES & ASSESSMENT

```
Document my classroom routines — lesson structure, homework expectations, classroom rules, participation methods, and technology used — and my assessment approach — quiz and test formats, rubrics, project requirements, feedback style, and grading policies.
```

PRO TIPS

- 'feedback style' is worth being specific about — warm-and-encouraging drafts very differently from terse-and-direct.
- include your actual lesson structure, not an idealized one — AI drafts better from reality.
- this section is what keeps generated quizzes and rubrics consistent with how you actually grade.

EXAMPLE OUTPUT

> “feedback style: always name one strength before a suggestion. grading policy: rubric-based, no extra credit, one resubmission allowed per project.”

WHAT'S NEXT finish with your existing materials — prompt 08, capture your resource library.

PROMPT 08

Capture Your Resource Library & Communication

PURPOSE

catalog what you already have, and how you communicate with students or families, so AI builds on it instead of starting from zero.

WHEN TO USE IT

the final sections of your Teaching Brain-building session.

COPY & PASTE — RESOURCES & COMMUNICATION

```
Document my existing resource library — lesson plans, slides, worksheets, reading lists, hands-on activities, and trusted reference sources — and my communication style — parent or family email tone, student announcements, weekly updates, and response-time expectations.
```

PRO TIPS

- you don't need to list every resource — note the categories and a few strong examples of each.
- paste one real family email you're proud of as a tone reference; it teaches AI faster than a description.
- your Teaching Brain is now complete — save it somewhere you'll find it again each term.

EXAMPLE OUTPUT

> “parent email tone: warm, brief, always ends with a clear next step. resource library: a shared drive folder organized by unit, updated each term.”

WHAT'S NEXT your brain is built — now build the team that uses it. chapter 3, the teaching team roles.

CHAPTER 3 OF 6

Build Your AI Teaching Team

a small team of specialist assistants, each owning one responsibility, instead of one overworked generalist chat.

- → the teaching team roles
- → the reusable assistant prompt
- → start with your first three
- → the weekly teaching workflow

PROMPT 09

The Teaching Team Roles

PURPOSE

see the whole menu of specialist teaching assistants before building any single one.

WHEN TO USE IT

once your Teaching Brain exists and you're ready to move from one generalist chat to a real team.

COPY & PASTE — THE ORG CHART

```
Based on my Teaching Brain and the tasks that take the most time in my week, recommend which of the following specialist assistants I should build first, in order: Lesson Planning Assistant, Assessment Builder, Rubric & Feedback Coach, Differentiated Learning Designer, Classroom Activity Creator, Parent Communications Assistant, Research & Resource Assistant, Instructional Improvement Coach. Explain your reasoning for the order.
```

PRO TIPS

- the best teaching workflows build systems, not one heroic all-purpose chat — this is that system.
- if you teach a single class rather than an ongoing course, you may only need two or three of these.
- don't build all eight at once; three done well beats eight done badly.

EXAMPLE OUTPUT

> “start with Lesson Planning Assistant (highest time savings), then Assessment Builder (reduces prep for quizzes), then Parent Communications Assistant (improves consistency fastest). the other five can wait.”

WHAT'S NEXT start building the first one — prompt 10, the reusable assistant prompt.

PROMPT 10

The Reusable Assistant Prompt

PURPOSE

the one template prompt that creates any specialist teaching assistant, just by swapping the role.

WHEN TO USE IT

every time you create a new specialist assistant conversation.

COPY & PASTE — ASSISTANT TEMPLATE

```
You are my AI
[ROLE]. Always use my Teaching Brain before responding. Create practical, engaging educational materials that match my curriculum, teaching style, and classroom routines. Ask clarifying questions when information is missing. Never invent curriculum requirements or student information.
```

PRO TIPS

- paste your full Teaching Brain into this same conversation right after, before assigning any real task.
- give each assistant its own separate conversation — don't blend Lesson Planning and Assessment Builder into one thread.
- swap only the [ROLE] — everything else about this prompt stays exactly the same across all eight.

EXAMPLE OUTPUT

> “you are my AI Assessment Builder. always use my Teaching Brain before responding...” — identical structure, different role, every time.

WHAT'S NEXT pick your first three and get moving — prompt 11, start with your first three.

PROMPT 11

Start With Your First Three

PURPOSE

a concrete recommendation for which three assistants to build first, based on the pack's own experience.

WHEN TO USE IT

once you understand the reusable prompt and are ready to actually build.

COPY & PASTE — FIRST THREE

```
Start with Lesson Planning Assistant, Assessment Builder, and Parent Communications Assistant. Create a separate AI conversation for each and load my Teaching Brain into each one. Ask each assistant to recommend three recurring workflows it can support and one improvement that could strengthen student learning or classroom efficiency.
```

PRO TIPS

- these three reduce planning time, simplify assessment creation, and improve family communication — the highest-leverage starting trio.
- review every AI output for accuracy and curriculum alignment before it reaches students or families.
- add Differentiated Learning Designer or Classroom Activity Creator next, once the first three are running smoothly.

EXAMPLE OUTPUT

> “Lesson Planning Assistant confirmed: I'll draft lesson outlines aligned to your objectives and flag anything needing your review before use.”

WHAT'S NEXT give the whole team a rhythm to run on — prompt 12, the weekly teaching workflow.

PROMPT 12

The Weekly Teaching Workflow

PURPOSE

turn a handful of specialist assistants into a real, repeatable weekly system.

WHEN TO USE IT

once your first three assistants are built and tested.

COPY & PASTE — WEEKLY RHYTHM

```
Help me build a weekly teaching rhythm using my AI Team: preparing lessons for the coming week, creating formative assessments and exit tickets, drafting classroom and family communications, developing one new classroom activity or project, and reviewing and improving existing teaching resources.
```

PRO TIPS

- protect a fixed weekly slot for lesson prep, even on a busy week — that's the anchor everything else builds around.
- review every AI output for factual accuracy, curriculum alignment, and school policy before sharing it with students or families.
- this rhythm is what turns individual time-savings into a real, compounding system over a full term.

EXAMPLE OUTPUT

> “Monday: prep the week's lessons. Wednesday: draft the parent update. Friday: create next week's exit tickets and review one existing resource for improvement.”

WHAT'S NEXT if you're building a standalone class or workshop, get specific about the result — chapter 4, choose one result to teach.

CHAPTER 4 OF 6

Design Your Class

if you're building a standalone class or workshop rather than a full course, this is where you get specific.

- → choose one result to teach
- → choose your class format
- → build the class backward
- → prepare your teaching notes

PROMPT 13

Choose One Result to Teach

PURPOSE

narrow from everything you know to one specific, teachable result for a standalone class or workshop.

WHEN TO USE IT

before designing a one-time class, workshop, or short course outside your regular curriculum.

COPY & PASTE — THE ONE RESULT

```
Here is what I know well: [describe your skill or topic]. Help me choose one clear result a learner could reach in a single class or short series, using this formula: 'by the end of this class, you will be able to [specific result].' Give me five possible versions of this promise, from narrow to more ambitious.
```

PRO TIPS

- a narrow, specific result almost always teaches better than an ambitious, vague one.
- 'by the end of this class, you will have one family recipe written clearly' beats 'you will learn to cook.'
- pick the version you could actually deliver in one session, not the one that sounds most impressive.

EXAMPLE OUTPUT

> “narrow: by the end of this class, you will have recorded a clean two-minute voice sample. ambitious: by the end of this series, you will have a finished audiobook chapter.”

WHAT'S NEXT decide how learners will actually experience it — prompt 14, choose your class format.

PROMPT 14

Choose Your Class Format

PURPOSE

pick the class format that fits your result and your comfort level, not just the most common option.

WHEN TO USE IT

once your class result is set, before building the outline.

COPY & PASTE — FORMAT CHOOSER

```
Given this class result — [paste your promise] — recommend the best format from: a live workshop (best for testing a new class and taking questions), a short course over 2-4 sessions (best for multi-step results), a recorded mini-course (best once you've taught it live and know where people get stuck), small-group coaching (best when learners need feedback on their own work), or a demonstration class (best for cooking, crafts, or practical skills). Explain your reasoning.
```

PRO TIPS

- teach it live first if you can — you'll learn exactly where people get stuck before ever recording it.
- demonstration format is often the most forgiving for a first class — you're showing, not just telling.
- you can always turn a successful live class into a recorded mini-course later; the reverse is harder.

EXAMPLE OUTPUT

> “recommended: live workshop, since this is your first time teaching this result — you'll want real-time questions to find the confusing parts.”

WHAT'S NEXT design the actual lesson — prompt 15, build the class backward.

PROMPT 15

Build the Class Backward

PURPOSE

design the class starting from the end result, not from everything you could possibly say.

WHEN TO USE IT

once you know your result and format, before writing any teaching notes.

COPY & PASTE — BACKWARD DESIGN

```
Using this class result and format — [paste them] — build the class backward: start with what the learner should be able to do at the end, then work back through what they must know, see, practice, and finish before they get there. Structure it as: welcome and explain the result, show the finished example, teach the first step, let learners try it, teach the next step, answer common questions, help learners complete the result, review and explain what happens next.
```

PRO TIPS

- showing the finished example early gives learners a concrete target to work toward.
- always build in a 'let learners try it' step — practice during class beats practice-later that never happens.
- keep this structure even for a 20-minute class; it just compresses, it doesn't disappear.

EXAMPLE OUTPUT

> “step 3 (teach the first step): show how to measure the exact ratio, narrating out loud as you do it. step 4 (let learners try): pause 3 minutes for them to measure their own.”

WHAT'S NEXT turn the structure into something you can actually teach from — prompt 16, prepare your teaching notes.

PROMPT 16

Prepare Your Teaching Notes

PURPOSE

create short, usable notes that keep you on track without needing to memorize a script.

WHEN TO USE IT

once your backward-designed structure exists, before rehearsing or teaching.

COPY & PASTE — TEACHING NOTES

```
For each section of my class outline — [paste your outline] — prepare short teaching notes covering: the one main point, one example, one demonstration, one question to ask learners, one learner activity, one common mistake to watch for, and one transition sentence into the next section.
```

PRO TIPS

- short notes you glance at beat a full script you're tempted to read word-for-word.
- the 'one common mistake' field is often the most valuable — it's what you'd naturally catch yourself saying live.
- print or keep these notes visible during class; don't rely on memory alone for a first-time class.

EXAMPLE OUTPUT

> “section 2 — main point: even spacing matters more than exact seed count. common mistake: planting too close together. transition: 'now that they're planted, let's talk about watering.'”

WHAT'S NEXT get the practical setup ready — chapter 5, choose your technology.

CHAPTER 5 OF 6

Set Up & Price the Class

the practical setup that turns a lesson plan into something people can actually register for and pay for.

- → choose your technology
- → set the class price
- → build the registration page
- → prepare your learners before class

PROMPT 17

Choose Your Technology

PURPOSE

pick the simplest platform setup that lets people register, pay, join, and receive materials.

WHEN TO USE IT

once your class is designed, before opening registration.

COPY & PASTE — TECH SETUP

```
Given my class format — [live workshop / short course / recorded mini-course / coaching / demonstration] — and that this is my first time running it, recommend the simplest platform setup for: the live meeting itself, hosting any recorded content, and handling registration and payment if the class is paid. Remind me that platform features and fees change and should be verified before I commit to a paid plan.
```

PRO TIPS

- begin with the simplest system that lets people register, pay, receive instructions, and join — nothing more.
- free tools (Zoom, Google Meet, a simple form) are enough for a first class — add paid tools once you know you need them.
- verify current pricing and features yourself before committing to any paid plan.

EXAMPLE OUTPUT

> “for a first live workshop: Zoom (free tier) for the meeting, a Google Form for registration, and a Stripe payment link if charging — no course platform needed yet.”

WHAT'S NEXT attach a real number to the class — prompt 18, set the class price.

PROMPT 18

Set the Class Price

PURPOSE

set a fair price that reflects the result, preparation, and format — not a guess.

WHEN TO USE IT

once your format and platform are chosen, before opening registration.

COPY & PASTE — PRICING

```
Help me set a fair price for this class: [paste your result, format, and length]. Walk me through what it should reflect — the result delivered, preparation time, class length, materials provided, group size, and any platform costs. Suggest a primary price and one alternate approach (household price, group rate, or a free intro class followed by a paid one).
```

PRO TIPS

- a small first class can be priced modestly or even free — the goal is testing the lesson, not maximizing revenue yet.
- a group rate for churches or organizations is often an easy add-on once your core price exists.
- AI can make calculation errors — always check the final math yourself.

EXAMPLE OUTPUT

> “primary: $25/person for a 90-minute live workshop with a workbook included. alternate: a free 20-minute intro session, followed by this paid class for those who want to continue.”

WHAT'S NEXT give the class a real front door — prompt 19, build the registration page.

PROMPT 19

Build the Registration Page

PURPOSE

create clear, complete registration information so learners know exactly what they're signing up for.

WHEN TO USE IT

once your price is set, before inviting anyone.

COPY & PASTE — REGISTRATION PAGE

```
Write my class registration page. Include: class title, who it's for, what learners will complete, date and time with time zone, class length, materials needed, what's included, price, refund or transfer policy, how the joining link will be delivered, and an accessibility or accommodation contact.
```

PRO TIPS

- state the time zone explicitly — it's one of the most common sources of confusion for online classes.
- a clear refund/transfer policy prevents more disputes than almost any other line on the page.
- 'what learners will complete' should match your class promise from prompt 13 word for word.

EXAMPLE OUTPUT

> “what you'll complete: one written family recipe, ready to include in a printed or digital collection. time: 7pm EST / 4pm PST. includes: a printable workbook and a 7-day replay.”

WHAT'S NEXT get learners ready before the class starts — prompt 20, prepare your learners before class.

PROMPT 20

Prepare Your Learners Before Class

PURPOSE

send everything learners need ahead of time, so class time is spent teaching, not troubleshooting.

WHEN TO USE IT

in the days leading up to the class, once registration is open.

COPY & PASTE — PRE-CLASS PREP

```
Draft the messages I should send registered learners before class: a confirmation message with date, time, time zone, and joining link; a materials list and what to prepare; how to ask for help; whether the class will be recorded; the cancellation/transfer policy; and a reminder 24 hours before class.
```

PRO TIPS

- five to ten learners is enough for a first class — don't wait for a large audience to start.
- tell people clearly whether the class is recorded and how the recording will be used, before they join.
- a 24-hour reminder meaningfully reduces no-shows; don't skip it.

EXAMPLE OUTPUT

> “confirmation: ‘you're registered for [class] on [date] at [time, timezone]. join here: [link]. please have a pen and your family recipe notes ready.’”

WHAT'S NEXT time to actually teach — chapter 6, run the class clearly.

CHAPTER 6 OF 6

Teach, Record & Improve

run the class well, record it responsibly, and turn what you learn into a repeatable product.

- → run the class clearly
- → record carefully and ethically
- → follow up after class
- → turn it into a repeatable product

PROMPT 21

Run the Class Clearly

PURPOSE

a practical checklist for actually delivering the class well in real time.

WHEN TO USE IT

right before and during the class itself.

COPY & PASTE — TEACHING DELIVERY

```
Give me a during-class checklist for running my [format] class clearly: how to open on time and explain the result, when to take questions, how to pace explanations, how to check understanding without singling anyone out, and how to close with a clear next action. Include 3-4 simple understanding-check phrases I can use live.
```

PRO TIPS

- speak slower than feels natural on camera or on a call — it almost always still sounds normal to listeners.
- simple checks like 'type one word in the chat' work better than 'does that make sense?' for gauging real understanding.
- protect learner privacy during class — don't display private information on shared screens.

EXAMPLE OUTPUT

> “understanding check options: ‘give me a thumbs-up when you're ready,’ ‘type one word in the chat,’ ‘which step needs another example?’”

WHAT'S NEXT if you're recording, handle it responsibly — prompt 22, record carefully and ethically.

PROMPT 22

Record Carefully and Ethically

PURPOSE

record a class in a way that respects learner privacy and avoids copyright issues.

WHEN TO USE IT

before recording any class, especially one with live participants.

COPY & PASTE — RECORDING ETHICS

```
I want to record this class for a replay. Help me plan a recording approach that: states clearly whether the session is recorded, explains how the recording will be used, offers an option for private questions off-recording, confirms who receives the replay, and avoids capturing participants' faces, names, or private questions without clear consent.
```

PRO TIPS

- a safer first recording captures only you, your slides, and your demonstration — not participants.
- check music, images, books, or other materials for copyright permission before including them in anything you'll share or sell.
- remove private questions, names, and contact information before sharing or selling any replay.

EXAMPLE OUTPUT

> “recording plan: camera on you and your screen only, participant video and audio off-recording. private questions handled via chat, not read aloud on the recording.”

WHAT'S NEXT close the loop with your learners — prompt 23, follow up after class.

PROMPT 23

Follow Up After Class

PURPOSE

send a proper follow-up and gather feedback that actually improves the next version of the class.

WHEN TO USE IT

within a day or two after the class ends.

COPY & PASTE — FOLLOW-UP

```
Draft my post-class follow-up: a thank-you message, delivery of any promised workbook, resources, or replay, a short feedback form, and a next-step checklist. Then give me 5-6 useful feedback questions covering what was most useful, what needed more explanation, what should be shorter or added, and whether they reached the class result.
```

PRO TIPS

- ask directly whether they reached the stated class result — it's the single most useful feedback question.
- send the follow-up promptly, while the class is still fresh for learners.
- keep every response; patterns across a few classes matter more than any single comment.

EXAMPLE OUTPUT

> “feedback question: ‘did you complete [the class result]? if not, what got in the way?’ — this single question reveals more than five vaguer ones.”

WHAT'S NEXT use what you learned to build something repeatable — prompt 24, turn it into a repeatable product.

PROMPT 24

Turn It Into a Repeatable Product

PURPOSE

improve the class based on real feedback, then decide its next form.

WHEN TO USE IT

once you've taught the class at least once and collected real feedback.

COPY & PASTE — REPEATABLE PRODUCT

```
Here's what confused learners in my first class and what they asked for afterward: [paste feedback themes]. Help me improve the class outline to fix these issues, then recommend which repeatable form fits best: a monthly workshop, a recorded mini-course, a workbook-and-video bundle, a private class for organizations, a beginner-and-advanced pairing, or a membership library.
```

PRO TIPS

- fix the parts that caused real confusion before scaling the class into a bigger product.
- a recorded mini-course only after you've taught it live — that's when you actually know where people get stuck.
- you don't need to choose the biggest version; a simple monthly repeat of a working class is a completely legitimate outcome.

EXAMPLE OUTPUT

> “feedback theme: three learners got stuck on step 4. fix: add a slower demonstration and a written example at that step.
> recommendation: repeat monthly with this fix before considering a recorded version.”

WHAT'S NEXT this system is now yours — a Teaching Brain, a specialist team, and a class that gets better every time you run it.

TEMPLATES & WORKSHEETS

fill these in once

the reusable references that hold the system together. keep these current and every prompt in this pack gets sharper.

WORKSHEET 01

the teaching brain worksheet

the living reference this whole system pulls from. update it as the team changes.

NAME / ROLE

CORE RESPONSIBILITIES

WORKING STYLE

STRENGTHS

COMMON FRICTION POINTS

DECISION RIGHTS

TEMPLATE 02

the review calendar

a calm year at a glance. write the review, check-in, or milestone you're targeting each quarter.

QUARTER ONE

QUARTER TWO

QUARTER THREE

QUARTER FOUR

BONUS

keep these close

the reusable references that make this pack work harder over time.

BONUS · CONSISTENCY

the class-day readiness checklist

run this before any live class or workshop, first time or hundredth time.

- [ ] class outline and teaching notes ready
- [ ] slides tested, if used
- [ ] materials or workbook sent in advance
- [ ] technology and screen-sharing tested
- [ ] camera and sound checked
- [ ] backup joining link or contact method ready
- [ ] recording policy explained to participants, if recording
- [ ] learner activity or practice moment built in
- [ ] closing action and next step is clear

when a prompt misses the mark

almost every wobble traces back to a thin Teaching Brain.

materials feel generic

your Teaching Brain is too thin — add real examples of your actual lesson structure and tone.

the assistant keeps asking things it should know

paste the Teaching Brain into that specific assistant's conversation — each one needs its own copy.

the class outline feels rushed or too packed

ask it again to 'slow the pacing and cut to the single most essential steps.'

feedback questions get vague answers

ask more specific questions tied directly to your stated class result, not general satisfaction.

WHEN YOU REACH THE LAST PAGE

you have a working system

- ✓ a working AI teaching partner
- ✓ a reusable Teaching Brain
- ✓ a team of specialist teaching assistants
- ✓ a clearly designed class with one real result
- ✓ a working setup, price, and registration page
- ✓ a class you ran, recorded responsibly, and can teach again

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