

Smarter, Not Harder: Using AI to Save Teachers Time



Smarter-Not-Harder.ai

Presenter: Geoff Kullman



Seminar Promise:

By the end of this session, you'll be able to use AI to reduce your workload with simple, reliable frameworks and methods that support great teaching — without compromising your professional judgment or student learning.

Core Throughline:

AI helps teachers work smarter, not harder — by handling the drafting, so you can focus on the teaching.



Who Am I?

(...and Why You Might Care!)



Geoff Kullman

- *High-level copywriter for a decade*
- *Worked with some amazing clients*
- *...until everything changed in 2023!*
- *Recognize my last name?*
 - *That's how I know the heavy workload teachers face!*



Who Am I?

(...and Why This Conversation Matters!)



Why This Matters?

- *Teachers are being asked to do more than ever*
- *AI is already changing the kinds of tasks that can be drafted, adapted, and streamlined**
- *The goal today is not to add more... but to reduce the friction in the work you already do*
- *The real question isn't "Should teachers use AI for everything?" but "How do teachers use AI without compromising judgement, learning, or integrity?"*



What This Session IS

(...and is NOT!)



What This IS?

- *Practical & hands-on*
 - *if you have a laptop, get Co-Pilot ready!*
- *Real-world & classroom-focused*
- *Dedicated to real teachers (you)*
- *Designed to save time, not add more work*
- *Grounded in good teaching, professional judgement, and academic integrity*



What This Is NOT?

- *Push to use AI for everything*
- *Replacement for your expertise and skill*
- *Deep dive into AI theory*
- *Promise that AI will solve every problem in your classroom*



A target graphic with concentric circles in yellow, orange, and teal, set against a background of brown corrugated cardboard with many small holes. A white horizontal line is positioned above the text.

WHAT THIS SESSION WILL HELP YOU DO...

Workshop title:
Smarter, Not Harder

Why This Session Matters

- Teachers are being asked to do more than ever
- AI can lighten the load (especially when used effectively)
- We'll focus on real classroom scenarios (elementary, HS, IST, ELL)
- No tech jargon, no hype
 - ...but we will learn to write great/better/effective prompts

Remember the Goal + Throughline?



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What Today Is / *Is Not*

IS:

- Practical framework
- Time-saving methodologies
- Hands-on practice
- Templates you can reuse

IS NOT:

- Tech theory
- AI hype
- Abstract futurism
- “One more thing on your plate.”



Today's Roadmap

1. AI Workflow Mindset
2. Teaching Block 1 - How to Write an Effective Prompt (framework)
3. Demo Block 1
4. Hands-On Cycle 1
5. Teaching Block 2 - Practical AI Workflows
6. Demo Block 2
7. Hands-On Cycle 2
8. Templates + Q&A

Questions before we begin..?





QUESTION:

WHAT'S YOUR "AI LEVEL"?
BEGINNER | INTERMEDIATE | EXPERT

A photograph of a bald man in a yellow t-shirt, straining to lift a barbell in a gym. He has a pained expression, with his face contorted and teeth bared. The background shows gym equipment, including a chalkboard with the names 'Arthur' and 'Saxon' written on it. The entire image has a yellowish tint.

WHAT'S AI GOOD AT (& BAD AT...)?

Workshop title:
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What's AI Good At?

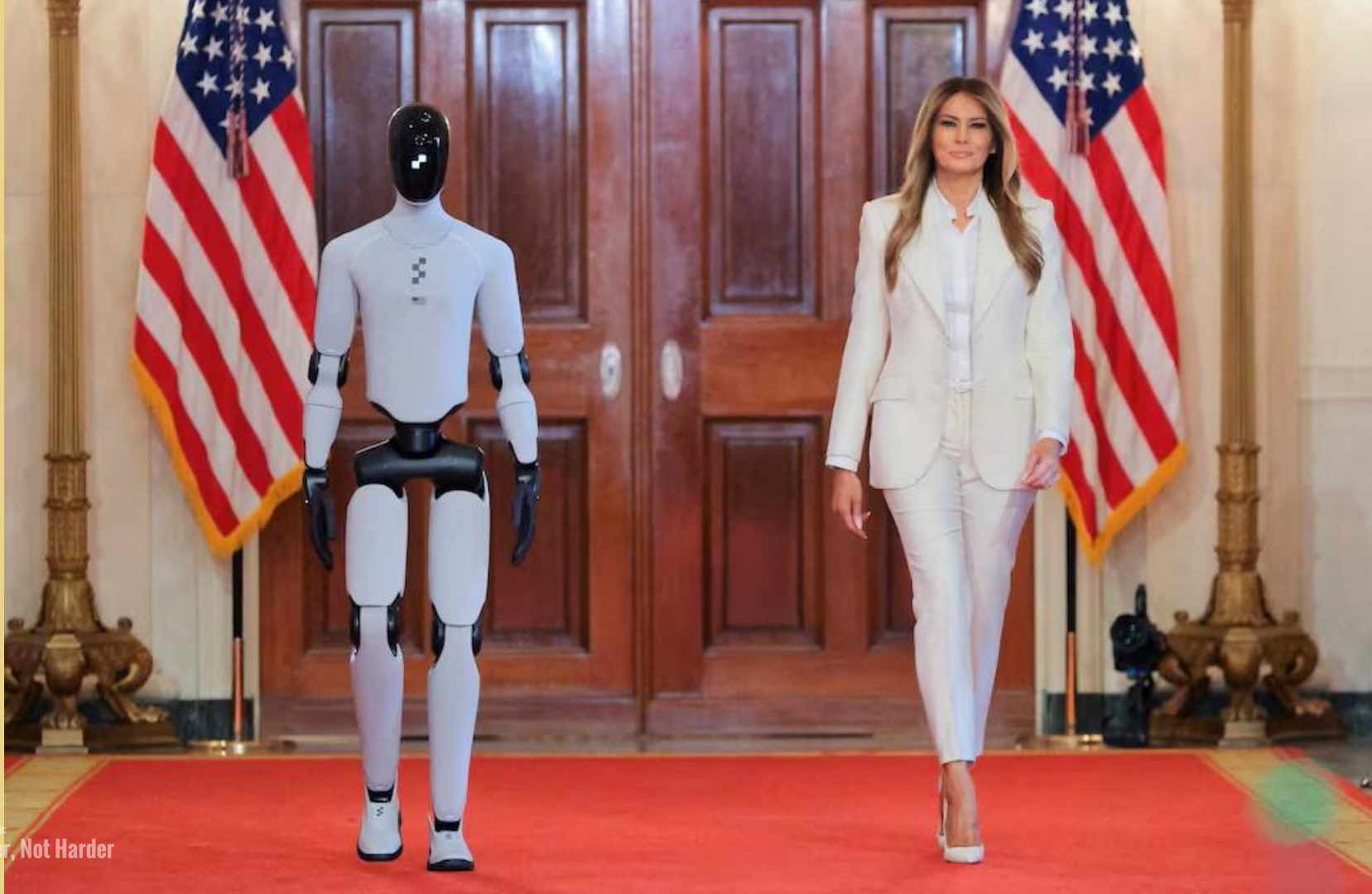
- AI is often *useful* for:
 - Drafting
 - Rewriting
 - Simplifying
 - Generating ideas
 - Pattern recognition
- **Best use: getting past the blank page faster.**
- *What's your favorite USE of AI tools for the classroom?*



What's AI Bad At?

- AI is often *weak* at:
 - Context
 - Nuance
 - Judgment
 - Understanding your students
- **AI can *support* teachers. It shouldn't replace teacher *judgment*.**
- *What do you think AI is not good at (yet)?*
- *Are you worried about AI robots replacing teacher jobs?*





Workshop title:
Smarter, Not Harder



A roller coaster train with teal and orange cars is shown ascending a steep yellow and orange track. The background is a clear blue sky. The text 'THE RIDE FRAMEWORK' is overlaid on the right side of the image.

THE RIDE FRAMEWORK

Workshop title:
Smarter, Not Harder

The RIDE Framework



- **The RIDE Framework: A Simple Way to Get Great AI Outputs**
 - Any generative AI tool, include these four elements in your prompt:
 - **R — Role** Who should the AI act as? *“Act as a Grade 4 teacher...”*
 - **I — Instructions** What do you want it to do? *“Create a leveled reading passage...”*
 - **D — Details** What information does it need? *Topic, tone, targeted supports, constraints*
 - **E — Expected Output** How should the result be presented? *Bullets, table, three versions, step-by-step*



The RIDE Framework



The GOLDEN rule of prompting...

- “AI is only as good as the instructions you give it.”
 - **R — Role** Who should the AI act as? *“Act as a Grade 4 teacher...”*
 - **I — Instructions** What do you want it to do? *“Create a leveled reading passage...”*
 - **D — Details** What information does it need? *Topic, tone, targeted supports, constraints*
 - **E — Expected Output** How should the result be presented? *Bullets, table, three versions, step-by-step*



The RIDE Framework



- RIDE in Action: Weak Prompt vs. Strong Prompt
- **Weak Prompt:**
“Make a worksheet”
- **Strong Prompt (using RIDE):**
Role
Instructions
Details
Expected Output

Role: You are an experienced Grade 4 literacy teacher.

Instructions: Create a reading-comprehension worksheet based on a short informational text about salmon life cycles.

Details: – Include a 120–150 word passage written at a Grade 4 reading level. – Include 5 comprehension questions: 2 factual, 2 inferential, 1 vocabulary-in-context. Format the worksheet clearly with headings and space for student answers. Align tone and structure with typical BC Grade 4 literacy tasks.

Expected Output: A ready-to-use worksheet with the passage and questions.



The RIDE Framework

WEAK PROMPT:

Worksheet

Name: _____

Answer the questions.

Write your responses in full sentences.

Complete all parts.

Questions:

What did you learn today?

Why is learning important?

Write three facts about something you studied.

Draw a picture of something related to your learning.



The RIDE Framework



STRONG PROMPT:

Grade 4 Reading Comprehension Worksheet

Name: _____

Salmon Life Cycles

Salmon are fish that begin their lives in freshwater streams. After hatching, tiny salmon called *fry* spend several months hiding among rocks and plants. As they grow, they swim toward the ocean, where they spend most of their adult lives. Salmon travel long distances in the ocean to find food. When they are fully grown, they return to the same stream where they were born. Scientists believe they use the Earth's magnetic field and their strong sense of smell to find their way back. Once they return, salmon lay eggs, and the cycle begins again.

Questions

Factual: Where do salmon begin their lives

Factual: What are young salmon called

Inferential: Why do you think salmon hide among rocks and plants when they are fry

Inferential: What might make returning to their home stream difficult for salmon

Vocabulary in Context: What does the word *cycle* mean in the passage



Grab A Copy NOW

- **Remember the golden rule of prompting...**
 - “AI is only as good as the instructions you give it.”
 - PDF includes
 - RIDE framework
 - this slide deck
 - contact info





Demonstration Time (1.0)

DEMO: Elementary

Role: Act as a Grade 6 literacy teacher.

Instructions: Differentiate the following text into three reading levels.

Details: Keep the meaning the same, but adjust vocabulary, sentence complexity, and background knowledge. Label each version as “Below Level,” “At Level,” and “Above Level.”

Expected Output: Provide the three versions in a clean, easy-to-read format with short headings.

Text: “[Insert your chosen paragraph here]”

Free Use sample from *Holes* by Louis Sachar



DEMO: Elementary

Below Level

Stanley and his parents tried to act like he was only going to camp for a little while, like some rich kids do. When Stanley was younger, he played with stuffed animals and pretended they were at camp. He called it Camp Fun and Games. Sometimes the animals played soccer with a marble. Other times, they did obstacle courses or jumped off a table with broken rubber bands. Now Stanley tried to imagine that he was going to Camp Fun and Games too. Maybe he would make some friends. At least he could swim in the lake.

At Level

Stanley and his parents tried to pretend that he was only going away to camp for a little while, like rich kids sometimes do. When Stanley was younger, he used to play with his stuffed animals and imagine they were at camp. He called it Camp Fun and Games. Sometimes he made them play soccer with a marble. Other times, they raced through obstacle courses or went bungee jumping off a table with broken rubber bands. Now Stanley tried to pretend that he was going to Camp Fun and Games. Maybe he would make some friends, he thought. At least he would get to swim in the lake.

Above Level

Stanley and his parents had tried to convince themselves that he was simply leaving for camp for a short time, the way wealthy children sometimes do. When Stanley was younger, he often played with stuffed animals and imagined that they were away at camp. He called it Camp Fun and Games. Sometimes he had them play soccer using a marble. Other times, they tackled obstacle courses or went bungee jumping from a table, attached to snapped rubber bands. Now Stanley tried to imagine that he himself was heading off to Camp Fun and Games. Perhaps he would make some friends, he thought. At the very least, he would get to swim in the lake.

ChatGPT



DEMO: Secondary

Role: Act as a Grade 9 social studies teacher.

Instructions: Rewrite the following informational text at three reading levels.

Details: Keep the key ideas but simplify vocabulary, sentence structure, and assumed background knowledge. Label each version clearly.

Expected Output: Provide the three versions in short paragraphs with headings.

Text: “[Insert your paragraph here]”

Free Use sample from Grade 9 socials textbook in Manitoba



DEMO: Secondary

Below Level

Social studies is about learning how people live, work, and get along with each other. It also looks at how people live in the world around them. In Manitoba, social studies includes history and geography. It also uses ideas from subjects that study people, culture, and society. Students learn about the past, the present, and the future. Social studies helps students build skills and knowledge so they can be good citizens and help their communities at the local, national, and global level.

At Level

Social studies is the study of people, their relationships with one another, and the world they live in. In Manitoba, it includes history and geography, along with ideas from the social sciences and humanities. Because it focuses on people in physical, social, and cultural environments, social studies explores the past, examines the present, and considers the future. It helps students develop the skills, knowledge, and values they need to be active democratic citizens and contributing members of their communities at the local, national, and global levels.

Above Level

Social studies examines how people relate to one another and to the world around them. In Manitoba, the subject is built mainly on history and geography, while also drawing from the social sciences and relevant areas of the humanities. By studying human life in physical, social, and cultural contexts, social studies investigates the past, analyzes the present, and prepares students to think about the future. It gives students the skills, understanding, and values needed to participate as active democratic citizens and to contribute meaningfully to their communities locally, nationally, and globally.

ChatGPT



DEMO: Specialist

Role: Act as an ELL specialist.

Instructions: Rewrite the following text at three language proficiency levels.

Details: Adjust vocabulary, sentence structure, and scaffolding. Label them “Emerging,” “Developing,” and “Expanding.”

Expected Output: Provide the three versions in a simple, accessible layout.

Text: “[Insert your paragraph here]”

Free Use sample from [ReadingUniverse.org](https://www.readinguniverse.org)



DEMO: Specialist

Emerging

Ants are small bugs.
They live together in a big group.
This group is called a colony.
Ants work together to get food.
Ants are very strong.
They can lift heavy things.

Developing

Ants are very small insects.
They live together in large groups called colonies.
Ants work as a team to find food.
They are very strong for their size.
They can lift things that are much heavier than their bodies.

Expanding

Ants are small insects that live together in large groups called colonies.
They cooperate to find and carry food back to the colony.
Even though they are tiny, ants are extremely strong.
They can lift objects that are much heavier than they are.

ChatGPT



DEMO: Admin

Role: Act as a school administrator communicating with a parent.

Instructions: Write two versions of the same email following up on a behaviour incident that occurred today.

Details: The student, **Jordan**, was involved in a conflict with another student during lunch. No one was hurt, the situation was resolved, and Jordan participated in a brief restorative conversation. Keep the message calm, factual, and focused on partnership.

Expected Output: Provide two versions labeled "Warm & Supportive" and "Direct & Concise."

Context for the email:

You want to inform the family about the incident, reassure them that **Jordan** is okay, outline the steps taken, and invite them to reach out if they have questions.

Note the extra "context" added as well



DEMO: Admin

A Warm & Supportive **B** Direct & Concise

Subject: A Note Home About Jordan — We're Here to Support You Both

Dear [Parent/Guardian Name],

I hope this message finds you well. I'm reaching out to keep you informed about a situation that took place during lunch today involving Jordan.

Jordan was involved in a conflict with another student. I want to reassure you right away that no one was hurt, and the situation was resolved calmly and safely by our staff. Jordan's doing fine.

Once things settled, Jordan took part in a brief restorative conversation — a chance to reflect on what happened, hear the other student's perspective, and think about how to move forward. We were really pleased with how Jordan engaged in that process.

We believe moments like these, while uncomfortable, can be meaningful opportunities for growth. Our goal is always to support students — not just address behaviour — and we're grateful for the partnership we have with families like yours in doing that.

Please don't hesitate to reach out if you'd like to talk through anything further or if Jordan wants to share their own experience with you first. We're happy to connect by phone or arrange a time to meet.

A Warm & Supportive **B** Direct & Concise

Subject: Behaviour Incident Update — Jordan [Last Name]

Dear [Parent/Guardian Name],

I'm writing to inform you of a behaviour incident involving Jordan that occurred during lunch today.

Jordan was involved in a conflict with another student. No injuries occurred, and the situation was resolved by school staff. Jordan participated in a brief restorative conversation as a follow-up.

Jordan's okay and returned to the rest of the school day without further issue.

We wanted to make sure you were informed and have the opportunity to follow up at home if you choose. Please feel free to contact me directly if you have any questions.

Regards,
[Your Name]
[Title]
[School Name]
[Phone / Email]

Claude





HANDS-ON TIME

Workshop title:
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Hands On Activity 1

1. Choose your lane:
 - Elementary
 - Secondary
 - IST
 - ELL
2. Open your phone/laptop to Co-Pilot (copilot.microsoft.com)
3. Use the RIDE framework to create something you need this week.



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REAL WORLD AI WORKFLOWS

Workshop title:
Smarter, Not Harder

REAL WORLD WORKFLOW

- Now that you know HOW TO prompt effectively, let's discuss what AI is *great* at doing...
 - lesson planning
 - assessment
 - accommodation supports
 - communication



LESSON PLANNING

- Don't just use the RIDE framework to create lesson plans, but also...
 - lesson ideas
 - unit outlines
 - essential questions
 - grade-level adaptations



ASSESSMENT & RUBRICS

- Don't just use the RIDE framework to create lesson plans, but also...
 - rubric drafts
 - exemplars
 - practice questions



ACCOMMODATION- FRIENDLY MATERIALS

- Don't just use the RIDE framework to create lesson plans, but also...
 - ELL scaffolds
 - IST modifications
 - Visual supports
 - Sentence frames



COMMUNICATION & DOCUMENTATION

- Don't just use the RIDE framework to create lesson plans, but also...
 - parent emails
 - progress notes
 - meeting summaries





Demonstration Time (2.0)

DEMO: Elementary

Role: Act as a Grade 7 teacher.

Instructions: Create a simple 4-level rubric for a short persuasive paragraph. Then write one student exemplar that would score in the “Proficient” category.

Details: The rubric should include four levels (Beginning, Developing, Proficient, Extending) and focus on clarity of argument, supporting evidence, and organization. Keep language student-friendly.

Expected Output: Provide the rubric in a clean table, followed by a short “Proficient” exemplar paragraph.



DEMO: Elementary

Rubric (Table)

Level	Description
Beginning	Basic attempt, unclear argument, little evidence
Developing	Some clarity, limited evidence, uneven organization
Proficient	Clear argument, relevant evidence, organized paragraph
Extending	Strong argument, compelling evidence, sophisticated organization

Exemplar (Proficient)

A short, 4–5 sentence persuasive paragraph that:

- States a clear position
- Gives 1–2 pieces of evidence
- Uses simple transitions
- Ends with a concluding idea

Co-Pilot



DEMO: Specialist

Role: Act as a learning support teacher who specializes in IST accommodations for diverse learners.

Instructions: Rewrite the following task instructions in three versions: (1) simplified instructions, (2) sentence frames, and (3) visual support suggestions.

Details: Keep the meaning of the task the same, but reduce cognitive load, clarify steps, and make the language accessible for ELL and IST-supported learners.

Expected Output: Present the three versions under clear headings: "Simplified Instructions," "Sentence Frames," and "Visual Support Suggestions."

Task:

"Write a short paragraph explaining the main idea of today's reading and include one piece of evidence from the text."



DEMO: Specialist

Simplified Instructions

Your Job: Write a short paragraph about the reading.

Do these 3 things:

1. Read the passage carefully.
2. Find the most important idea — what is the whole reading about?
3. Pick one sentence or fact from the reading that shows the most important idea.

Then write your paragraph. It needs:

- The main idea (what the reading is mostly about)
- One piece of evidence (a fact or sentence from the text)

✓ Your paragraph can be 3-5 sentences long. That's enough!

Sentence Frames

Use these sentence starters to help you write your paragraph:

State your main idea:

- "This text is mostly about _____."
- "The main idea of the reading is _____."
- "The author mostly wants us to understand that _____."

Introduce your evidence:

- "One piece of evidence from the text is _____."
- "In the text, it says _____. This shows that _____."
- "On page ___, the author writes _____. This supports the main idea: _____."

Wrap up (optional closing sentence):

- "This is important because _____."
- "That is why the main idea of this text is _____."

Visual Support Suggestions

📦 **Paragraph Boxes** Give students a graphic organizer with two labeled boxes:

Box 1: Main Idea

Box 2: My Evidence

What is the reading mostly about? Write it here in your own words.

Copy or paraphrase one sentence or fact from the text. Write the page number.

Students fill in the boxes first, then use them to write their paragraph.

📌 **Anchor Chart on the Wall** Post a simple chart with:

- A definition: "Main Idea = what the WHOLE text is mostly about"
- A definition: "Evidence = a fact or sentence from the text that PROVES your idea"
- A sample completed paragraph students can reference

🔍 **Text Coding Strategy** Ask students to use two highlighters or symbols while reading:

- 🟡 Highlight (or write MI) next to sentences that seem most important
- 🔵 Highlight (or write EV) next to a fact or sentence they could use as evidence

🗣️ **Think-Pair-Share Before Writing** Before students write, have them tell a partner:

1. "I think the main idea is..."
2. "My evidence is..."

This lets them rehearse their ideas verbally before committing to writing.

Claude



DISCUSSION

- Discuss: where does AI fit into your workflow?
 - Turn to someone near you and share one workflow where AI could save you time this week.

2-3 minutes, quick share.



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Hands On Activity 2

1. Choose your lane:

- Elementary
- Secondary
- Specialist
- Admin

2. Open your phone/laptop to Co-Pilot (copilot.microsoft.com) Smarter-Not-Harder.ai

3. Use the RIDE framework to create something you need this week.

4. Stretch challenge: Ask AI to generate multiple versions





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**REMEMBER... GRAB THE
RESOURCES**



DISCUSSION + Q&A



- Ethics: “Where is the line between support and over-reliance?”
- Integrity: “How do we design assignments that encourage thinking?”
- Equity: “How can AI help close gaps?”
- Policy: “What guardrails help you feel confident?”
- Future: “What tasks do you hope AI takes off your plate next?”



THANK YOU!

- Try one workflow this week
- Use RIDE as your starting point
- Reach out for templates or support

