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TRAINING PROGRAMME FOR **AI NAVIGATORS**

Preparing mentors to support teachers in exploring
the potential of AI utilisation in the classroom



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Training programme for AI Navigators: Preparing mentors to support teachers in exploring the potential of AI utilisation in the classroom

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More information about the project: <https://ainavigators.eu/>

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Introduction

This training programme is part of the AI Navigators project (<https://ainavigators.eu/>), an Erasmus+ project that supports teachers in navigating the opportunities and challenges of artificial intelligence (AI) in education. The aim is to empower teachers as mentors (AI Navigators), who can support their colleagues in exploring, reflecting on, and making informed decisions about the use of AI in their teaching practice.

The structure and content of the programme are based on the training scenario and materials co-developed by project partners and piloted in July 2025 in Sofia, Bulgaria. The role of the AI Navigator is guided by a comprehensive competence model, co-developed within the project and grounded in the voices of participating teachers. This profile highlights a unique combination of technical skills, interpersonal sensitivity, critical thinking, and ethical awareness. AI Navigators are expected to:

- understand AI tools and explain them simply,
- communicate clearly and empathetically with colleagues,
- remain open and reflective in the face of innovation,
- and above all, keep human judgment at the centre of AI-supported teaching.

This document is meant to serve as an open-source resource for any training institution, NGO, or education authority that wishes to replicate or adapt the programme in their own context.

We approach this field with humility: AI in education is evolving rapidly. This training is not a final answer but a learning journey for participants, trainers, and even the institutions behind it. The role of the AI Navigator is not to convince or convert, but to support curiosity, care, and critical thinking in the teaching community.

If you use this material in your own practice, or develop something new inspired by it, we would be glad to hear from you. You can reach out through the contact form at <https://ainavigators.eu>.

We believe this work grows stronger when it is shared!



Programme overview and methodological guidance

This comprehensive 5-day face-to-face training is designed to equip “**AI Navigators**”, teachers who will mentor their peers in exploring and critically integrating Artificial Intelligence (AI) in the classroom with the necessary mindset, knowledge, and coaching skills. The training is highly interactive and practical, intended for educators with beginner-level AI knowledge. Over five days, participants will:

- **Develop mentoring skills:** Practice core mentoring and coaching techniques – active listening, asking guiding questions, and giving feedback – to support colleagues effectively.
- **Learn AI fundamentals:** Understand the basics of AI (especially Generative AI) and current trends in education, including opportunities and limitations.
- **Explore classroom AI tools:** Gain hands-on experience with AI tools that can support teachers’ daily work (lesson planning, grading, student engagement, etc.).
- **Plan peer training:** Design a practical “AI Basics” training session and mentoring plan to implement at their own schools, ensuring contextual and reflective AI integration for colleagues.

Throughout the programme, stress that an AI Navigator is a supportive peer mentor not a technical expert or enforcer. Their role is to guide and encourage fellow teachers in exploring AI, ask the right questions, listen to concerns, demonstrate possibilities, and help colleagues make informed, context-sensitive choices about AI in teaching. They are “co-travelers” on the journey, fostering a culture of curiosity, collaboration, and critical reflection on AI’s role in education. This training will build both confidence with AI tools and the soft skills (mentoring/coaching techniques) needed to fulfill that role.

Below is the day-by-day programme with detailed session plans, trainer tips, materials, and schedules. Each day is structured with interactive activities, practice opportunities, and reflection sessions to reinforce learning. The document is organized by day, with chapters detailing session objectives, content, and guidance for trainers.



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The training is designed as a face-to-face, participatory learning experience. Its effectiveness depends not only on content, but on the energy and presence of the facilitators. For this reason, we strongly recommend the programme be delivered by at least two trainers working as a team. A duo of facilitators allows for greater interaction, smoother transitions, and more individual attention. It also models the kind of peer collaboration that AI Navigators are expected to foster in their own school communities.

Group size is also important. The training was piloted with a group of 20 participants and worked very well in this format. We recommend keeping the number between 15 and 20, which allows for meaningful small group work, individual coaching practice, and whole-group reflection, without overstressing the facilitation team.

The sessions are built around dialogue, reflection, and experiential learning. Each day weaves together personal stories, structured activities, mentoring exercises, and practical work with AI tools. This mix allows participants to build both confidence and competence—intellectually, emotionally, and socially.



Day 1: Building Human Connection and Shared Vision

On Day 1, participants establish a foundation of trust, openness, and shared purpose. They get to know each other, set personal goals, and build a supportive group culture. Trainers introduce the AI Navigators project vision and begin exploring AI basics in an inspiring, non-technical way – addressing hopes and fears about AI in education. By the end of Day 1, teachers - AI Navigators should feel part of a community, excited (rather than intimidated) about AI, and clear on what they aim to achieve in the training.

Schedule at a Glance:

Time	Session & Activities	Description
9:00 – 10:30	Opening Circle – Welcome, Introductions, Shared Vision	Warm-ups, group bonding, project overview
10:30 – 11:00	<i>Morning Coffee Break</i>	<i>Networking and informal chat</i>
11:00 – 12:30	Connecting the Dots – Personal experiences with technology	“River of Experience” reflective activity
12:30 – 14:00	<i>Lunch Break</i>	<i>Free time for rest or networking</i>
14:00 – 15:30	Introduction to AI – Trends, Mindset & Fears	Non-technical talk on AI fundamentals and culture shifts
15:30 – 16:00	<i>Afternoon Break</i>	<i>Refreshment break</i>
16:00 – 17:00	Choice Activity – AI Exploration or Q&A Prep + Daily Reflection	Hands-on AI or Q&A brainstorming; Closing reflection circle

Session 1: Opening Circle - Welcome and Group Bonding

- **Welcome & Goals (15 min):** Lead facilitators warmly welcome participants and introduce the AI Navigators project goals and agenda for the week. Highlight the vision of building a network of teachers who will inspire AI exploration in schools and mentor peers. Clarify logistics (training hours, breaks, etc.) and any ground rules.
- **Introductions – “Tour de Table” (20 min):** Use a quick, inclusive icebreaker for everyone to introduce themselves. For example, ask each participant to present themselves in “2



sentences and one breath” – a fun way to keep intros brief and lively. Provide name badges and markers so they can write their names and wear them.

- **Group Norms (House Rules) Discussion (10 min):** Co-create or present pre-defined house rules to establish a safe, respectful learning environment. Emphasize openness, respect, and willingness to experiment. (The project’s suggested norms include: active participation, being open to new ideas, assuming good intentions, embracing discomfort for growth, etc.). Invite participants to suggest additional “rules” to ensure everyone is comfortable (e.g. “okay to ask for clarifications” or “take risks without fear of judgment”). Display these agreed norms on a flipchart throughout the week.
- **Name Game – “Names and Motion” Energizer (15 min):** Get everyone moving and remembering each other’s names. One variant: stand in a circle; the first person says their name with a simple motion or gesture (e.g. “*I’m Anna*” [claps twice]). The group repeats the name and mimics the motion: “*Anna!*” (clap-clap). Move to the next person in the circle until all have shared. This breaks the ice, releases nervous energy, and helps with name recall. (*Trainer Tip: Keep the energy high by being enthusiastic with each repetition. This physical activity helps wake everyone up and creates positive group dynamics.*)
- **Shared Vision & Navigator Role (20 min):** Deliver a brief interactive presentation on “*What is an AI Navigator?*” and the goals of this training. Reinforce that AI Navigators are peers who guide and support others in using AI, not necessarily IT specialists. You might ask the group, “*What support do you think teachers will need in integrating AI?*” to prompt discussion. Align this with the project vision: building motivation for AI in teaching, boosting understanding and practical use, and spreading a supportive AI culture among schools. Ensure participants grasp the big picture and feel inspired by the mission.

Materials: Projector and slides for welcome and vision (including house rules on a slide or flipchart); name badges and markers; a flipchart titled “House Rules” for group norms; open space for circle activities.

Session 1 (continued): Personal Goal Setting – “SMART Goals” (10:00 – 10:30)

After the energizers and introductions, help participants set personal goals for the 5-day training. This increase focus and motivation.



- **Introduce SMART Goals (5 min):** Explain the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound) in simple terms. For example: “*A vague goal is ‘I want to get better with AI.’ A SMART goal is ‘By Friday, I will be able to design one lesson activity using an AI tool.’*” Use a slide with a fun example to illustrate each element (the training slides humorously compare a generic goal with a specific one about learning times tables). Emphasize that setting a clear goal will help them make the most of the training.
- **Participants Define Goals (5 min):** Ask each teacher to take a moment to write down one personal goal for the week: “*By Friday afternoon, I aim to...*”. It should relate to their role as an AI Navigator – e.g. “*confidently mentor a colleague in trying AI for lesson planning*” or “*create a draft plan for an AI workshop.*”
- **Peer Sharing (5 min):** Have them turn to a neighbor and briefly share their goals. This simple dialogue ensures everyone has formulated a goal and perhaps gains ideas from others. Trainers circulate to assist anyone needing help to refine a goal (ensure it’s realistic yet challenging).
- **Goal Wall (5 min):** Provide sticky notes; each participant writes a short version of their goal on a note and sticks it on a prepared flipchart or wall space labeled “Our Goals”. Quickly go through them, noting common themes or unique aspirations. Encourage and validate all goals. Then suggest participants attach their goal sticky note to their name badge or notebook as a personal reminder throughout the week. (*Trainer Tip: Revisit these goals periodically. For instance, at the end of each day or specific sessions, you might ask how activities moved them toward their goals.*)

Materials: Sticky notes, markers, a flipchart for collecting goals; a slide or chart explaining SMART goals with examples.

Session 2: Connecting the Dots - River of Experience

In this late-morning session, shift from future goals to past experiences. The aim is to help participants **reflect on their personal journey with technology** and share insights, laying an emotional foundation for learning. The *River of Experience* exercise encourages teachers to



acknowledge how far they've come and empathize with others who may be at different points in their tech journey.

- **Introduction to the Exercise (5–10 min):** The facilitator introduces the concept of the **“River of Experience: My journey with technology in education.”** Use a metaphor: just as a river has twists, turns, calm sections and rapids, our relationship with new technologies (like AI) has ups and downs. Point out that meaningful innovation starts with **knowing ourselves and our story**. This sets the stage for them as Navigators to later help colleagues “connect the dots” from what a tool is to how it could help in practice. If helpful, share a quick personal example from your own journey (e.g. first computer you used in class vs. now).
- **Drawing Individual Rivers (20 min):** Give each participant an A4 blank paper and colored pencils/markers. Instruct them to **draw a timeline or river** representing key moments in their experience with educational technology. They can mark points like “first time I used the internet in class,” “when interactive whiteboards came,” “first encounter with AI (if any),” etc. Encourage creativity – it’s not about art but meaning. Provide a loose structure: left side of paper = early career or student days, right side = today (2025). Some prompts to consider: *“Recall a moment you felt excited adapting to a new technology”* or *“a time you felt frustrated or fearful of a tech change”*. Let them know this drawing is for personal reflection first, so it can be in any style (timeline, river, journey path, storyboard). Play soft background music if possible to create a reflective atmosphere.
- **Pair/Trio Sharing (15 min):** Have participants pair up (or in triads) to share the story of their “tech river.” Each person takes ~3 minutes to explain key points of their drawing – what were high points, low points, and turning points. Encourage listeners to note similarities or surprising differences in experiences. This sharing helps them practice listening and also realize many have faced similar challenges or triumphs. *(Trainer Tip: Signal halfway to switch speakers if in pairs. Circulate among groups to ensure everyone is engaged. This is a good early exercise to practice **active listening**, which will be built on in Day 2.)*
- **Gallery Walk & Group Reflection (20 min):** Invite everyone to tape their drawn “rivers” on the wall (anonymously or labeled, their choice) like an art gallery. Give time for all to



walk around and silently observe each other's journeys. Then convene a circle and debrief: ask, *"What patterns do we notice?" "How have our experiences with technology changed over time?" "What surprised you about your colleagues' journeys?"*. Highlight common themes, e.g., *"Many of us felt overwhelmed at first but later saw benefits,"* or *"We all started somewhere – and with AI we might feel we're at 'version 1' now, but will grow."* Reinforce that as future AI Navigators, understanding one's own evolution with tech fosters empathy when mentoring others who may be at an earlier stage.

Materials: A4 paper for each participant; colored pencils or markers; tape for posting drawings; and pens. Ensure space on walls to display drawings.

Session 3: Introduction to AI - Trends, Tools and Mindset

After lunch, enter the topic of AI. This session provides a **gentle introduction to AI in education** – focusing on big-picture trends, demystifying generative AI, and setting an optimistic yet realistic tone. The goal is to **inspire curiosity** about AI's possibilities for teaching while **addressing anxieties and misconceptions** in an accessible way (no heavy technical detail). It's co-led by the trainer with AI expertise.

- **Energizer – "Hopes & Fears" Mentimeter (10 min):** Kick off the afternoon by actively engaging emotions. Prompt participants with a question like *"What's one hope you have about using AI in education, and one fear?"*. Using an interactive tool (Mentimeter or similar), have them submit responses via their phones. Display the live word cloud or list of responses. Discuss the results: common hopes might include saving time, personalizing learning; common fears might be job replacement, cheating, data privacy, or feeling overwhelmed. Acknowledge these hopes and fears openly.

Trainer Tip: This activity surfaces emotions that the trainer can reference throughout the session ("As we saw, many are worried about AI making mistakes – let's talk about reliability."). It also models an AI-enabled interactive tool (Mentimeter) for classroom use.

- **From Rule-Based to Generative AI (15 min):** Deliver a mini-lecture (supported by slides) explaining **what AI and generative AI are**, in simple terms. Start with the evolution: traditional rule-based AI vs. modern generative AI. For example, *"Old AI followed fixed rules coded by humans, like an automated tutor with scripted responses, whereas GenAI*



learns from large datasets and can create new content or answers on the fly.” Emphasize the shift in how we use these tools: *“As teachers, we move from being operators following a program’s strict menu to co-creators guiding an AI assistant”*. Use an analogy or visual if possible (e.g. comparing a 1990s grammar-checker to ChatGPT). Keep this section light on jargon – focus on conceptual understanding.

- **Current AI Landscape for Educators (10 min):** Briefly introduce the **current landscape of AI tools** relevant to education. Mention that there are *“open vs commercial models, general AI vs custom-trained ones”*. Highlight a few known platforms: for example, OpenAI’s ChatGPT, Google’s evolving AI (Bard/Gemini), and domain-specific tools like education chatbots. The aim is not an exhaustive list (that comes on Day 3), but to give a sense that the AI field is rapidly evolving. Stress that teachers don’t need to master all tools – the key is to develop an **AI mindset** of continual learning and experimentation.
- **AI’s Limitations & Human Role (10 min):** It’s important to temper enthusiasm with critical awareness. Discuss known **limitations of generative AI**: e.g. *“AI can sometimes produce incorrect or nonsensical answers (hallucinations), it might have biases, it doesn’t truly ‘understand’ context like a human, and it can seem overly agreeable.”* Give a relatable example, such as an AI confidently giving a wrong historical “fact”. Ask the group if anyone has encountered an AI mistake or misbehavior. From this, underscore the **continued importance of human teachers**: our role is to guide, verify, and apply judgment. Frame it as *“AI is a powerful assistant, but **we** remain the decision-makers in the classroom”*. Reference one of the guiding principles (by Professor Mollick, 2023): *“Keep humans in the loop – always use your critical thinking to review AI outputs”*.
- **Principles of AI–Human Collaboration (10 min):** Share a few key principles or best practices for working with AI effectively. For example, outline **“Five Principles for Educators Partnering with AI”** (drawn from the training content):
 - (1) *Always invite AI to the table* – be open to using AI in various teaching tasks;
 - (2) *Assign AI a role* – treat it like a teaching assistant by giving it specific roles or personas when you use it;



- (3) *Keep humans in the loop* – maintain oversight and critical evaluation of AI suggestions;
 - (4) *Adopt a growth mindset* – expect AI to improve and be prepared to learn new tools as they emerge;
 - (5) *Prioritize pedagogy and values* – start with your educational goals and ethics, and use AI only in ways that align with them (for instance, favor co-creation with students over automation that might reduce learning opportunities). Make this interactive by asking: “Which principle resonates with you most? Why?” to a couple of participants. This underlines that AI is not a magic fix; it’s a partner we use thoughtfully.
- **Inspiration and Future Trends (5 min):** Conclude with an inspiring note: share one or two forward-looking examples of AI in education (e.g. success stories or pilot projects, like a teacher who co-created a lesson with an AI and saved time for tutoring students individually). Emphasize that **teachers will shape how AI is used** and how it shapes us in return. The intent is to leave participants feeling empowered – they are designers of the future of learning, not passive recipients of tech. Encourage them to view the coming days as a safe space to explore and experiment.

Trainer Tips: Keep the tone **encouraging and realistic**. Many teachers may still feel anxious; by validating fears and providing a hopeful vision, you set a supportive tone. Use analogies and stories more than technical terms. Invite questions at the end or throughout (as time allows) – some may ask about specific tools or ethical concerns; validate all questions as important. If a question is too in-depth, note it for later discussion (perhaps in the Q&A session at day’s end or parking lot chart). Ensure the session doesn’t overflow with content – it’s better they grasp a few key ideas than feel overwhelmed.

Materials: Slides or visuals covering: results of the Mentimeter (if used), simple definitions (rule-based vs generative AI), a chart of key differences or principles (maybe using the points above), and examples. Test the Mentimeter (or alternative) in advance; have internet access for it. Flipchart or whiteboard to note spontaneous questions or participant insights.

Session 4: Participant's Choice - Collaborative AI Activity or Q&A

At the end of Day 1, give participants some control over their learning by offering a choice of activity. This fosters engagement and acknowledges different preferences (some may be eager to dive into hands-on AI use, others might want to clarify concepts).

- **Option A: Collaborative AI Experiment (approx. 45 min):** For those keen on trying a tool immediately, organize a group activity to **build an “EduGPT” together** (an educational partner in ChatGPT). This idea (from the scenario) involves collaboratively crafting a prompt to make ChatGPT act as a helpful teaching assistant. For example, split into small groups, and each group designs one aspect of the AI's persona or capabilities (one group figures out how to prompt it to give feedback on student work, another to suggest activities, etc.). Then combine the best ideas into one prompt and test it live with a projector: *“You are EduGPT, an AI teaching assistant for high school math teachers...”* etc.. This playful exercise gets them thinking about how to converse with AI and lets them immediately see AI in action in a creative way. *(Trainer Note: Ensure you have a laptop with ChatGPT access and possibly a projector. Keep it light-hearted – celebrate if it works well, and if it fails hilariously, use that as a learning about prompt clarity!)*
- **Option B: Question Bank Brainstorm (approx. 45 min):** For those who prefer reflection/discussion, facilitate creating a “bank of questions” that colleagues might ask an AI Navigator. Essentially, brainstorm what concerns or queries teachers back at their schools could have about AI. Divide participants into groups of 3–4 and give each group markers and a poster or shared online doc. Possible categories: *“Technical Questions”* (e.g. “How do I use this tool?”), *“Pedagogical Questions”* (e.g. “How can AI help with mixed-ability classes?”), *“Ethical/Safety Questions”* (“Is it okay to input student data?”), and *“Emotional/Personal Questions”* (“Will AI replace teachers?”). After 10 minutes, have groups post their top questions. Discuss common themes and identify which ones participants feel confident about or need to explore. Emphasize that as Navigators, they don't need all answers immediately, but they should be prepared to **listen and research answers with colleagues**. This brainstorm previews topics to address in later sessions (like ethics, specific tools, etc.) and underscores the Navigator's supportive role.



It's ideal to accommodate both options if you have multiple trainers: one trainer can lead the AI experiment with a subset while another leads the Q&A brainstorm with others. Alternatively, you could do a bit of both sequentially if the group is small. Gauge the energy and interest of the group when choosing. The key is to end the day on an interactive note that either reinforces concepts from the introduction or allows creative exploration.

- **Closing Reflection – “Spiral of Surprises” (15 min):** Bring everyone back together for the final few minutes to reflect on Day 1. Use a quick reflective exercise to consolidate learning and emotions. One effective technique described in the scenario is the **“Surprise Spiral”**:

- Each participant writes *one thing that surprised or intrigued them today* on a sticky note (1 min). It could be a new fact, a personal realization, or a question that arose.
- The group then forms a circle (or a spiral shape, if space allows). One by one, each person steps forward, reads their “surprise” aloud, and places the note in the center of the circle or on a board. This creates a metaphorical “string” or spiral of insights from the day.
- After everyone has shared, the facilitator briefly summarizes any patterns: *“I heard many of you were surprised by how AI can draft lesson plans, and a few were surprised by how similar our challenges are. It sounds like some surprises were technical, others were emotional or about our relationships.”* This ties back to the idea of a supportive learning environment – we learn not just facts, but about ourselves and each other.
- Thank the group for their participation and remind them to check their personal goal sticky notes (still on their badges) as a cue for tomorrow.

Materials: For Option A – a computer with internet and a projector to demonstrate ChatGPT (ensure accounts or relevant tools are set up beforehand). For Option B – flipchart paper or shared documents, markers, and possibly pre-written category headers for questions. For reflection – sticky notes and pens.

Day 2: Core Mentoring Skills for AI Navigators (Mentoring Teachers in AI)

Day 2 centers on developing participants' **mentoring and coaching skills**, which are crucial for AI Navigators. The focus is on how to support teachers one-on-one or in small groups as they experiment with AI. By the end of Day 2, participants should understand what effective mentoring looks like, be familiar with core skills (active listening, asking open questions, giving constructive feedback), and have practiced these skills in realistic scenarios related to AI integration. There's also emphasis on the **mindset of a mentor** – being a facilitator of growth rather than an expert with all answers. The day's structure moves from conceptual discussion to demonstration, and then extensive practice.

Schedule at a Glance:

Time	Session & Activities	Description
9:00 – 10:00	Opening & “What is Good Mentoring?” – Icebreaker, Mentor Q&A	Energizer, group reflection on mentoring qualities
10:00 – 10:30	Demonstration: Mentoring Session Fishbowl	Live demo of a mentor-mentee conversation with commentary
10:30 – 11:00	<i>Morning Coffee Break</i>	<i>Discussion and networking</i>
11:00 – 12:30	Debrief & Discussion – Lessons from the demo, role of AI in mentoring	Group discussion, Q&A on mentoring; (Optionally, link to how AI can assist in mentoring)
12:30 – 14:00	<i>Lunch Break</i>	<i>Free time</i>
14:00 – 15:30	Core Skills Workshop (Part 1) – Active Listening & Powerful Questions	Interactive exercises to practice listening and questioning skills
15:30 – 16:00	<i>Afternoon Break</i>	<i>Refresh and reset</i>
16:00 – 17:30	Core Skills Workshop (Part 2) – Giving Feedback & Practice Triads	Practice giving and receiving feedback; triad mentoring role-plays; Daily reflection



Session 1: Defining Great Mentoring

- **Icebreaker – “Name & Motion” Review (5 min):** Start Day 2 by quickly revisiting yesterday’s energizer or doing a brisk new one to get people active. For example, do another round of the *Name & Motion* game (or a variation if new participants joined or simply to reinforce names). This signals that we continue building a collegial atmosphere.
- **Framing the Day (5 min):** Introduce that today’s focus is on **mentoring skills**. Remind everyone that as AI Navigators, their technical knowledge must go hand-in-hand with mentoring ability. Quote a simple definition: *“A mentor is someone who helps another person grow by listening, asking questions, and sharing advice or feedback when needed.”* Emphasize the *peer* aspect: they will mentor colleagues who are also experienced teachers, so it’s a partnership of learning, not a top-down relationship. If available, mention that the project developed an **AI Navigators competence model** – a framework describing the combination of *AI literacy* and *mentoring competence* that these Navigators embody. (You need not present a full model if not provided, but convey that today addresses the “mentoring” half of their skillset.)
- **“What is Good Mentoring?” Group Interview (20 min):** Facilitate an interactive exploration of effective mentoring qualities. One engaging approach (adapted from the *Liberating Structures – Celebrity Interview* format) is to stage a talk-show style Q&A: have two trainers or experienced mentors act out an “interview” in front of the group. For example, Trainer A plays the interviewer and Trainer B the “famous mentor.” They discuss questions like: *“What makes a mentor effective?”*, *“How does a mentor build trust?”*, *“How is mentoring teachers about AI unique?”*. Incorporate findings from any pre-training survey or research on mentoring if available (the scenario suggests there were survey findings). Keep it light and insightful. After about 10 minutes of this role-play conversation, open it up: invite participants to ask their own questions to the “experts” or share thoughts. As they contribute, note key words on a flipchart: e.g. *“listening,” “empathy,” “patience,” “knowledge sharing,” “encouragement,” “trust,”* etc. Aim to arrive collectively at a list of traits or best practices of mentoring. Summarize: great mentors **listen more than they talk, ask guiding questions instead of giving direct solutions, share relevant experiences without hijacking the conversation, and provide constructive feedback**. Relate this to

being an AI Navigator: *“We’re not here to ‘fix’ teachers or push AI on them; we’re here to encourage and guide them as they try new things.”*

- **Participants’ Questions on Mentoring (10 min):** Next, leverage participants’ experiences. Many are likely mentors in some capacity already (to new teachers, to students, etc.). Split the room into small groups of 3 and ask each group to come up with **1–2 burning questions** they have about mentoring their peers. These could be challenges or scenarios they worry about: e.g. *“How do I mentor someone who is resistant to AI?”*, *“What if I don’t know the answer to a tool question?”*, *“How do I make time for mentoring on top of teaching?”*. After 5 minutes, each group posts or states their top question. A trainer collects these (sticky notes on board or simply a spoken round). Acknowledge the range of concerns.
- **Q&A Discussion (15 min):** With a panel of trainers (or the same “interview” pair plus a third trainer), **address the groups’ questions**. This is an open discussion – encourage participants to offer answers too, turning it into a peer learning conversation. For instance, if a question is *“How to handle a resistant colleague?”*, the trainer can answer with advice: *“Start with listening to their concerns; share small success stories; never force it”*, and another participant might chime in with something from experience. The key is to surface practical tips and reassure them. Make sure to touch on: the importance of empathy (remembering Day 1 stories – fears are real), maintaining confidentiality and trust, and being a role model (demonstrating your own use of AI in class to inspire others). Also, if any “AI Navigators competence model” or guidelines exist, reference them in answers (e.g., *“our competence model suggests an AI Navigator should be an **explorer** (keeps learning AI), a **coach** (listens and asks), and a **connector** (shares resources with the community)”* – this is just illustrative). By the end of this, participants should have a clearer idea of the mentor role and feel their concerns are heard.

Trainer Tips: During the Q&A, if there’s a question you cannot fully answer (e.g., something about school policy or technical detail), demonstrate good mentoring by being honest: *“That’s a great question. I don’t have that answer now, but I would consult X resource or connect you with someone who might know.”* This models that Navigators are facilitators, not omniscient. Ensure quieter voices get heard – perhaps directly ask someone who has mentoring experience



to share a tip. Keep an eye on time; if rich discussions emerge, note them and maybe continue during the break or in a parking lot list.

Materials: Two trainers briefed to perform the “interview” (with prepared questions reflecting mentoring research or best practices); flipchart and markers to capture traits of good mentoring; sticky notes or paper for groups to write mentoring questions. Prepare any data from surveys or an “AI Navigator competency framework” slide if provided, to reinforce key points.

Session 2: Demonstration - Mentoring Conversation Fishbowl

Watching a **live demonstration** of a mentoring session can bridge theory to practice. In this fishbowl exercise, trainers model a mentor-mentee conversation focusing on AI integration, while participants observe and periodically discuss. This gives concrete examples of techniques like active listening or asking questions in action.

- **Setup the Fishbowl:** Arrange three chairs at the front: one for the mentor (AI Navigator), one for the mentee (teacher being mentored), and one slightly off to side for an “observer-coach” (another trainer who will pause the action to comment). Explain to participants how a fishbowl works: they will watch a role-play and the third person will occasionally call “time-out” to explain or highlight something. This is to ensure everyone understands the nuances of what the mentor is doing and why.
- **The Scenario:** The trainers enact a realistic scenario: e.g., The mentee is a teacher struggling with using a new AI tool (say, an AI writing assistant) because they fear it encourages student cheating. The mentor’s task is to help them clarify their goal (e.g., wanting to save grading time but worried about cheating) and perhaps find a first step to try AI ethically.
- **Role-Play (15 min):** The mentor and mentee begin their conversation. The mentor greets warmly, uses active listening (body language, “Mm-hmm,” nodding), asks open-ended questions (“*How do you feel about...?*” “*What have you tried so far?*”), and perhaps shares a relevant experience or offers a small suggestion when appropriate. The mentee expresses hesitations (“I’m not tech-savvy,” “I worry students will copy-paste answers”). The mentor validates feelings and helps the mentee reframe or identify one area where AI might help without undermining integrity.



- **Time-outs:** The observer-coach (trainer) intermittently says “Pause” and addresses the audience. For example: *“Notice how the mentor echoed the mentee’s concern in her own words – that’s to show understanding.”* Then “Resume.” A minute later: *“The mentor just asked a powerful question: ‘What do you hope AI could free you up to do more of?’ – this shift focus to a positive goal.”* These explanations make the invisible tactics visible. Keep pauses brief so as not to overly fragment the role-play.
- **Debrief Fishbowl (10 min):** After the demo, lead a debrief discussion. Ask the group: *“What did you notice the mentor did well?”* List responses: e.g. *“She listened without interrupting,” “He didn’t jump straight to solving the problem,” “She asked him to clarify his concern about cheating,” “He gave encouragement by recalling a success the teacher had with tech last year,”* etc. Also ask *“How did the mentee react? What worked to put the mentee at ease?”* If the demonstration included a misstep (maybe intentionally), discuss that too: *“At one point the mentor gave advice too quickly – how could we handle that differently?”* This reflection solidifies learning from the demo.
- **Link to AI Context:** Draw attention to any unique aspects of **mentoring in the context of AI**. For instance, *“Did you notice the mentor offered to explore the tool together with the teacher next time? That collaborative approach can reduce fear of AI.”* Or, *“The mentor acknowledged the ethical worry. As AI Navigators, acknowledging and validating concerns is crucial before jumping into showing features.”* This way, they see that mentoring about AI isn’t fundamentally different from other mentoring, but it may involve admitting when you don’t know a tech answer and offering to find out together, or balancing enthusiasm with caution.
- **Transition:** Thank the role-players (if any participants were involved, appreciate their courage). Encourage everyone to grab a coffee/tea and reflect on what they saw – because next, they will be practicing these skills themselves.

Materials: Three trainers or two trainers + one well-briefed volunteer to play roles. Decide on a scenario beforehand and loosely script the flow (especially the planned “time-out” moments and points to highlight). Prepare any simple props if needed (e.g., the mentee could clutch a printout of an AI-generated student essay to make it tangible). Seating arranged so all can see the fishbowl. A flipchart to capture feedback points in debrief.



Session 3: Debrief and Mentoring Discussion

This session consolidates the morning's learning. Participants discuss insights from the demonstration, address remaining questions, and connect mentoring to their upcoming Navigator duties. It's partly a guided discussion and can include a short presentation on any additional concept (like "the role of AI in mentoring" if appropriate).

- **Debrief the Demo (15 min):** Resume after break by revisiting the fishbowl exercise. Invite the "mentor" and "mentee" from the demo to briefly share how they felt. This humanizes the experience (e.g., the mentor might say they also felt nervous). Then, broaden the conversation: *"What key takeaways did you get from observing the session?"*. Participants might mention techniques they plan to use. Ask specifically about the skills: *"Where did you see active listening? What did that look like?"*, *"What powerful question did you hear?"*, *"How did the mentor give feedback or encouragement?"*. This reinforces the vocabulary and awareness of those core skills as something real and observable.
- **Participants' Reflections & Questions (30 min):** Encourage participants to connect the demo to their own context. Pose questions like: *"How might a mentoring conversation with one of your colleagues begin? What topics or concerns do you expect?"*. Some may bring up colleagues who are skeptical of AI or someone who's keen but lacks time – let them discuss how they would handle these. Also ask, *"What do you anticipate will be challenging for you as a mentor?"* (e.g., resisting the urge to provide solutions, or feeling like an impostor if they're new to AI). This discussion can be done in small groups first (to ensure everyone speaks) and then debriefed to the whole. Write common challenges on the board. For each, either the group or trainers can suggest strategies. For instance, if "mentee is not motivated," one strategy is to find out what genuinely pains them (like grading load) and show AI can help there. If "I'm not experienced enough," strategy: remember you can learn with them, you have a support network (other Navigators) to consult.
- **The Role of AI in Mentoring (Optional, 15–20 min):** If it fits the flow (and content was provided), discuss how AI tools might assist in the mentoring process itself. For example, mention that there are emerging AI assistants for coaches or that ChatGPT can help a mentor brainstorm solution for a teacher's problem (always keeping confidentiality). However, caution that technology doesn't replace the human connection. If there was a pre-training



self-evaluation survey about mentoring (alluded to in scenario), this could be the time to hand out results to participants to reflect on their starting point – but if not available, skip this. The aim here is to subtly remind: Navigators can also leverage AI to become better mentors (like getting ideas for how to explain a concept or role-playing difficult conversations via an AI chatbot), but these remain supplementary.

- **Wrap-Up of Morning (10 min):** Summarize the day's key mentoring principles discovered so far: e.g., *"We identified trust, listening, questioning, feedback as core. We saw them in action. We discussed challenges and ways to overcome them (list a couple)."* Check if any unanswered questions about mentoring remain – address or park them. Foreshadow the afternoon: *"After lunch, we will get to **practice** these skills actively – because mentoring is something you learn by doing!"* Encourage them to return ready to participate fully.

Materials: Whiteboard or flipchart for noting participants' points. Ensure the room can accommodate breakouts if doing small group chats. The atmosphere here should be open – arrange chairs in a circle if possible for this reflective discussion, to depart from a lecture mode.

Session 4: Workshop - Active Listening and Powerful Questioning

The session deepens two fundamental mentoring skills: **listening** and **questioning**. Participants will experience what active listening really feels like and practice framing open-ended, thought-provoking questions. The exercises are interactive and involve all participants, mostly working in pairs or triads, with guidance from trainers.

- **Quick Energizer (5 min):** After lunch, do a quick activity to re-energize. For example, "Stretch and Share": everyone stands and pairs up with someone not sitting next to them; while doing a brief stretch, each share one thing they learned so far about mentoring. Then a quick shake-out and sit down.
- **Differentiating Mentoring from Teaching/Coaching (10 min):** Begin with a brief clarification of terms. On a slide or flipchart, show a simple comparison of **Coach vs Teacher vs Mentor**. For instance: a **teacher** imparts knowledge and skills, a **coach** asks questions to help you find your own answers, a **mentor** shares experience and offers guidance to support growth. Ask the group: "What do these roles have in common?" (Possible answer: all involve helping others learn/improve). And "What's different?" (E.g.,



mentoring is often more long-term and relationship-based, coaching might be shorter-term or task-focused, teaching is often directive). This sets context that as AI Navigators they may wear all these hats at times, but today we focus on the mentoring/coaching approach.

- **Active Listening Mini-Presentation (10 min):** Present the concept of **Active Listening**. Key points: listening not just to words, but to tone, emotion, and what's unsaid. Introduce the idea of different "levels" of listening:

- *Level 1 (Internal Listening):* Listener is focused on their own thoughts or how they'll respond, not truly present (e.g., Mentor thinking of their own similar experience while teacher is talking).
- *Level 2 (Focused Listening):* Listener gives full attention to the speaker's words and feelings, actively trying to understand the other's perspective without inserting themselves.
- *Level 3 (Global/Contextual Listening):* Listener is aware of not only the speaker but also the context and subtext – noticing body language, energy, and what might be underlying the words.

Provide simple examples, perhaps building on the demo: "*When the teacher said they felt 'behind', a Level 1 response was 'I went through that too, let me tell my story...' whereas a Level 2 response was 'Sounds like you feel overwhelmed – tell me more.'"* Encourage aiming for Level 2 and occasionally Level 3 as mentors. Active listening also means using skills like paraphrasing ("*So you're worried students will cheat if they use AI, is that right?*"), minimal encouragers ("*I see, go on...*"), and not interrupting or judging.

- **Listening Exercise – “Color / Number” Mindfulness (5 min):** To practice focusing one's attention (a prerequisite to listen well), do a quick mindfulness exercise adapted for listening: For example, *Color Visualization and Sound Anchor*. Guide participants: "Close your eyes, take a deep breath. As you exhale, imagine a calming color." Then have them open eyes and pair up. One person shares something simple (e.g. what they did last weekend) for one minute while the other just listens. Then the listener repeats back what they heard. Swap roles. This warm-up shows how hard/easy it is to pay full attention.



Debrief briefly: *“What was it like to just listen without speaking? Could you recall everything they said?”*. Emphasize clearing one’s mind to truly hear the other person. (Trainer Tip: This exercise is a quick reset technique – if participants seem distracted, you can even do a quick deep-breathing exercise to help them be present.)

- **Practice in Pairs – Asking Open Questions (20 min):** Now focus on **questioning skills**. Distribute a “Questions Menu” handout – a list of example **open-ended questions** useful for mentoring teachers (e.g., “What do you hope to achieve by...?”, “What concerns do you have about...?”, “Can you tell me more about...?”, “What’s an ideal outcome you’d like to see?”). These align with Peter Drucker’s famous insight: *“The important and difficult job is never to find the right answers, it is to find the right question.”*. Emphasize *open vs closed questions*: open questions invite longer reflection (“How/What...?”), while closed yield yes/no or factual answers – open questions are generally more powerful in mentoring. Also discuss **non-directive vs leading questions** – we should avoid questions that are disguised advice (like “Don’t you think you should try X?”).

Now, have participants do a role-play in pairs: **Person A (mentor) and Person B (mentee)**. Person B can choose a simple scenario or concern related to using AI (perhaps from the question bank brainstormed on Day 1 or their own real apprehension). Person A’s task is to practice asking questions from the menu (and their own) to draw out Person B’s thoughts, without jumping into solution mode. Let them talk ~5 minutes then switch roles with a new scenario for another 5 minutes. Trainers should walk around listening and gently coaching if someone is struggling (e.g., whisper a suggested question or remind a mentor to let the mentee finish speaking).

After both rounds, debrief: *“Mentors, what was one question you asked that opened the conversation?” “Mentees, what question made you reflect deeper or feel heard?”* Also *“How did it feel to refrain from giving advice?”* Many will note it’s challenging! Affirm that it takes practice to shift from “problem-solving mode” (which teachers excel at in class) to a coaching approach. Highlight any great questions heard. Encourage them to keep the question handout as a toolkit.

- **Group Share – Insights on Listening/Asking (10 min):** In a full group discussion, ask: *“What did you learn about listening or questioning in that practice?”* Expect answers like



needing to slow down, the power of silence (sometimes just waiting a moment yields more from the mentee), or how a good question can unlock new thinking. Jot down a few “tips” that participants propose, such as “Don’t fear silence” or “Use ‘What’ and ‘How’ to start questions.” This peer sharing reinforces learning.

- **(If time) Listening Levels Revisited (5 min):** If time permits, have a few participants demonstrate the three listening levels in a fun way: one plays a “mentee” speaking, and three others respond separately with a Level 1, Level 2, and Level 3 listening style (like a quick skit to see the contrast). This usually generates some laughs and aha’s. For instance, mentee says: “I’m so frustrated with this new grading software,” Level 1 mentor replies, “You think you’re frustrated? Let me tell you about my week...”, Level 2 mentor says, “It sounds like the software is causing you a lot of stress. What’s the toughest part?”, Level 3 mentor might even notice, “I see you sighing as you mention it; it seems this has been weighing on you even beyond work hours?” – a bit exaggerated but it illustrates differences. Conclude that **Level 2 is a solid target**; Level 3 is great when you have strong trust and intuition in the conversation.

Materials: “Questions Menu” handouts (one per participant) – compile this ahead of time with open-ended question examples. Possibly a slide with Level 1/2/3 listening examples (from earlier content) for reference. Flipchart/whiteboard for debrief points. Ensure an open space or enough room for pairs to spread out so they can talk without disturbing each other too much (moderate noise is expected).

Session 5: Workshop - Giving Feedback and Peer Mentoring Practice

In the final session of Day 2, participants practice the third key skill: **giving (and receiving) feedback**. Then they tie all skills together in a realistic practice scenario. By the end, each participant will have acted as an AI Navigator mentor in a role-play, received feedback, and reflected on their progress.

- **Mini-Presentation: Feedback Principles (10 min):** Start by discussing what makes feedback effective, especially **developmental feedback** among peers. Key points to cover (perhaps via a slide of “Steps for Constructive Feedback”):



1. **Start with Purpose:** Introduce the topic you want to give feedback on, in context (“I’d like to talk about how the AI tool demo went in your class yesterday…”).
 2. **Share Observations:** Use “I” statements to share what you observed or feel (“I noticed you seemed uncomfortable when using the tool.”). Stick to specifics, not general judgments.
 3. **Elicit Their Perspective:** Ask the colleague for their view (“How did you feel it went?”) – feedback should be a dialogue, not a lecture.
 4. **Use a Scale or Concrete Measure (optional):** One tip is asking a scaling question (“On a scale of 1-10, how comfortable did you feel?”), which can help self-evaluation.
 5. **Focus on one or two points:** Don’t overwhelm. Maybe highlight something that went well (“I think your introduction of the tool piqued students’ interest”) and one area to improve (“Perhaps next time, you could establish ground rules with students on using the AI so they don’t copy answers”). Balance positives and suggestions.
 6. **Invite Next Steps:** Encourage the teacher to suggest a next step or offer one (“What’s a small step you might take to address that issue?” or “Maybe you could observe my class when I use the tool, to see another approach.”).
 7. **Offer Support:** End with a helping hand (“Is there anything I can do to support you?”). This reinforces that you’re partners in improvement. Emphasize **empathy and respect** in feedback – we give feedback to help, not to show superiority. Also, mention the flip side: *receiving* feedback graciously (listen fully, avoid defensiveness, say thank you). As Navigators, they should model openness to feedback as well.
- **Triad Role-Play: Mentoring Practice (30 min):** Now for the big practice. Divide participants into triads (groups of 3). In each triad, they will rotate through three roles: **Mentor (AI Navigator)**, **Mentee (teacher)**, and **Observer/Feedback-giver**. Provide a scenario for consistency: for instance, “Teacher (mentee) is concerned about students using AI to cheat on writing assignments.” Or allow the mentee to pick any AI-related challenge



they actually face. Give a minute for triads to decide on the scenario and who goes first in which role. Then:

- Round 1: Person A mentors Person B (who role-plays the teacher) for ~5-7 minutes, while Person C observes quietly. The mentor should practice *listening, asking questions*, and maybe giving a bit of feedback or suggestion if appropriate – essentially a mini mentoring session using all skills.
 - After time, Person C (observer) gives brief feedback to Person A: at least one thing they did well and one suggestion (“I liked that you asked ‘what do you feel is the real issue?’ – that opened them up. One thing to consider is pausing a bit more after they speak.”). Person B (mentee) can also share how they felt. Keep this feedback to 2-3 minutes.
 - Rotate roles: Round 2 (B mentors C, A observes), then Round 3 (C mentors A, B observes) with similar timing. Total time for all rounds ~25 minutes. Trainers should announce when to switch and monitor time closely. They should also float around to assist or take notes on general observations.
- **Whole Group Debrief (15 min):** Reconvene and discuss the experience. Some prompts: *“Mentors: what was one challenge you faced during the role-play?”* (e.g. “my mentee went off on a tangent about unrelated issues, I wasn’t sure how to steer back”). *“Mentees: did you feel listened to? What did your mentor do that made you feel supported?”*. *“Observers: what common strengths or areas for improvement did you notice across the sessions?”*. Capture notable insights on a flipchart. Likely, participants will mention things like needing to improve on not jumping to solutions, or how it felt good to just talk and have someone truly listen. This reinforces that these skills make a difference.

You can also ask, *“How was talking about an AI problem different from a general mentoring scenario?”*. Some might say the mentee expected the mentor to have technical answers. This is a chance to reiterate: **AI Navigators are there to explore answers together if needed** – it’s okay to say “I’m not sure, let’s find out.” The main support is helping the teacher articulate the problem and feel encouraged, then you can suggest resources or an experiment to try.



- **Closing Reflection for Day 2 (10 min):** End the day with a quick reflection circle. Prompt: *“Share in one sentence: what surprised or encouraged you today in our mentoring practice?”*. This mirrors Day 1’s closing but focused on mentoring. Go around with each person sharing a key insight or feeling (e.g. “I was surprised how hard it is to just listen,” or “I feel more confident now that I practiced”).

Finally, foreshadow Day 3: *“Tomorrow we switch gears to explore a range of AI tools and solutions for common teaching challenges. It’ll be hands-on, and we’ll also link it back to how you as Navigators can advise others on these tools.”* Encourage some rest – their brains did a lot of work today! – and maybe suggest they note any AI tools they’re curious about to bring up tomorrow.

Materials: Any slides or handouts listing feedback steps (optionally give a one-page cheat sheet “Key Steps for Giving Feedback”). Ensure enough printed scenario prompts if needed, though often people can imagine scenarios without them. Lots of sticky notes and pens for the reflection if using them. A timer or bell to manage role-play timing. The room should have space for triads to have semi-private conversations (spread them out, use corners, etc., even hallway if needed for quiet). If feasible, trainers could also audio-record bits of role-plays on phones for participants to self-review, but this is optional and only if participants are comfortable.

Day 3: AI in Support of Teachers - Tools and Scenarios for Daily Challenges

Day 3 is all about **practical exploration of AI tools** that address real classroom challenges. Participants will discover and try out various AI applications in a structured way, linking each to common teacher needs (lesson planning, grading, differentiation, etc.). The goal is not only to familiarize them with tools, but to prepare them to **advise peers**: understanding which tools can help with which problem and critically evaluating their use. By end of Day 3, participants should have a toolkit of AI resources, firsthand experience through mini-projects, and improved confidence in deciding when and how to recommend AI solutions to colleagues. Importantly, they also practice the **mentoring mindset** by working through realistic teacher scenarios and



figuring out how to guide those teachers (combining yesterday's mentoring skills with today's tech knowledge).

Schedule at a Glance:

Time	Session & Activities	Description
9:00 – 9:45	Energizer & Challenges Introduction – “Teaching Challenge Carousel”	Interactive poster activity to identify common teaching challenges; frame how AI can help
9:45 – 10:30	Main Teacher Challenges & AI Solutions (Presentation & Demos)	Introduce Challenge #1 & #2 and AI tool solutions with live examples; short hands-on task
10:30 – 11:00	<i>Morning Coffee Break</i>	<i>Networking, check out tool links on own</i>
11:00 – 12:30	AI Solutions (Advanced) – Challenges #3 & #4 and Tools	More advanced use-cases (e.g., lesson planning, differentiation) and group activity
12:30 – 14:00	<i>Lunch Break</i>	<i>Free time</i>
14:00 – 15:30	Subject-Specific AI Applications – Group Work on Scenarios	Break-out by subject to discuss tailored AI use cases; mentoring “How would you advise...?” exercise
15:30 – 16:00	<i>Afternoon Break</i>	<i>Refresh</i>
16:00 – 17:00	The Art of Prompting – Effective Prompt Engineering Workshop	Teaching how to craft prompts, CLEAR formula, and practice writing prompts
17:00 – 17:30	Closing Discussion & Reflection – Key learnings, surprises	Group reflection on tool potential & concerns; share surprises/takeaways (daily reflection)

Session 1: Energizer - Teaching Challenge Carousel

To set the stage, this energizer surfaces the **common classroom challenges** participants face, which AI might help solve. It also injects movement and fun to wake everyone up.

- **Setup Stations:** Before the session, place four large poster papers in different corners or tables of the room. Label each with a broad category of teaching challenge – e.g., “Classroom Management,” “Student Engagement,” “Time Management



(Administrative Load),” “Assessment & Feedback.” (These categories align with the AI solution areas you’ll cover.) Have sticky notes and markers at each station.

- **Carousel Instructions (5 min):** Explain the activity: Participants will rotate through these “stations” in small groups. At each station, they take a minute to **write one of their biggest challenges** related to that category on a sticky note and stick it on the poster. They should also read what previous groups wrote and put a star sticker (or a simple mark) next to any challenge they share. They’ll hear a bell to move to the next station every 2 minutes. Emphasize honesty – this is anonymous if they prefer; the aim is to get as many real issues down as possible.
- **Rotation (8–10 min):** Divide into groups of ~4 and send each to a different station. Start the timer, and have them begin writing challenges. Every 2 minutes, call time and have groups rotate to the next station, until they’ve visited all stations. Music or a bell helps the atmosphere.
- **Find Your “Challenge Twin” (5 min):** After rotation, ask everyone to come to the center. Now invite them to look at the posters and find a “challenge twin” – *someone who marked or wrote the same challenge as they did*. Give a minute for people to identify a twin and introduce themselves if not already acquainted (this also builds connections across countries or subjects). If someone finds that three or more others shared their exact challenge, celebrate that (“We have a challenge champion!” perhaps ringing a bell).
- **Debrief (10 min):** Gather the group around the posters. Point out the clusters of notes and stars. *“Look how many of us struggle with time management – there are 10 notes here – and many starred classroom management issues too.”* This visual evidence shows they are **not alone in their struggles**. This perfectly sets the context: *“Since we share many challenges, we can also share solutions. Today, we’ll see how AI might be a collaborative solution to these common problems.”* Reinforce the positive: many brains working together (with AI as an additional partner) can tackle these issues.

You can also highlight one or two specific issues that will definitely be addressed: e.g. *“I see ‘grading takes too long’ – keep that in mind when we look at AI feedback tools!”* or *“‘Engaging mixed-ability students’ is a popular one – we have some AI ideas for that.”* If

some challenges are outside AI's scope (e.g. "inadequate funding"), acknowledge them but note the training will focus on those that technology can impact.

- **Transition:** Summarize that the day's sessions will address these challenges in turn. Perhaps quickly outline: *"We'll first look at saving time and admin work (that's a big one, right?), then creative lesson ideas for engagement, and so on."* This gets them mentally prepared for the content structure.
- **Important Mindset Reminder:** *"AI is not a silver bullet."* Reiterate that while these tools can save time or enhance teaching, they are **only effective when used thoughtfully by a teacher**. You as a Navigator must evaluate and help colleagues decide if an AI solution truly fits their context. Also, mention **ethical/educational considerations** will be noted for each (e.g., if an AI tool should not be used for actual grading without oversight, or data privacy concerns). This ensures critical assessment alongside enthusiasm.
- **Tech Logistics:** Make sure everyone has the needed access for the upcoming hands-on parts. If laptops or tablets are required, have participants get them out now. If some tools need sign-ups, hopefully you've pre-arranged accounts or a workaround. Encourage teaming up if not everyone has a device, especially for trying things out later.

Trainer Notes: This activity also serves as a needs assessment – if a certain challenge dominates that you didn't plan to address, you may decide to touch on it with a tool example if possible. Keep the energy positive; if there's laughter or "me too!" moments as they read each other's notes, that's building camaraderie. If mobility is an issue for some, adapt by having them pass posters around or have people stay seated and pass the posters from group to group.

Materials: 4 large posters labeled with challenge categories; markers, sticky notes; star stickers or colored pens for marking; a bell or music for timing. Ensure the space allows movement. Optionally, prepare a short playlist of upbeat music for the rotations.

Session 2: Main Teacher Challenges & AI Solutions

In this session, you tackle the first couple of big challenges identified (likely Time/Admin burden and Creating Engaging Lessons) and showcase AI tools for each, including brief demos and a quick activity.



Challenge #1: Administrative Burden and Time Management

- **Problem Brief (2 min):** Refer to the poster notes and say, for example: *“Many of us wrote that paperwork, grading, and admin take up a huge portion of our time – studies show it can be up to 40% of a teacher’s time. That’s time not spent on creative planning or one-on-one with students.”* Summarize: teachers feel swamped by tasks like report writing, documentation, grading, parent communications. These necessary duties often extend after hours, impacting work-life balance and reducing energy for teaching innovation.
- **AI Tool Solutions Intro (5 min):** Introduce a few AI tools specifically aimed to ease these tasks. For instance:
 - **ChatGPT:** for generating **feedback and reports** quickly. E.g., feeding a student’s essay into ChatGPT and asking for feedback or a draft report comment. Highlight that ChatGPT can produce detailed, well-structured text that a teacher can then edit. Make sure to mention verifying the output for accuracy and tone – AI’s suggestion is a starting draft, not a final judgement.
 - **Claude (Anthropic’s AI):** for handling **administrative writing** like parent letters or summaries, known for coherent long-form output. Describe Claude as a reliable aide for complex writing (and note it’s developed by Anthropic, in case they’ve heard the name).
 - **Google’s Gemini (formerly Bard):** for quick **factual info and integration with Google tools** – e.g., drafting an email in Gmail or summarizing survey results in Sheets. Explain that it’s evolving but designed to pull current info and might be strong in certain tasks due to Google integration.
 - **Microsoft 365 Copilot:** integrated in Office apps to automate meeting notes, draft emails, create presentation slides from a document, etc.. This could drastically cut clerical workload if their school uses Microsoft ecosystem.
 - **Poe (Quora) and Perplexity:** mention these as meta-tools – Poe gives access to multiple AI models in one app (handy for quick comparisons), and Perplexity can cite sources, great for getting trustworthy answers and even doing some research for lesson content.



Explain these in simple terms and why each might appeal to a teacher. For instance:

“If you’re writing 100 report card comments, ChatGPT can give you a first draft for each in seconds. If you need to comb the web for the latest data to include in a report, Perplexity might save you time.” Keep it high-level; details can be in handouts.

- **Live Demo – AI for Feedback (5 min):** Do a quick live demonstration to show the potential. Example: take a short sample of a student’s writing (perhaps prepared in advance). Show how you can prompt ChatGPT with something like *“Provide constructive feedback on this paragraph for a 14-year-old student, focusing on clarity and one suggestion to improve”*. Display the AI’s answer. Emphasize the **tone**: *“See, it starts with a positive, then points out an area to improve, and suggests how. This took 10 seconds. You would still personalize it, but imagine the time saved.”* Alternatively, show generating a form letter to parents about an upcoming event via Claude. By seeing it, participants often have an “aha” moment.
- **Hands-On Mini Activity (5-10 min):** If feasible, let participants try one micro-task themselves. For example: **Exercise: Use an AI tool to draft a short message or feedback.** Options: provide a printed sample student answer to a question (like a math solution or a short essay). Have them in pairs input it into ChatGPT on their devices with a prompt to give feedback or scoring. Or have them formulate a prompt for an administrative task they actually have (like “draft an email about a field trip”). Give a few minutes for tinkering and then ask a couple of volunteers: *“What did you try and what came out?”* This engages them and breaks any monotony of listening. Be ready to assist those who have never used the tool.
- **Caution & Best Practices (2 min):** After the activity, briefly discuss responsible use: *“Make sure to double-check AI-generated content for accuracy (AI can ‘hallucinate’ facts). Also maintain confidentiality – don’t paste real student names or sensitive data into online tools unless approved.”* Remind that AI outputs might need tweaking to match the teacher’s authentic voice. As Navigators, they should advise colleagues to view AI suggestions as drafts to build on, not final products.



Challenge #2: Creating Engaging and Differentiated Lessons

- **Problem Brief (1-2 min):** Transition: *“Another big theme we saw is keeping students engaged and tailoring lessons to different needs.”* Describe the struggle: teachers constantly need fresh ideas to captivate students, and to differentiate instruction for varied learning styles and levels. Prepping diverse activities or personalized materials is time-consuming. Many teachers wish for quick ways to get creative lesson formats or to adapt content.
- **AI Tool Solutions Intro (5 min):** Present tools that shine in lesson creativity:
 - **Gamma.app:** An AI that generates entire slide presentations from just a topic prompt. Explain: *“You type a topic (say ‘Photosynthesis basics’) and Gamma creates an outline with nicely designed slides.”* It’s great for when a teacher needs a visual presentation but has little time. Show a screenshot if possible.
 - **Magic School AI:** A specialized suite of AI tools for educators. Highlight features like *Lesson Plan Generator* (tailored to subjects and standards), *Activity Suggestion* (it can propose activities matching curriculum), and *Assessment Rubric Creator*. Mention that Magic School has multiple mini-tools (the slides list ones like rubric generator, DOK question generator, etc.) – essentially a teacher’s Swiss army knife for generating content. It’s built to align with educational needs, which might make it more directly relevant than a general AI.
 - **ChatGPT (again):** This time emphasize its use for **activity development and brainstorming**. You can get it to generate ideas for games, experiments, project outlines. E.g., “Give me 5 unique activities to teach fractions”. It’s like having a brainstorming partner.
 - **Canva (with Magic Design):** Canva’s an online design tool many educators use for posters and visuals. With AI “Magic Design,” teachers can input concepts and get suggested designs or graphics. It helps to create visual materials easily. If not Magic Design specifically, at least mention Canva’s templates to quickly get engaging visual aids.
- **Example Prompts & Demos (5 min):** Give a concrete example for each: e.g., *“Using ChatGPT for activities: here’s a prompt a history teacher might use – ‘Generate a role-*



play activity where students debate as historical figures about an event.’’ Or use the example from slides: “Generate 5 engaging activities to teach photosynthesis to 12-year-olds (including a group activity, experiment, game, visual demo, and assessment).” Show the kind of output that comes (maybe prepared if live demo is slow). For Magic School, perhaps show one tool’s interface or result, like a quick lesson outline or a set of questions it made. For Gamma, if internet allows, type a quick prompt and show part of a generated presentation. For Canva, maybe show how you could quickly get a nice infographic for class.

- **Hands-On Activity – Create a Visual or Slide (10 min):** Let participants try one of these content-creation tools. Option: split the group – half try Gamma to make a mini slideshow, half try Canva to make a graphic or use Magic Design. For Gamma: have them go to www.gamma.app, enter a topic from their subject, and see what slides it gives. For Canva: if they have accounts, try making a simple graphic or searching templates for a topic. Alternatively, use ChatGPT with an image plugin if available (or DALL-E) to generate an image for a concept. The idea is a quick creation burst – *“Take 5 minutes to create one slide or visual for a lesson using an AI tool.”* Then select a couple of volunteers to **present their creation** or share the experience (e.g., “We used Gamma for ‘World War II overview’ and got 7 slides with images and summary points – needs tweaking but it’s a start.”). This show-and-tell can be exciting and builds confidence.
- **Debrief & Considerations (2 min):** Ask, *“How could tools like these change your lesson prep?”* Expect answers like saving time, giving new ideas. Then caution: *“Always review AI-created materials for accuracy and appropriateness. And remember engagement comes from good pedagogy – AI gives you raw material, but you decide how to use it with your students.”* For differentiation, highlight: *“We can also use AI to create different versions of materials – we’ll see an example of that next.”* (Foreshadow Challenge #3 about diverse learners.)

Materials: Ensure internet access and accounts for Gamma (it might allow quick use without login, not sure), Magic School (perhaps get a trial or show offline if not accessible to all), Canva (many will have accounts, or they can use free features). If devices are limited, demo more on



screen. Prepare some sample outputs in case the live generation is slow. Print a few example prompts for those who need guidance.

Session 3: Advanced AI Solutions for Teachers' Needs

Now address more sophisticated challenges (like efficient planning and differentiation) and give participants extended practice designing solutions with AI.

Challenge #3: Supporting Diverse Learning Needs

- **Problem Brief (2 min):** Teachers often have students with different abilities, languages, or learning styles in one class, needing differentiated materials. It's hard to manually create multiple versions of texts or tasks. Also, ensuring all students access content (e.g., simplifying language for some without diluting content) is a major challenge.
- **AI Tool Solutions (4 min):** Introduce:
 - **Claude (again)** for generating multiple explanations or analogies for a concept (e.g., explain a concept in different ways for different learners). Show an example prompt: *"Explain the water cycle in three different ways: one for visual learners, one for story-telling lovers, one with a real-life example"*. Claude or ChatGPT can do this well.
 - **Diffit.me:** an AI tool specifically built to **adjust reading level** of texts. Explain how you can input an article or text and Diffit will simplify or complexify it, and even generate comprehension questions appropriate to each level. This is great for creating leveled readers or accessible homework for different grades out of one source content.
 - Possibly mention **Language translation** capabilities (even if not in slides, e.g., DeepL or ChatGPT can translate) for multilingual classrooms. And quiz platforms like **Quizizz** that allow creating adaptive quizzes (though Quizizz is more engagement, it's mentioned later for lesson planning).
- **Example & Demo (4 min):** Show Diffit in action if possible: e.g., take a paragraph from a science text and demonstrate generating an "easy" version and a "challenge" version. It also produces a glossary or questions – illustrate that. Show how AI can create e.g. a visual vs.



textual explanation (maybe use ChatGPT with a prompt like the above or an existing example from Claude link provided). The purpose is to wow them that *differentiation that used to take hours can be jump-started in minutes*.

- **Quick Task (5 min):** If participants have devices, let them try Diffit (it's web-based) on a piece of their own teaching material. Or have them use ChatGPT to simplify a piece of text to a chosen grade level. They could also try creating questions from a text by prompting the AI. After a few minutes, ask how the outputs look – what would they still have to do to make it classroom-ready? (Likely adjust some phrasing, ensure content accuracy, etc.)
- **Discussion (2 min):** Emphasize that AI doesn't replace teacher judgment: *"If Diffit simplifies too much and drops a key idea, you'd catch that. Always review AI-modified content for fidelity to what students need to learn."* Also, caution about biases – ensure AI's adjustments are culturally appropriate and not inadvertently offensive or too "dumbed down." But overall, this can vastly speed up creating multiple versions of worksheets or readings.

Challenge #4: Efficient Lesson Planning

- **Problem Brief (1 min):** Planning full lessons (or units) that meet curriculum standards is time-intensive. Teachers agonize over objectives, aligning to standards, timing activities, etc. Many wrote "lack time for planning."
- **AI Tool Solutions (4 min):** Introduce:
 - **Quizizz (Wayground):** an evolution of Quizizz that now offers not just quizzes but can auto-generate entire lesson presentations and interactive activities with AI. Emphasize its multi-function: it can turn a topic or even a document into a gamified quiz or a whole lesson in a few clicks. If they haven't seen it, describe how it uses AI to populate content and even grade open responses.
 - **ChatGPT for full lesson plan generation.** Provide a scenario: *"Imagine it's Sunday night and you need a plan for Monday – you could ask ChatGPT: 'Create a 45-minute lesson plan on [topic] for [grade], including objectives, a warm-up, main activity, and wrap-up'."* It will produce a structured plan. It's like an experienced co-teacher giving you a template, which you can then tweak.



- **Magic School (revisited):** specifically its **Standards Alignment** and **IEP tools**. If relevant to participants, mention that it can generate plans aligned to specific standards (they might appreciate that if they deal with strict curricula) and even help draft Individualized Education Plan goals for special needs students.
- **Perplexity (revisited):** for quick research to include up-to-date content or evidence in plans. e.g., finding an example or statistic to add to a lesson.
- **Demo (4 min):** Demonstrate quickly either a Wayground (Quizizz) generation or a ChatGPT prompt result. For example, live-prompt ChatGPT: “Create a lesson plan about the water cycle for 5th grade, 40 minutes, including an experiment.” Show how it spits out objectives, materials, steps. Or if possible, show Wayground’s interface of turning a topic into a lesson (you might need a prepared example due to login). If Magic School is accessible, show one of its planning outputs.
- **Group Challenge Activity (20 min):** Now let participants work in subject-alike groups to **create a lesson plan outline using AI** (this is suggested in the scenario). Steps:
 0. Form groups by subject or interest (math teachers together, language teachers, etc., or mixed if numbers are small but subject groups is ideal to tailor content).
 1. Each group picks a topic they all teach or know.
 2. They have a **“Lesson Plan Template”** (you can provide a simple outline or they make one: e.g., Topic, Objectives, Activities, Assessment).
 3. Using any AI tools, they generate pieces for their lesson. For instance, use ChatGPT for the outline and objectives, Magic School for an activity or quiz, Canva for a visual aid, etc. Encourage combining tools: *“AI works best when you chain its strengths – maybe ChatGPT writes a plan, then you use Gamma to make slides for one activity, etc.”*
 4. They compile a rough lesson plan (20 minutes work). Trainers circulate to assist with tools.
 5. If time, each group shares a quick summary of what they planned and which tools they used. Or at least, do a gallery walk if they wrote on flipchart or in a



shared doc projected.

This activity turns them into creators and lets them practice advising each other – group members will naturally discuss “maybe we should use X tool for this part,” which simulates them later advising colleagues. *(Trainer Tip: provide a few guiding questions on a slide during this: “Make sure to decide: What’s the learning goal? Which tool fits each part? How will you ensure the AI content is accurate and appropriate?” This keeps focus on pedagogy, not just gadgetry.)*

- **Debrief (5 min):** Ask groups: “How did it go? What worked or didn’t?” Perhaps one group found ChatGPT gave too generic an activity, so they tweaked it – a useful insight. Another discovered a new tool feature. Emphasize that *collaboration* (with colleagues and with AI) is powerful: their group likely produced a richer plan together than one teacher alone in the same time. This models what they can foster in their schools – teachers collaborating, with AI accelerating the grunt work.
- **Best Idea Highlight:** Optionally, ask if any group wants to share one particularly cool idea from their AI-assisted plan. Celebrate creativity.
- **Wrap-up Part 2 (2 min):** Summarize that AI can significantly reduce planning time and offer diverse resources, but *teachers ensure these plans fit their students*. They should always customize any AI-generated plan with their personal touch and context knowledge.

Session 4: Subject-Specific AI Applications & Mentoring Scenarios

In the afternoon, shift to a more **mentoring-oriented practice**: participants break into subject-specific groups to explore AI use cases relevant to their discipline, and then tackle mentoring scenarios where they advise a teacher. This ties together their AI knowledge with mentoring skills.

- **Subject Group Breakouts (20 min):** Reassemble the groups by teaching subjects (the same as or similar to those in the lesson planning task, if that was done by subject). The idea is to dive deeper into **AI in Math, AI in Language Arts, AI in Science, etc.** Each group will consider typical challenges in their domain and potential AI solutions. Provide each group with a short list of 2-3 **common challenges for that subject** and possibly example AI strategies (you can derive these from prepared content). For example:



- *Mathematics*: Challenge 1 – making abstract concepts concrete; Challenge 2 – providing step-by-step problem help; Challenge 3 – differentiation in practice problems. AI solutions might include generating word problems with real-world context (ChatGPT), visualizing concepts (Gamma for geometry diagrams), creating leveled practice sets (Magic School math tools, Diffit for reading level in word problems).
- *Language/Literature*: Challenge 1 – grammar explanation and practice; Challenge 2 – stimulating creative writing; Challenge 3 – varying reading difficulty. Solutions: Claude or ChatGPT to explain grammar rules with examples, AI to generate writing prompts, Diffit for texts at different levels, Padlet for collaborative literature discussions, etc.
- *Science*: Challenge 1 – designing safe experiments in low-resource settings; Challenge 2 – linking theory to real world; Challenge 3 – data analysis for labs. Solutions: ChatGPT to suggest experiment ideas and safety guidelines, AI to find real-life examples or recent research (Perplexity), or to generate sample data for practice.
- *Primary/Elementary*: Challenge – creating age-appropriate materials across subjects, keeping young learners engaged. Solutions: AI to generate stories or analogies, tools for visual aids (Canva, simple language models for kids). (Use the actual content hints from the Day 3 slides which provide examples for some subjects.)

Each group discusses: *“What are three big challenges in teaching [subject]? Which AI tools or approaches could help each?”*. They can refer to the earlier exercises (maybe someone from that subject in the morning recalls a relevant tool). Provide poster paper for each group to jot their challenges and AI ideas. Trainers circulate to offer suggestions from the slide examples if groups are stuck.

- **Subject Group Share-out (10 min)**: Have each group briefly share one interesting AI application they discussed. For example, the math group might say *“We thought of using Diffit to create both basic and advanced versions of math word problems on percentages,*



so we can give appropriate challenge to different students.” The language group might share *“We found that Claude can generate very clear grammar explanations, like we tried one for present perfect vs past simple that gave rules and examples.”* This cross-pollination ensures everyone hears ideas beyond their subject. Encourage them to note any idea that could apply generally (e.g., using Padlet for collaborative work isn’t just for language, it could be used in science too for brainstorming hypotheses).

- **Mentoring Scenario Introduction (5 min):** Now move to the capstone exercise: applying both AI knowledge and mentoring skills. Introduce that each group will take on a scenario where a teacher (their “mentee”) needs help with something related to AI. You have 6 scenarios prepared (if there are ~6 groups). Examples: (1) A history teacher who is curious about AI but fears students plagiarizing with it; (2) a math teacher struggling to create engaging problem sets; (3) a language teacher who tried an AI tool but got inappropriate content and is now wary; (4) a primary teacher who has no time to explore AI; (5) a science teacher who wants to use AI but their students misuse it for homework; (6) a school librarian who wants to help teachers find AI resources. Tailor scenarios to participant profiles. Assign or let each group choose one scenario (ensure all distinct).

Clarify the task: Each group discusses *“How would you advise this teacher?”*. They should outline a game plan for mentoring that teacher over, say, one or two meetings: what listening approach to take, what questions to ask the teacher to clarify needs, which AI solution(s) to suggest (and how to demonstrate them), and how to follow up. Essentially, they are role-playing being the AI Navigator mentor for that teacher. They can divide roles to present later (one as the Navigator, one as the teacher, etc.) or just jointly come up with advice points. Stress that they must consider *the teacher’s emotions and context* as well as the technical solution – i.e., use the Day 2 skills with Day 3 knowledge.

- **Group Work on Scenarios (15 min):** Groups work on their mentoring plan. Trainers move among groups to ensure they’re balancing mentoring approach (listening/questioning) with AI recommendations. Prompt them to be specific: e.g., *“What exactly would you show or share with this teacher? What concerns might they voice and how will you respond?”*. Encourage them to even script a bit of a conversation if helpful. Each group prepares a *brief role-play or report-back* showing how they’d handle it.



- **Scenario Role-Play Presentations (15 min):** Bring everyone together. For each scenario group, have them either act out a short snippet (3-minute role-play) of the mentoring conversation or simply present their strategy as a team. Role-plays are engaging: e.g., a group might act out the math teacher case – one person as the reluctant math teacher, another as Navigator, showing how the Navigator listens (“You mentioned your students have varying levels, tell me more about that”) then introduces an AI tool gently (“There’s a tool I can show you that might help differentiate the homework – would you be open to exploring it together?”) and addresses concerns (“I understand you worry it’s too techy; we can start small.”). If not role-playing, they can say “We would first ask them X, then demonstrate Y, then suggest they try Z and we meet next week to reflect.” Aim to keep each presentation concise.
- **Feedback and Discussion (10 min):** After each presentation, applaud and discuss briefly. Ask the audience: “*What did that group do well as mentors?*” and “*Any other ideas you’d add for that scenario?*”. This provides peer feedback and additional insights. For example, maybe one group didn’t mention checking the school’s policy – someone might add that. Or highlight if a group was very empathetic in their role-play, how effective that is. Ensure each scenario yields a couple of key takeaways that you articulate: e.g., “*For the plagiarism-fearing teacher, the Navigators would highlight AI misuse vs proper use and maybe set classroom norms – good point.*” or “*For the time-crunched teacher, they smartly offered to help set up the tool together to save the teacher’s initial time.*” This reinforces a supportive, collaborative approach.
- **Synthesize Key Learning Goals (3 min):** Conclude Part 3 by explicitly linking to the learning objectives:
 0. **Applying AI tools to real problems:** Participants practiced selecting the right AI solutions for specific classroom issues.
 1. **Practicing mentoring strategies:** They used listening, questioning, and empathy to frame how they’d support a colleague, not just hand them a tool.

2. **Communication skills:** They found ways to explain AI tools in accessible terms during the role-plays and addressed concerns, which is crucial for peer mentoring.
3. **Collaboration:** By working in groups, they experienced how Navigators can co-create solutions, and they'll do the same with teachers they mentor.

Underscore that this is exactly what they'll be doing in the project's next phase: meeting teachers, understanding their needs, and guiding them with AI. Today gave them a "rehearsal" for that process.

Session 5: The Art of Effective Prompting

The final content session shifts focus to a transversal skill: **Prompt Engineering** – how to communicate with AI to get useful results. This is included to empower participants (and those they mentor) to use AI tools more effectively. It's partly presentation and partly practice.

- **Introduction (5 min):** Begin by asking, *"Have you ever gotten a bad or irrelevant answer from an AI like ChatGPT?"* Likely everyone nods. *"Often, the issue isn't the AI – it's our prompt."* Define **Prompting** as the way we ask questions or give instructions to AI. Good prompts yield better responses. Frame this as a communication skill with AI – think of AI as a very literal student or assistant that needs clear directions.
- **Bad vs Good Prompt Example (5 min):** Show a simple example: *Bad:* "Tell me about energy." vs. *Good:* "Explain the difference between kinetic and potential energy with daily life examples." The good prompt clearly defines the topic and expectation. Another: *Bad:* "How do I write an essay?" vs. *Good:* "Assume you are a writing coach. Explain how to write a strong introduction for a high school essay on Shakespeare, in 2-3 paragraphs." These illustrate adding context, role, and focus for the AI. Emphasize: **specificity and context are key** – the clearer you are, the better the AI can deliver.
- **Prompt Crafting Principles (10 min):** Present a short guide or mnemonic. The content suggests the **CLEAR formula**:
 - **Context** – provide background or role (e.g., "You are a science tutor helping a 5th grader...").



- **Length** – specify desired length or format (“give me a 200-word summary” or “list 5 points”).
- **Examples** – if you can, include examples of what you want (“for instance, one point could be X”).
- **Audience** – clarify who the answer is for (“explain in simple terms for a beginner”).
- **Requirements** – any specific needs or constraints (“use metric units, include a diagram link”).

Go through each with a teaching example: e.g., “Write a quiz” could become “You are a quizmaster. Write 5 multiple-choice questions (with answers) on climate change for 8th grade geography. Ensure at least 2 questions involve interpreting a chart.” In that prompt, we set context (quizmaster), format (5 MCQs with answers), audience (8th grade), specific requirement (include chart interpretation). Also mention the iteration process: *“Don’t settle for the first output. Evaluate it – if it’s not right, refine your prompt and try again.”*. This is part of the process, just like we revise our questions to students when they don’t understand.

- **Optimizing Prompts Tips (5 min):** Share a few extra pro-tips briefly:
 - Request a specific style or tone (“respond in a friendly tone” or “in formal academic style”).
 - Use role-play in prompts (“Act as a debate coach and...” – as seen earlier).
 - Ask the AI if it needs more info or to think step by step (some models allow a “Let’s think step by step” prompt that yields the chain-of-thought).
 - For complex tasks, break the prompt into steps or use multiple prompts (decompose the task).
 - Provide feedback to the AI on its output and ask for revision (“This isn’t detailed enough, give more explanation on point 2.”).

These techniques help in getting higher quality results.



- **Interactive Prompt Fixing (10 min):** Do a quick activity with the whole group or small groups: present a mediocre AI response to a prompt (that you prepared), along with the original prompt. For example, *Prompt*: “Write a lesson plan on photosynthesis.” *Output*: maybe it’s very basic and missing differentiation. Ask, “*How can we improve this prompt?*”. Take suggestions: people might say add grade level, ask for specific sections, etc. Revise the prompt collaboratively to something like “*Create a detailed 30-min biology lesson plan on photosynthesis for 7th graders. Include: objectives, an engaging demonstration activity, 2-3 questions for discussion, and one homework assignment. Aim the content at mixed-ability students.*” Then if possible, show the new output (you might have it ready) to compare quality. This drives home how much better it gets with clarity.
- **Prompt Writing Practice (10 min):** Now have each participant (or pairs) write and test one well-crafted prompt related to their work. For example, “*Think of something you actually want AI to help with – maybe a topic summary for your class, or generating parent newsletter content, or ideas for a field trip. Now write a clear prompt for it, use the tips we discussed, run it and see what you get.*” Walk around to assist. After a few minutes of testing, ask a few people to share their prompt and if it worked well or needed tweaks. Encourage peer feedback on how to refine further. This is important because they will be teaching these prompt skills to colleagues too – practicing now builds confidence.
- **Summarize (5 min):** Summarize best practices: *Be specific, set context/role, define output format/length, specify audience, include details or examples.* Perhaps present a final slide with a filled-in template: “**Prompt = [Role/Context] + [Task] + [Audience] + [Format] + [Additional requirements]**” as a handy formula. And remind them: “*Don’t be afraid to iterate. Good prompting is a bit of trial and error at times.*”

Tie this to their Navigator role: they will likely need to teach colleagues how to prompt effectively, since a lot of frustration with AI stems from not knowing how to ask it. Now they have the know-how to share.

- **Q&A on Tools/Prompts (5 min):** Open it up for any final questions on the myriad tools covered or prompting. At this point, participants might ask about specific tools not covered or deeper questions (like data privacy concerns for using student data in AI, etc.). Address briefly or note them for follow-up resources on Day 5 if complex.



This ends the content-heavy part of the training. Before closing the day, do a quick reflection as done on previous days.

Given the intensity of the day, a reflection helps consolidate and also vent any overwhelm. Use a familiar format (consistency helps, e.g., again a “surprise” or “takeaway” share-out):

- **Reflection Prompt:** Ask, “*What is one key insight or surprise you’re taking away from today about AI tools or using them in teaching?*”. Participants can either write it down first or go directly into a sharing circle.
- **Sharing Circle:** If time allows, do a go-around where each person shares their one insight in a phrase or sentence. Or use the sticky-note spiral method again briefly. Expect things like, “I’m surprised AI can create a full quiz so quickly” or “I realized I need to be very clear with AI to avoid junk results” or “I’m excited to show my colleague the Diffit tool.” There may also be expressions of feeling: “At first I was afraid of too many tools, now I see I just need to pick a few to start.” These are valuable for group acknowledgement.
- **Emotional Check-in:** Acknowledge that today was like a “crash course” in many tools – it’s normal if they feel both excited and a bit overwhelmed. Reinforce that they are not expected to master everything at once; rather, they have a broad view now and can continue exploring at their own pace. And as Navigators, they have each other as a support network to share experiences about these tools going forward (the seeds of a community of practice).
- **Preview Day 4:** Tease that tomorrow, they will switch from learning mode to planning mode: “*You’ll put on your Navigator hats fully and design how you’ll help other teachers back home – essentially drafting your own training or support plans.*” This usually energizes them, as it connects to the real implementation. Wish everyone a restful evening and encourage informal sharing of favorite tools among themselves.

Materials: Keep the posters from the morning’s carousel up (they might like to see them again as they reflect). Possibly have a quick evaluation form for Day 3 content if you want (some do end-of-day mini feedback; could also wait till final evaluation Day 5). And ensure all tech demos or accounts from today are properly logged out or ready for reuse if needed.

Day 4: Planning for Implementation - Training Design

On Day 4, participants transition from being trainees to **training designers**. The focus is to consolidate everything learned into concrete plans for the next phase: how they will train and support teachers in their own schools/regions. By the end of Day 4, each national team of Navigators will have created a prototype plan for an “**AI Basics**” **teacher training** (a workshop they’ll deliver to colleagues). They will also practice giving and receiving feedback on these plans. In essence, Day 4 is about empowerment – making sure they leave with practical next steps and confidence to lead others. The format is largely project-based and collaborative, with trainers facilitating.

Schedule at a Glance:

Time	Session & Activities	Description
9:00 – 10:00	Creative Warm-Up & Team Mission – Intuition Cards exercise	Energizer to spark creativity and team spirit; define AI Navigator team “motto”
10:00 – 12:30	Team Project Work (Part 1) – Design your Teacher Training prototype	National teams plan an AI Basics training day (with guidance); prepare presentation
12:30 – 14:00	<i>Lunch Break</i>	<i>Free time (teams can continue prep if needed)</i>
14:00 – 16:30	Team Presentations & Feedback (Part 2) – Share training plans and refine	Each team presents (~20 min); peer and trainer feedback; discuss improvements
16:30 – 17:00	Integration & Next Steps Discussion – Q&A, combining plans	Group discussion on common elements, challenges; plan to integrate ideas into one toolkit (if applicable); preparation for Day 5 wrap-up

(Note: Day 4 is more flexible in schedule; exact times may shift based on number of teams and length of presentations. Ensure enough time for each team and feedback.)

Session 1: Creative Warm-Up - Intuition Cards & Team Mission

To kick off the planning day, start with a creative, introspective exercise that unifies teams and boosts their confidence.



- **Intuition Cards Draw (15 min):** Provide each participant (or each team, depending on deck size) with a randomly chosen **“Open Intuition Card”**. These could be like abstract image cards, picture prompts, or even word prompt cards – anything that evokes thought. Explain the steps:
 1. *“Think of one quality in yourself that you’re proud of as a teacher or mentor,”* and look at the card for inspiration. Maybe the image resonates with patience, creativity, etc.
 2. Now, *write down three words that come to mind when you look at your card.* No overthinking – just first three words or short phrases, each on a separate small paper or sticky note. These words could be anything – emotions, objects, concepts. This is about tapping into intuition and creativity without analytical constraints.
- **Team Mission Statement (15 min):** Then, have participants gather in there. Each team will use their members’ cards and words to craft a one-sentence **mission or motto for their AI Navigator team**. For example, if a team’s words include “bridge,” “spark,” “guide,” they might form a motto: “Bridging knowledge and curiosity, we spark change and guide our peers in AI.” Encourage them to be creative, even playful – it could rhyme, be metaphorical, or be a tagline they’d proudly put on a t-shirt. The point is to unify and inspire them as a group. Give about 10 minutes for discussion and word-smiting. Trainers circulate to assist if a team is stuck (maybe suggest using all or some of their words, or an image theme from their cards).
- **Share Mottos (10 min):** Let each team present their motto to the whole group, with a bit of explanation if they want. Applaud each. This creates a positive, **team-identity energy**. It signals that each group brings a unique flavor to the Navigator role. (Also, if language allows, maybe translate into their native language for fun or clarity, but English version for the sharing).
- **Debrief (5 min):** Briefly comment on commonalities or differences. Often, such mottos might allude to guidance, innovation, support, etc. Point out: *“These mottos show how you see your mission – keep that spirit as you plan your training for others.”* Perhaps stick these mottos on the wall or take a group photo with each team holding their motto for memory.

This exercise also transitions their mindset from learning to **leading** – they now think in terms of a mission.

Trainer Tip: This exercise is abstract by design. Some very pragmatic participants might find it odd; reassure them it's meant to activate creative thinking. Connect it: *“Mentoring and introducing AI in schools will require creativity and intuition; sometimes you have to think outside the box to engage colleagues. This was a little practice in that.”* Also, the team bonding here is crucial – some may be from different schools or haven't worked closely, and now they'll collaborate intensely for the next few hours.

Materials: A deck of “intuition cards” (if none available, you can use any diverse image cards like Dixit game cards, or print various abstract pictures). Small blank papers or sticky notes for each person to write their 3 words. Flipchart or large paper per team to write their motto (and markers). Possibly tape to display mottos.

Session 2: Team Project Work – Designing an “AI Basics” Teacher Training

Now the core of Day 4: teams create a prototype of the training they will deliver to colleagues back home. This is essentially a mini version of what *they* have experienced, tailored to their context and shorter in duration (likely a 1-day or few-hours workshop, as implied).

- **Instructions & Goal Setting (10 min):** Clearly lay out the task. You might say: *“Over the next few hours, each team will design a training day (or workshop) to introduce AI basics to the teachers you'll mentor in your country.”*. This should include both content (what AI topics or tools to cover) and method (how to engage teachers, any activities, etc.), drawing on all the concepts and materials from this week. They should think of it as a **prototype** – not final, but a draft they can refine later. Key elements to include: objectives of the training, a schedule or agenda, session descriptions, and who will do what (if the team members will co-facilitate). Essentially, they are mirroring the structure they've seen but likely compressing it. For example, maybe a one-day workshop covering basic AI intro, a couple of tools, and some discussion on pedagogy and ethics, plus setting them up for ongoing mentoring.

Highlight that *one of the key expected outputs of the project is this training of teachers* – so this planning is crucial. Also mention that they will present their plan this afternoon and



receive feedback. Each team will get about 20 minutes to present, so their product can be e.g. a short slide deck or a poster outline of their training scenario. They're free to choose format (PowerPoint, flipcharts, skit, etc.) but it must convey the main elements clearly.

- **Provide Templates/Guidance:** Hand out or project a simple **checklist or template** for their training design to guide them (to prevent blank-page paralysis). For instance:
 - *Define the training's target group and context* (who, how many teachers, subjects, prior knowledge?).
 - *Learning goals for the teachers* (e.g. "Teachers will understand what AI is and isn't, try 2 tools, discuss ethical considerations, etc.").
 - *Outline of sessions* (timing and topics/activities, maybe like a half-day or full-day schedule, with small break).
 - *Materials needed* (so they consider what to prepare – accounts, examples, etc.).
 - *Who will facilitate each part* (if team has 4 members, maybe pair up or assign sections).
 - *Mentoring follow-up plan* (how will they support those teachers after the workshop – e.g., regular meet-ups, a chat group, one-on-one sessions – because the project involves mentoring through the school year, not just a one-off training).

Encourage them to incorporate approaches experienced here: e.g., start with an icebreaker or aligning expectations, have hands-on tool time, use reflection, gather feedback. But also adapt to their local culture and teacher needs. "What do you think will excite or worry your teachers the most? Plan to address that."

- **Work Time (approx. 2 hours):** Teams work on their training design. Trainers act as **facilitators/consultants**: move between teams to check progress, answer questions, and gently push for clarity. For example, if a team is stuck on content, ask which tools from Day 3 they found most useful – those might be good to include. If they overload too much content, remind them of time constraints and teacher beginner level (less is more). If they ignore mentoring aspects, ask how they'll ensure teachers feel supported after training.



Ensure they remember emotional aspects too: how to deal with hesitant teachers (maybe include a discussion on fears like we did Day 1).

Encourage teams to divide tasks: some can draft the schedule, others create any slides or find resources. Suggest they can reuse/adapt materials from this training (perhaps they can take some slides from the ones we used – let them know what is available, maybe the presentations can be shared). This is not “cheating” but efficient – as long as they tailor it. If any team finishes early or is struggling, consider pairing teams to peer-review mid-way (“Team A, go tell Team B one idea from your plan and vice versa”) to spark ideas. But ensure each team has a solid outline by end.

- **Prepare Presentations (last 15-20 min of session):** Remind them to prepare how they will present their plan to others. Suggest dividing the talking: each member can present the part they’ll actually lead in real life, for instance. Or one person can give an overview and others chime in. They should mention why they chose certain activities – that shows thought. Ensure any visual aid or document is ready (if slides, get them on the projecting computer, if posters, legible writing, etc.).
- **Quick Team Self-Check:** Before lunch or presentations, ask teams to quickly check: *“Does our plan address the goals we set for teacher outcomes? Will a newbie to AI be comfortable in this training? Did we include interaction, not just lecture?”* This makes them do a last quality check.

Materials: Template or outline for training design (could be on paper or slide). Flipchart paper, markers, tape if doing posters. If using digital slides, computers with PowerPoint (or whatever) accessible; perhaps one team member’s laptop and an email/USB to transfer to main computer. Provide some reference materials: maybe a list of the AI tools covered, or copies of the earlier training scenario for inspiration (if appropriate to share). Also, ensure the room has space for each team to work without disturbing each other (they can spread out, maybe even use breakout rooms if available).



Session 3: Team Presentations and Feedback

This is the culmination of their team planning – each team presents their training plan and gets feedback to improve it. It's a critical step to refine their ideas and also build confidence presenting as trainers.

- **Presentation Guidelines (5 min):** Before starting, set norms: Each team has up to ~20 minutes: aim ~15 min presentation + ~5 min feedback discussion. The audience (other teams and trainers) should take notes and be ready with **constructive feedback and questions**. Emphasize a supportive atmosphere: we are here to help each other make these plans great. Perhaps assign one trainer to be timekeeper to keep things on track.
- **Team Presentations (approx. 15 min each):** One by one, teams present. Encourage them to simulate a bit of how they'd run it: e.g., they might greet as if the audience are the teachers to be trained, or do a snippet of an icebreaker. But it's fine if they just report the outline given time constraints. Key points they should cover: *Who* their audience is, *Goals* of their workshop, the *Agenda/flow of sessions*, *Activities/Methods* they will use, *AI tools/topics* they will include, and *how they'll support teachers afterward*. Ensure each team does mention the follow-up mentoring plan, since Day 4 is also about planning the next phase of support, not just one event.

As they present, trainers should listen for clarity, feasibility, and alignment with project goals. Also watch if they incorporated emotional/pedagogical aspects (e.g., addressing fear of AI, encouraging reflection, etc.) – if not mentioned, note to bring up in feedback.

- **Feedback after Each Presentation (5-10 min each):** Open the floor first to peer feedback: *"What did you appreciate about this plan? Any suggestions or questions?"*. This gets teams learning from each other. Perhaps a member of another country team might say, *"We loved your idea of a hands-on demo rotation – we might borrow that,"* and *"Have you thought about including something on AI ethics? We noticed it wasn't mentioned explicitly."* – that sort of exchange is golden.

Then trainers add their feedback: start positive (there will always be something good – structure, creativity, understanding of teacher needs) and then 1-2 suggestions for improvement. Keep it constructive: e.g., *"Your plan is very ambitious – covering 5 tools in*



3 hours. Consider focusing on 2-3 key tools so teachers have time to absorb. You could always introduce more in follow-up sessions.” Or “You have a reflection at the end which is great; maybe also add a quick check-in at start to gauge their starting point, like we did with hopes/fears.”. Also address any glaring omissions – e.g., if a team forgot a coffee break or didn’t plan any group discussion, point that out kindly (teachers will need breaks; adult learning is interactive).

Encourage teams to respond if needed (maybe to clarify why they chose something, or to ask a question back). Also encourage note-taking: each team should capture the feedback points – maybe assign one of them as scribe.

- **Between Presentations:** Keep the atmosphere collegial. Possibly do a quick energizer if needed between some presentations (like a quick stretch or clap). But usually, the variety of plans keeps interest up.
- **After All Presentations (10 min):** Lead a short reflection on common threads. “*We saw all teams recognize teachers need hands-on practice – fantastic. Everyone included an intro to what AI is, often with a myth-busting or fear-addressing part – clearly important. Some differences: for instance Team X plans a demo lesson, Team Y a panel discussion – both cool approaches.*” By highlighting this, you reinforce core components (AI basics, practical tryouts, addressing concerns, etc.) and show there can be various ways to do it.

If relevant, also mention how these separate plans might be combined or shared. The scenario doc suggests if time allows, teams could refine and “*send to trainers for integration in one common prototype*”. If the project’s aim is to develop a unified training program from all teams, mention that: “*We trainers will collect all your plans and distill them into a common training guide, so your ideas will benefit not just your country but across the project.*” If not explicitly needed, at least suggest that they share materials with each other (maybe via a shared online folder or future meetings). This fosters a sense of a larger community.

- **Quick Improvement Time (if feasible, 10 min):** If schedule and energy permit, you might allow teams brief huddle post-feedback: “*Take 5-10 minutes now to note what you’ll change or add to your plan while it’s fresh.*” They could jot those down or even modify their files.



This ensures feedback is incorporated, not lost. It can also relieve any worry like “we have so much to fix” by doing a bit now with trainer around to clarify.

- **Encouragement and Next Steps (5 min):** Congratulate teams on producing solid plans. Reiterate that these are drafts – they’ll refine them further when back home, and that’s normal. Encourage them to schedule a team follow-up meeting after this training (maybe next week) to finalize details and prepare materials for their actual teacher training. Perhaps mention any support available – e.g., *“We will share digital resources (slides, tool links, etc.) you can reuse. And you can always reach out to us trainers or each other in the WhatsApp group if you need advice while preparing.”* Basically, ensure they feel supported going forward. The network they’ve built here will continue.

Materials: Ensure any technological needs for presentations are addressed (projector, etc.). Feedback forms or just verbal is fine. Possibly a camera to take pictures of teams presenting (for project records or social media with consent). If doing integrated prototype, have a plan to collect their outputs (USB, email, etc.).

Session 4: Integration & Wrap-Up Discussion

Use the remaining time for any open questions, final integration, and preparing for concluding the training on Day 5.

- **Open Q&A / Peer Learning (10 min):** Invite participants to ask any lingering questions or share any insight not yet voiced. This might range from *“What if a teacher refuses to attend our AI workshop?”* to *“Do we get a certificate or something to show our new skills?”* – address each briefly. Encourage others to answer if they have ideas (peer learning). If someone asks about something like policy or technical support, trainers can offer suggestions or commit to find out if not known.
- **Community and Communication:** Announce any plans for keeping in touch as a Navigator community. For example, *“We have created a Facebook Group for all AI Navigators”* – encourage them to join, where they can share experiences, ask questions, and celebrate successes. Or if using another platform (WhatsApp, email list), mention that. Emphasize that they are not alone after this week – they have a network. Perhaps point out,

“Remember, part of our project goal is building a strong network of AI Navigators across countries”, and this community space will help achieve that.

- **Remind Next Steps:** Recap what happens after they go home: e.g., supporting/mentoring teachers as planned (maybe mention the timeline: “Over the next school year, you will each mentor at least X teachers, implement Y lesson plans with AI, etc.” if that’s defined). Also mention any upcoming events like the follow-up workshops (the slide mentioned workshops in March and May, evaluation in July). While not to overload now, it’s good they recall the broader project timeline and their role.
- **Preview Day 5:** Explain that Day 5 will be focusing on reflecting on the whole training, evaluation, and next steps like certification. Mention if any preparation is needed: e.g., *“Think about your personal goal you set on Day 1 – we will revisit that tomorrow.”*. Also mention there will be a formal evaluation survey and certificate ceremony, so attendance and prompt start are appreciated. Keep the tone celebratory: *“It’s our last day – time to celebrate your achievements!”*.
- **Closing Day 4:** Thank them for their hard work today. It was a demanding day (creative thinking, planning, presenting). Perhaps do a very brief cheer or clap as a group for completion of the plan. You might say something motivational: *“Seeing your plans, we are confident each of you will do an amazing job bringing AI to your schools. Get a good rest – you’ve earned it!”*

Day 5: Reflection, Next Steps, and Closure

Day 5 is to consolidate learning, celebrate achievements, and prepare for the participants’ journey ahead. The aims are to reflect on personal and group growth over the week, assess if goals were met, gather feedback on the training, address any final issues, and formally acknowledge participants as certified AI Navigators. By the end of Day 5, participants should feel a sense of accomplishment, clarity on their next steps (and any support mechanisms), and connection to the Navigator community.



Schedule at a Glance:

Time	Session & Activities	Description
9:00 – 9:45	Overall Reflection Circle – Revisiting Goals & Learning Journey	Reflective activities (individual and group) on personal goals and training experience
9:45 – 10:30	Evaluating the Training & Looking Forward – Feedback survey, discussion	Participants fill evaluation forms (or digital); open discussion on improvements, remaining needs; introduce post-training support (community group, etc.)
10:30 – 12:30	Closing Ceremony – Certificates, Photos, and Final Q&A	Certificate awards; group photo; final questions in open space; informal networking and farewells
12:30 – 16:00	Creative time together and Q&A	Participants will have time to work further on their prototypes of training or just engage in peer to peer exchange.

Session 1: Reflection Circle – What I Came For, What I’m Leaving With

This session helps participants internalize their learning and see their progress from Day 1 to Day 5.

- **Revisit Personal Goals (10 min):** Start by literally revisiting the sticky notes from Day 1 where they wrote their SMART goals. If you collected them on a flipchart or if they kept them on badges, ask them to retrieve those now. Give a quiet minute for each person to read their goal and think: *“To what extent did I achieve this?”*. Perhaps they rate it privately 1–10. Then have them write briefly on a new sticky note or the same one: one sentence about their status: e.g., “Achieved” or “Partially, because...,” or “Goal evolved into”.
- **Goal Line Activity (10 min):** On a flipchart or large paper, draw a horizontal line labeled 1 to 10 (1 = not at all achieved, 10 = fully achieved). Invite each participant to come up and place their goal note along that scale at the point they feel represents their achievement. This is a visual summary of goal attainment. It’s done anonymously if they want (no need to say whose note is whose if sensitive). Discuss the overall placement: If many notes cluster



around, say, 7-9, that's great – training met goals for most. If some are low, ask (gently) if anyone wants to share why or what was missing – that can feed into evaluation. Also highlight if some goals changed: maybe someone's goal was too narrow and now they have a broader vision, etc., which is a kind of achievement too.

- **Reflection with Intuition/Metaphoric Cards (15 min):** Use the proposed **Intuition or Metaphoric cards** or a simple two-question reflection. The questions are “What I came for” and “What I go with.” If you have special reflection cards labeled as such, distribute them; if not, just have them write on two separate cards or papers: one representing their initial expectation and one representing their takeaway. They can draw or write a word on each. One by one, in a **circle sharing**, each participant shows (or describes) their two cards: *“I came wanting X, I am leaving with Y.”* For example: “I came to learn about AI, I am leaving with confidence to help others,” or “I came feeling skeptical, I leave feeling curious and motivated.” This is powerful as it closes the loop for each person. Applaud or acknowledge each share. Keep it to one or two sentences each to manage time. (*Trainer Tip:* Start the circle yourself with an example: “I came as a trainer hoping to inspire you all; I leave inspired by **you** and your dedication.” This sets a tone of equality and mutual learning.)
- **Group Memory Walk (5 min, optional):** If time and mood permit, do a quick fun recap: lay out some of the outputs from each day (like a collage: Day 1 house rules poster, Day 2 listening questions handout, Day 3 challenge posters, Day 4 team mottos). Let them walk and see or have volunteers call out best moments from each day. This can spark a few laughs or proud moments (“Remember when we acted the mentor fishbowl and everyone laughed at Lachezar’s acting?” etc.). It lightens and cements memories.
- **Emotional Acknowledgment:** Recognize the emotional journey: *“It’s normal if you felt ups and downs – perhaps Day 3 was overwhelming, or Day 2’s role plays were intimidating, but look how far we’ve come.”* Validate feelings like fear or excitement as part of growth. Possibly reference any initial fears collected on Day 1 and how they feel about those now. The aim is to make them conscious that they personally developed not just skills but also mindset.

- **Transition:** Thank them for sharing honestly. Now that internal reflection is done, we'll move to formal evaluation of the training and discussing future steps.

Materials: Flipchart with drawn scale 1-10. The goal sticky notes from Day 1 (if collected, or ensure they have them). A deck of intuition/metaphoric cards or self-made cards (could even use a deck of metaphor cards again and ask them to pick two that represent their come vs go). Markers.

Session 2: Training Evaluation and Next Steps

This session is partly about gathering feedback for the trainers/organizers (evaluation) and partly about practical next steps.

- **Participant Training Evaluation (15 min):** Distribute an evaluation questionnaire (likely a Google Forms QR code or link if mentioned in the scenario). If digital: project a QR code or link for the online form and have participants use their devices to fill it. If paper, hand out printed forms. The evaluation should cover content relevance, trainer effectiveness, logistics, etc., but also maybe ask what could be improved. Give them time in silence to complete it honestly. Emphasize how valuable their feedback is to improve future trainings. If someone needs translation or clarification of any question, assist discreetly.

Optionally, include a quick knowledge check or confidence check in evaluation (e.g., “Rate your confidence now to mentor others in AI” scale). This double-serves as self-assessment and project monitoring data.

Collect the forms or confirm online submissions. If using the Google Form, maybe one trainer can quickly see responses and address any pressing issue if one stands out (though typically you review later).

- **Group Feedback Discussion (10 min):** Open a short discussion: “*Would anyone like to share one thing you found most valuable, and one suggestion for us?*”. Often participants will volunteer positive comments easily; encourage at least one constructive suggestion in a friendly way (e.g., someone might say “Day 3 had too much content to digest, maybe spread it out”). Receive this professionally – thank them and note that for future. This exercise shows you respect their input and model’s continuous improvement.



- **Address Unanswered Needs (5 min):** Ask, *“Is there any topic or skill you feel you still need help with as you go on to be an AI Navigator?”*. Maybe someone says they want more practice with a particular tool or more info on data privacy. If such things arise, point them to resources: e.g., *“We have a toolkit website with tutorials that we’ll share,”* or *“We will organize a follow-up webinar on ethics,”* etc., if available. Or simply acknowledge and promise to send materials on that topic. It’s important they leave feeling any critical needs are or will be met.
- **Final Logistics & Support: (5 min):** Remind them of any **project reporting duties** (if they need to document their workshops or collect data), and who to contact for support (project coordinator or trainers). Share any resource links, like a folder with all presentations, tool lists, etc. If certificates require something (like signing an attendance list), handle that now. Also, encourage them to stay active in the community group (Facebook or other) by sharing how their teacher trainings go – it can be motivating and they can ask advice there. Essentially, make sure they know how to reach help and that the organizers will still be around.
- **Transition:** Move to the closing ceremony tone: *“Now, to officially recognize your efforts this week and your new role, we’d like to award your certificates...”*.

Materials: Evaluation forms (digital setup or paper copies). Any resources to distribute (maybe a printed list of AI tools and links, or a USB drive, or an email that will be sent). The community group link or QR to show.

Session 3: Closing Ceremony – Certificates and Celebration

This is the celebratory conclusion, meant to leave participants proud and motivated.

- **Certificate Awards (15 min):** One by one, call participants up to receive their **certificate of completion** as an AI Navigator (or whatever formal title). Typically, trainers or a dignitary (if available, e.g., project director or head of institution) hands it over. Shake hands, possibly in front of a backdrop for photos. This can be formal or fun – play some upbeat music in background, or do applause after each name. If group is large, you can also present in small groups or table by table to save time. Ensure each certificate is correctly



named and signed. This formal recognition underscores they are now officially mentors in this project.

- **Group Photo (5 min):** Gather everyone with their certificates for a group photograph. If possible, also do country-specific group photos or trainer participants photos for memories and social media (assuming consent was managed earlier). People often like to take their own group selfies too – allow a few minutes for that camaraderie.
- **Final Words (5 min):** Trainer team and any officials give final short speeches. Keep it positive and forward-looking: *“We are extremely proud of each of you. Over 5 days, you have grown into a community of AI Navigators who will ignite change in your schools. Remember that small steps lead to big impact – even helping one teacher try one AI tool can ripple outward.”* Possibly share a meaningful quote or callback to something from Day 1 (like the house rule “Step into the unknown” – you all did that). Thank the organizing team, venue, funders if any (quick acknowledgments).
- **Participants’ Closing Thoughts (optional, 5-10 min):** Depending on time and mood, you could do a quick round: *“In one word, how are you feeling as we close?”* or *“Shout out one commitment you make as an AI Navigator!”* (e.g., “I will keep learning,” “I will help at least 3 teachers this year”). This reinforces their agency. Or even a fun ritual like all throwing paper planes symbolizing sending off knowledge, etc., if culturally appropriate.
- **Farewells and Networking:** The remaining time following session and in the afternoon can be informal. Encourage exchange of contacts if not already done. Perhaps have a notebook or board where they can write messages to each other or a collective collage of appreciation. Many might already be connected via social platforms, but ensure no one is left out.

Materials: Printed certificates (signed, in folders if desired). Camera for photos. Music and sound system for a festive vibe (optional).