



# ISTE Educator Certification Program

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Google for Education

## Teaching and Learning with Google Gemini

Lesson Overview
<b>Lesson Title: Gemini Game Show: Prompt Battle!</b>
<b>Grade Level(s): 6</b>
<b>Subject Area(s) (Math, Reading, Science, etc.): ELA</b>
<b>Estimated Duration (e.g., 45 minutes, 2 class periods): 40 minutes</b>
<b>What value does Gemini bring to this lesson? Real-time feedback for student writing, a purposeful audience, a safe and creative sandbox, elevates student agency</b>
ISTE Standard(s) Alignment
<b>Academic Standards</b> (state, Common Core, NGSS, etc.) Next Gen ELA Standards <b>6W4:</b> "Create a clear and coherent piece of writing appropriate to task, purpose, and audience." <b>6W5:</b> "Strengthen writing by planning, revising, editing, and rewriting." <b>6SL1:</b> "Engage effectively in a range of collaborative discussions..." <b>6SL4:</b> "Present claims and findings in a focused, coherent manner..." <b>6L3:</b> "Use knowledge of language and its conventions when writing, speaking, reading, or listening." <b>6L6:</b> "Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases."
<b>ISTE Standards for Students</b> (select from a list or provide relevant codes) <b>1.2 Digital Citizen:</b> "Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world..." <b>1.3 Knowledge Constructor:</b> "Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others." <b>1.6 Creative Communicator:</b> "Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals."
Learning Objectives
<b>Learning Objectives:</b> Learning objectives are clear, measurable statements that describe what students should

know, understand, or be able to demonstrate by the end of a learning experience. They use specific action verbs (following frameworks like Bloom's Taxonomy) to indicate the desired level of learning and provide a concrete way to assess student achievement, typically starting with "Students will be able to..." (SWBAT) followed by an observable action or outcome.

**Students will be able to:** write clear, specific prompts that produce relevant and useful responses from Google Gemini.

**Students will be able to:** revise and refine prompts based on feedback from peers and AI-generated responses.

**Students will be able to:** evaluate AI responses for clarity, usefulness, and tone.

**Students will be able to:** engage in collaborative discussion to compare prompts and justify decisions using evidence.

**Students will be able to:** reflect on responsible and ethical AI use as part of digital citizenship.

### Use of Gemini

#### **Use of Gemini:**

Describe how students will directly use Gemini in this lesson to learn or produce something. The use of Gemini should be clear, purposeful, and designed to enhance student learning—not simply included as a novelty. Effective lessons will show how Gemini is embedded in creative and engaging activities that boost student interest, participation, and understanding. For example, focus on how students are using Gemini to:

- Deepen understanding with on-demand support, like explanations of challenging concepts and step-by-step guidance
- Prepare for exams by creating personalized practice quizzes based on hard-to-grasp concepts
- Brainstorm and research ideas, get feedback on writing, and generate citations
- Think critically about a topic

#### **How will students use Gemini during the lesson?**

Students use Google Gemini as a responsive writing partner to develop and refine their understanding of audience, word choice, and clarity which are core skills in the writing process. Students engage with Gemini purposefully through a structured, game-based activity where they write, test, and revise prompts in real time. This interactive format allows students to immediately see how different phrasing and levels of specificity affect the quality, tone, and relevance of the AI-generated responses.

Gemini serves as a dynamic feedback tool, helping students identify strengths and weaknesses in their language choices. When students revise their prompts based on Gemini's initial outputs, they actively practice the revision process, deepening their awareness of how precision and purpose shape effective communication. Students are encouraged to critically evaluate Gemini's responses for clarity, completeness, and appropriateness fostering

digital literacy and responsible use of AI tools. Students consider whether the output is helpful, accurate, and tailored to a specific audience.

The game-based structure boosts student engagement and motivation, while keeping the focus on literacy development and reflective thinking. By combining creative competition with purposeful use of AI, the lesson not only reinforces writing and communication standards but also introduces foundational AI literacy and ethical thinking in a developmentally appropriate way.

## Procedure

### **Procedure:**

**Outline the step-by-step flow of the lesson**, ensuring it is well-organized, easy to follow, and uses clear, concise language. Each part of the lesson should demonstrate a purposeful use of Gemini, with a focus on how students interact with the tool to deepen learning—not as a novelty. Be sure to include any materials needed and how learning will be assessed through both formative and/or summative methods.

### **Opening / Engagement Activity:**

1. Display two prompts and their Gemini responses (e.g., “Tell me about dogs” vs. “List three reasons dogs make good pets for a 5th grader”).
2. Ask students: Which response is clearer or more helpful? Why?
3. Explain: Today we’ll learn how the way we write prompts changes the answers AI gives us. You’ll compete to see who can write the strongest prompt!

### **Detailed Step by Step Lesson Structure featuring student use of Gemini:**

#### **What Makes a Strong Prompt? (5 minutes)**

- Review key features of an effective prompt:
  - Clear purpose
  - Specific details
  - Appropriate for audience
- Show an example anchor chart or checklist.

#### **Prompt Battle – Round-Based Practice (20 minutes)**

Students work in pairs during 2–3 quick “prompt battle” rounds. Each round includes:

- Prompt Challenge (1–2 minutes):  
Teacher announces a task (e.g., “Get Gemini to explain how to reduce plastic waste for 4th graders”).
- Prompt Drafting (3 minutes):  
Pairs write a prompt and enter it into Gemini.  
They review and briefly discuss the output: Was it clear? Age-appropriate? Helpful?

- (Optional) Prompt Revision (2 minutes):  
If time allows, students revise their prompt to improve specificity or tone and re-run it in Gemini.
- Class Share (2 minutes):  
2–3 pairs volunteer to read both their prompt and Gemini’s response aloud.  
Class votes (thumbs up/down or sticky notes) on which prompt produced the most effective response and why.

Repeat for 2–3 rounds with new challenges (e.g., “Describe the water cycle in 3 steps,” “Explain how to write a strong paragraph”).

**Closure / Wrap-Up:**

1. Class debrief: What made the strongest prompts win? What did you learn about writing today?
2. Students complete a quick exit slip:
  - One strategy I used to improve my prompt was...
  - Next time I use Gemini, I will remember to...

**Assessment**

**Assessment Strategy:**

Formative:

- Observations during prompt writing and revisions
- Student reflections on exit slips
- (Optional) Prompt Battle Scorecards used for peer or self-scoring

Summative (Optional Extension):

- Students submit one revised prompt and Gemini’s response with a written explanation: “Why this was my best prompt and how I revised it to improve clarity.”

**Digital Tools/Resources Used:**

- 1:1 Chromebooks
- Access to Google Gemini
- Interactive flat panel to show sample prompts/responses
- Printed or digital “Prompt Battle Scorecard” (optional, for tracking prompts and reflections)
- Anchor chart or slide: “What Makes a Strong Prompt?”

**Evidence of Learning:**

Class Discussions & Peer Feedback:

- Students justify why a prompt “won” the round based on effectiveness.
- Verbal reasoning reflects critical thinking and understanding of communication goals (6SL1, AASL Inquire A.1).

Prompt Battle Scorecards (Optional):

- Track original and revised prompts with notes about what improved and why.
- Evidence of revision and self-assessment.

Exit Slips:

- Quick reflections such as:
  - “I learned that changing just one word can make Gemini’s answer better.”
  - “Next time I’ll make sure my prompt has a clear task.”

(Optional) Best Prompt Submission:

- Students submit one "winning" prompt with its Gemini response and a short paragraph explaining why it was effective.
- Demonstrates synthesis of clarity, audience awareness, and reflection.

**Differentiation and Support**

**Beginning Learner Modifications:**

Prompt Writing Support

- Provide sentence frames or prompt stems (e.g., “Write a list of...”, “Explain how to...”)
- Offer sample prompts students can modify rather than write from scratch

Vocabulary & Concept Clarity

- Use visual supports or anchor charts for key terms (prompt, revise, audience, bias)
- Review and clarify AI responses together as a class before independent work

Partner Work

- Pair students with a peer who can model and support the process
- Allow students to contribute by speaking while a partner types

Reading Support

- Enable text-to-speech tools like Read&Write for reading Gemini responses aloud
- Limit Gemini output to short, manageable chunks (by adjusting prompt: “Write 2 sentences about...”)

Exit Slip

- Provide multiple-choice or sentence starters (e.g., “I learned that good prompts are \_\_\_\_\_”) for reflection

**Advanced Learners Modifications:**

Prompt Complexity

- Challenge students to write multi-step prompts (e.g., “Write a paragraph explaining 3 causes of erosion, using examples and a closing sentence.”)
- Encourage use of tone (e.g., “Write it like a news article...”)

Response Analysis

- Ask students to compare multiple Gemini outputs (e.g., same prompt, different phrasing)
- Encourage deeper analysis of response structure, tone, and factual accuracy

Reflection

- Extend the exit slip into a short written reflection: “What are the characteristics of a strong AI prompt, and how is that like writing for a real audience?”

Leadership

- Invite advanced learners to lead share-outs or serve as peer reviewers during the class discussion

Optional Extension

- Have students create a Prompt Tip Card for display: a best-practice prompt example + 1 piece of advice for future students using AI

**Support Resources**

- [Anchor Chart: What Makes a Strong Prompt?](#)
- Prompt Battle Scorecard (attached)
- Gemini Prompt Log (attached)

**ISTE Certified Educator Information**

**Educator Name: Jennifer L. Freedman**

**School / Organization: Lindenhurst Union Free School District**

# PROMPT BATTLE SCORECARD

Round #	Prompt	Summary of Gemini's Response	What We Changed and Why
1			
2			
3			
4			

# GEMINI PROMPT LOG

Attempt #	Prompt Used	Summary of Gemini's Response	Was it useful? Why or why not?
1			
2			
3			
4			