Next week’s lesson

AI lesson planning for mixed-ability classrooms

Up to 12 teachers · 2 × 90 min online + 30 min independently

From one goal to two activities

Choose a lesson you will teach next week. Prepare two ways into one concept, check both against a subject source, teach the lesson and improve it using pupils’ responses. AI suggests alternatives. The teacher sets the goal, verifies the content and interprets the learning.

Learning outcomes

Write one observable goal and a common success criterion for both activities. Explain which barrier each activity addresses. Find and correct an unsupported claim in an AI draft. Design an exit ticket, interpret a pattern in the replies and revise one part of the lesson.

Before the first session

One subject team coordinates with its subject lead. Each teacher brings an approved source, teaching material and a date to try the lesson between sessions. Basic document editing and knowledge of the curriculum are sufficient. Use a school-approved AI tool or a demonstration by the facilitator. Only teaching materials and aggregate results enter the exercise.

The teacher’s kit

Each teacher hands over an editable plan, two activities, answer key, exit ticket and improvement note. A colleague tries to teach from the kit without an oral handover. Time records include verification and revision.

Online group pilot · 90 min

Pilot / full programme, per group, before VAT where applicable.

Israel: 490 / 1,290 ILS • Finland: 149 / 390 EUR • Sweden: 1,650 / 4,300 SEK

The pilot fee is credited when the group continues within 30 days. Other countries and on-site delivery are quoted separately.

Teaching languages: English, Swedish, Danish and Hebrew. Norwegian by prior arrangement.

Session plan

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1 · Design and verify · 90 min

15 min selecting a goal and estimating preparation time for a similar task. 20 min comparing an AI draft with a short science source. Correct its claim that water evaporates only when boiling. 35 min developing a text about a drying shirt and a diagram to complete; both require pupils to explain what happened to the water. 20 min making an exit ticket and answer key, followed by a peer check for missing clues and unrelated difficulty.

Between sessions · 30 min independently

Spend 10 min adapting and checking the materials before the lesson. Afterwards, spend 10 min grouping answers and 10 min noting a difficulty and total preparation time. Bring counts and a short description without names. The regular lesson is outside these 30 minutes.

2 · Interpret and revise · 90 min

20 min comparing expectations with responses and distinguishing misconceptions from unclear wording. 30 min revising one activity, for instance adding space to show water in the air. 25 min watching a colleague teach a short segment from the revised pack, then clarifying the notes. 15 min explaining one evidence-based revision, comparing preparation times and selecting a follow-up check.

Practice and assessment

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A question that reveals understanding

A puddle gets smaller on a dry day without boiling. Where has some of the water gone? A full answer describes liquid water becoming water vapour in the air. If a pupil says the sun made it disappear, ask about the water’s state and where it is now. Use that response to revise the diagram or follow-up question.

Assessment and reading

Five equal criteria: alignment between goal, activities and exit ticket; subject accuracy; usability of both approaches; a change based on pupil evidence; successful handover. Four out of five are required, including alignment and accuracy. Revise after feedback if needed. Use CAST 2.1 and 2.5 for representation, USGS for evaporation, Black and Wiliam for formative assessment and NFER to design the time comparison.

Reading and source materials

CAST (2024) · Universal Design for Learning Guidelines 3.0

USGS (2019) · Evaporation and the Water Cycle

Black & Wiliam (2009) · Developing the Theory of Formative Assessment

Roy et al. (2024) · ChatGPT in Lesson Preparation