

ASK: AI Supported Knowledge
for Accessibility



Ask^o

A Practical Guide to ChatGPT in Inclusive Education

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A Practical Guide to ChatGPT

IN INCLUSIVE EDUCATION

IN ASK: AI SUPPORTED KNOWLEDGE
FOR ACCESSIBILITY PROJECT

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SECTION 1

INTRODUCTION





1.1

ASK PROJECT AT A GLANCE

Project name: ASK – AI Supported Knowledge for Accessibility

Programme: Erasmus+ small-scale partnership in school education

Project number: 2024-2-IT02-KA210-SCH-000272741

Partners: Fondazione Istituto dei Sordi di Torino ONLUS (Italy), Together We Can! (Latvia)

Main audience: teachers and educators

Main focus: practical use of ChatGPT in inclusive education

WHAT ASK IS

ASK stands for AI Supported Knowledge for Accessibility. It is an Erasmus+ small-scale partnership in school education developed by Fondazione Istituto dei Sordi di Torino ONLUS in Italy and Together We Can! in Latvia.

The project looks at a practical question: how can tools such as ChatGPT support teachers and educators in inclusive educational settings?



MEET THE PARTNERS

Fondazione Istituto dei Sordi di Torino ONLUS (Italy)

IST works in accessibility, deaf education, inclusive teaching, and teacher training. In ASK, it brings experience in educational accessibility and supports the development of materials for inclusive settings.



Together We Can!

(Latvia)

TWC works in social and educational inclusion and collaborates with schools, educators, and local communities. In ASK, it supports the development of activities and materials with a strong focus on participation and practical use.



WHY THE PROJECT WAS DEVELOPED

Many teachers and educators are **interested in artificial intelligence**, but interest alone is not enough.

In daily work, they need **clear examples, realistic uses, and guidance on when a tool is helpful and when it is not.**

This is especially important when they work with students who need adapted materials, clearer language, or different ways of accessing the same content.

ASK was developed to explore this need in a practical way.

HOW THE WORK WAS ORGANISED

The work moved through several stages.

It included two focus groups, workshops, prompt experimentation, and the preparation of this multilingual guide.

The project followed the **ADDIE model**, which helped the partners organise the work from the first analysis of needs to the development and review of the final materials.

- Analysis – listening to teachers and educators and identifying real needs
- Design – defining functions, target groups, and first directions for prompt work
- Development – creating, testing, and improving materials
- Implementation – using the results in workshops and educational activities
- Evaluation – reviewing outputs and improving them through feedback

WHY THIS GUIDE IS ONE OF THE KEY OUTCOMES

This guide is one of the main outcomes of the project. It brings together the work carried out in the different phases and turns it into a practical resource for teachers and educators. Its aim is to help teachers and educators use ChatGPT in a clearer and more practical way in everyday educational work.

1.2

HOW TO USE THIS GUIDE

The table below can help readers choose where to start.

If you need to...	Start from...
Understand the basic functioning of ChatGPT	2.1 How ChatGPT works
Learn how to write a useful prompt	3.1 How to write a prompt
Create or adapt educational materials	Section 3 – How to create content
Reflect on students' needs and accessibility	3.2 Defining the target group and beneficiaries and 3.8 Students' needs
Learn how to improve prompts through dialogue with ChatGPT	3.9 Working in dialogue with ChatGPT

See practical examples and step-by-step uses	Section 4 – Practical guide
Plan lessons with ChatGPT	4.5 How to use ChatGPT in lesson planning
Use ChatGPT during classroom activities	4.6 How to use ChatGPT in the classroom
Work with data, files, school accounts, or settings	2.5 Ethical use of AI in education and 5.1 Essential technical points for safe educational use

1.3

PROJECT OVERVIEW AND PURPOSE OF THE GUIDE

Teachers and educators often hear big claims about artificial intelligence. In practice, their questions are usually much simpler. Can a tool like ChatGPT help with daily work? When is it useful? When does it create more problems than it solves?

In education, and especially in inclusive education, many tasks are based on adaptation. A text may need a shorter version. Instructions may need clearer language.

The same activity may need one version for the whole class and another for a learner who needs more support.

Sometimes the work is not creating something new, but making existing content easier to read, easier to follow, or easier to use.

This is where ChatGPT may be useful. It can help rewrite a passage, generate a first draft, suggest questions, reorganise information, or offer another way to explain the same topic. This can save time, especially in the early stages of planning or adaptation. But the tool does not know the learner, the classroom, or the real aim of the activity unless that information is given clearly. A quick answer is not always a good answer. The result still needs to be checked, corrected, and adapted.

What this guide helps with

- Understanding the tool
- What ChatGPT does well, where it is weak, and why fluent language still needs checking.
- Writing better prompts
- How to ask for something more clearly and get a more useful result.
- Thinking about learners
- How age, language level, accessibility needs, and learner profiles change the request.
- Improving outputs
- How to revise, adapt, and use the result instead of taking the first version as final.



This guide was written for teachers and educators who want practical help with that kind of work. It does not start from technology. It starts from tasks: rewriting, simplifying, adapting, planning, checking, and improving materials. It also keeps attention on the people those materials are for. Age, language level, communication needs, reading skills, and access barriers all matter. A usable prompt depends on them. A usable output depends on them too.

For this reason, the guide does not focus only on what ChatGPT can produce. It also looks at how to work with it. It explains the tool in simple terms, shows why prompting matters, and uses examples to show how a weak output can be improved. It keeps accessibility visible throughout, not as an extra section at the end, but as part of the whole process.

The guide is organised in the same way. It starts with the research phase and with the basic functioning of ChatGPT. It then moves to content creation: prompts, functions, target groups, and students' needs. The practical section shows how these elements can be used in real educational tasks, from planning to adaptation of materials. A final section gathers the main technical points that should remain visible when AI is used in educational settings.

This is a working guide. It is meant to help teachers and educators make better use of ChatGPT without losing sight of judgement, context, and learners' real needs.

SECTION 2

RESEARCH



2.1

HOW CHATGPT WORKS

ChatGPT is a **large language model**. It is trained on large amounts of text so that it can **recognise patterns in language and generate new text in response to a written request**. When a user types a question, an instruction, or a task, the model does not retrieve an answer from a fixed list. It **generates a response step by step, using the patterns it has learned**. This is why ChatGPT can be useful in education for tasks such as rewriting, simplifying, explaining, drafting, or adapting materials.



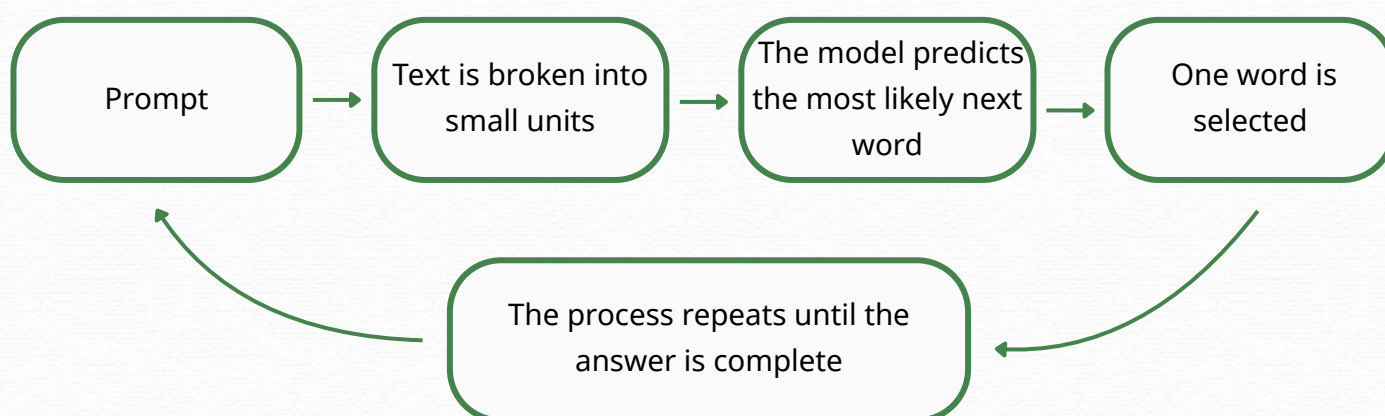
How ChatGPT builds a response

ChatGPT is a language model. It works by identifying patterns in language and **predicting what word or phrase is most likely to come next**. In simple terms, it **builds responses through probability**. It does not “know” in the way a person knows, and it does not check facts before writing. This is why it can produce fluent text quickly, but also why **a fluent answer is not always an accurate or useful one**.

ChatGPT can support work that depends on language, but it cannot decide on its own whether a text is correct, accessible, or pedagogically appropriate. That still depends on the teacher or educator.

Guidance from UNESCO and OECD makes the same point in broader terms: generative AI can support educational work, but only with clear human oversight and a strong pedagogical purpose.

A simple view of the process



Another useful point concerns the **prompt**.

A prompt **is the written request given to the model**. The quality of the answer depends in part on the quality of that request. If the task is vague, the output is often vague too. If the task is clearer, the result is usually more focused and more useful.

This is the basic idea behind prompting. Later sections of the guide develop it in a more practical way.

2.2

FOCUS GROUPS – EVIDENCE AND MAIN FINDINGS

The **focus groups** were organised at the start of the project for a simple reason: before writing a guide on ChatGPT in education, the partnership needed to hear directly from the people who would use it. The **aim** was to understand **where teachers and educators saw a real use, where they had doubts, and what kind of support they actually needed**. This step was already built into the project logic, which planned the focus group as the basis for later work on prompts, workshops, and guide development.

The discussion **involved professionals with direct experience in inclusive education**.

In **Italy**, the focus group included 20 participants, divided into two in-person sessions of 10 people each. Most were support educators working in lower and upper secondary schools, with a smaller number from primary school.



In **Latvia**, 30 participants took part. They came from both special and mainstream schools and included class teachers, subject teachers, support staff, and school management representatives.



The discussions **focused on practical use**. Participants reflected on the strengths and weaknesses of ChatGPT, possible opportunities and limits in the classroom, and the content they would expect from a useful guide. The work was structured through a **SWOT analysis and covered lesson planning, idea generation, speed, accessibility, reliability, student dependency, critical thinking, and the conditions needed for responsible use**.

In Latvia, teachers described AI as a tool already used for preparing materials, creating tasks, revising texts, and supporting individual learners. They also asked for more exchange of practice and practical examples.

A clear finding was that **teachers and educators wanted usable resources** rather than general theory.

Italian and Latvian participants asked for a **short and practical guide, real examples, tested prompts, information on risks and ethics**, and content linked to accessibility, including possible use with AAC.

They also requested live demonstrations, more time for discussion, and **resources suitable for multilingual and special education settings**.

They valued practical ideas for adapting materials, motivating children, and developing individual support strategies, and showed interest in continuing the work through further activities.

The focus groups also showed **different levels of familiarity with ChatGPT**.

In Italy, younger educators, mostly under 35 and with less professional experience, were generally more open to experimentation. Some were already using ChatGPT for planning, communication, or quick searches.

The more experienced group, mainly over 40, was more cautious and needed more guided discussion.

Their concerns focused on reliability, overdependence, weaker critical thinking, and the risk of treating fast answers as good answers. The evaluation summary confirms this difference: the first group reported basic to intermediate familiarity and high perceived usefulness, while the second group had very limited experience and asked for more structured support.

The reports do not suggest a rejection of the tool. They show a more balanced position. **Participants saw potential value in ChatGPT when it was used for clear educational purposes and with appropriate guidance.** Latvian teachers mentioned **personalisation, motivation, and progress monitoring.** Italian participants recognised **possible benefits for inclusive education**, but asked for accurate information, practical guidance, and clearer discussion of pedagogical and ethical limits. This balance shaped the guide: **the question was not whether AI is good or bad, but when and how it can support real educational work.**

The focus groups also created continuity for the next stages of the project. In Italy, around eight educators agreed to remain involved, and the later working groups were built mainly from participants who had taken part in the focus group. In Latvia, participants also expressed interest in follow-up activities and further testing. **The focus groups** therefore provided more than initial feedback. They **created a practical base for the prompt work, the experimentation phase, and the development of the guide.**

2.3

HOW DATA WERE ORGANISED AND ANALYSED

After the focus groups, the project team organised the material collected from participants: comments, recurring needs, examples from practice, possible uses of ChatGPT, and first ideas for prompts. The team used tables to group this information into clear categories and make it usable for the next stages of the project.

The work focused on **identifying the main educational functions for which ChatGPT could support inclusive teaching**. These included simplification, summary, explanation with examples, adapted instructions, visual description, writing support, comprehension questions, vocabulary support, AAC-related communication aid, and accessible assessment.

Prompt Goal (AI Function)	Description	Example Prompt	Useful for (Student Profiles)	Relevant for your context?
Simplification	Rewrite texts using simple language and short sentences	Eg.1 <i>Rewrite this history text using short sentences, familiar words, and a concrete tone</i> Eg.2 <i>Simplify this short story by removing abstract language and breaking down long sentences into simpler ones.</i>	Eg.1 Nurodiversity & Executive Functioning Eg.2 Communication & Language needs	Yes/No

Each function was **linked to one or more reference target groups**. Teachers' examples were then reviewed, similar answers were grouped, missing points were added, and less represented areas were completed. This helped the team move from individual comments to recurring patterns across subjects, school levels, and learner needs.

Learning Objective	Student Profile	AI Support Type	Classroom Suggestions	Prompt Text	My Observations to the response	Chat GPT Suggested improvement
Simplify a civic education text	Deaf student, A2 reading level	Simplification	Use for history and civic education tasks	<i>Rewrite this text in simple English for a deaf student with A2-level reading skills. Use short sentences, common words, and explain difficult ideas with examples. Text: [...]</i>	Some abstract words needed more explanation	<i>You are a language support assistant. A teacher needs to simplify a short civic education paragraph for a 13-year-old deaf student who reads at A2 level. Rewrite the text in short sentences, using common everyday words, and explain abstract ideas with concrete examples. Avoid idioms and passive voice. Maximum: 5 sentences. Text: [...]</i>

The **tables were used as a working tool**. They helped the partnership decide which functions were worth testing, which learner profiles needed more attention, and which ideas could be developed into prompts and guide content. The next phase could then start from organised material connected to real educational practice.

2.4

OUTPUTS OF THE RESEARCH PHASE

The research phase created the working base for the rest of the guide. It brought together the focus group results, the work of the follow-up groups, a shared method for collecting prompts, and the first testing activities.

This allowed the project to move from discussion to materials that could be used and developed further.

Two working groups was set up to support the next stages. Participants were selected mainly from educators who had already taken part in the focus groups and wanted to remain involved. They helped review, select, and test the first prompts, and provided feedback during the following activities.

The partnership then defined a shared method for prompt collection. The prompts were not treated as isolated examples. They were organised around the main educational functions identified for inclusive settings and linked to possible target groups. **This phase produced 50 draft prompts**, organised by function and possible learner profile.

The first testing activities brought the prompts closer to classroom use. **Educators worked on prompts connected to real teaching situations. They selected objectives, learner profiles, and types of support, then tested and revised the prompts with ChatGPT.** As a result, **24 prompts were selected and developed further.** The workshops also supported participants in writing clearer prompts and reading AI-generated outputs with more attention.



2.5

ETHICAL USE OF AI IN EDUCATION

ChatGPT can support teachers when preparing, adapting, and reviewing educational materials. It can suggest explanations, simplify texts, create examples, and help with first drafts of activities. In inclusive and special education, these uses can be useful, but they require clear limits.

ACCURACY is the first issue. AI-generated content **may sound clear and still be wrong, incomplete, or out of date**. This matters when materials are used to support learning paths, individual activities, or adapted tasks. Facts, examples, and instructions should be checked against the learning objective before classroom use.

BIAS is another risk. AI systems are trained on large amounts of text, which **may include stereotypes, simplified assumptions, or discriminatory language**.

Outputs may therefore include examples or wording that represent some students, cultures, abilities, or backgrounds unfairly. Language should be respectful, inclusive, and suitable for the learners who will use the material.



PRIVACY also needs careful attention.

Teachers should **not enter personal or sensitive information about students into AI tools** unless data protection rules and school procedures clearly allow it. This includes names, diagnoses, health information, learning difficulties, behavioural information, family situations, grades, or other identifiable details.

For example, instead of writing:

"Create a task for Marco, who has dyslexia and anxiety."

a teacher could write:

"Create a short reading task for a 10-year-old student who needs simple language, short instructions, and a clear structure."

This gives enough educational information without exposing personal data.

AI can also be used to **develop students' digital responsibility**. Students can compare two AI-generated answers, find unclear parts, check whether the information is reliable, or rewrite a response in clearer language. Used in this way, AI becomes material for discussion, not just a source of answers.

Some **practical questions** can guide the use of AI-generated material:

- Is the information accurate?
- Is the language suitable for the students' age and level?
- Is the material accessible for the learners who will use it?
- Does it respect students' differences, cultures, abilities, and backgrounds?
- Does it avoid stereotypes or discriminatory assumptions?
- Does it protect personal and sensitive data?
- Does it support the learning objective?

The ASK project also refers to **ethical and legal frameworks** relevant to educational work. The *Declaration of Helsinki* sets out principles for activities involving human participants, including informed consent, respect for participants, and risk minimisation. The *UN Convention on the Rights of Persons with Disabilities* promotes equal participation, non-discrimination, access to education, and accessible communication.

The project also follows the legal frameworks of the partner countries.

In Latvia, this includes the Personal Data Processing Law and the Children's Rights Protection Law, in line with GDPR principles.

In Italy, the project follows national privacy legislation and policies related to youth participation and educational activities. These frameworks guide the collection, storage, and use of personal data, especially when minors or vulnerable participants are involved.

For this guide, the practical message is simple: use general learner profiles instead of identifiable student data, keep accessibility in view, and treat AI-generated material as part of a wider educational process.



SECTION 3

HOW TO CREATE CONTENT



3.1

HOW TO WRITE A PROMPT

A **prompt** is the instruction given to ChatGPT.

It can be short, but **vague prompts usually produce vague answers**.

Example.

"Give me five quiz questions about the water cycle" may work, but "Create five multiple-choice quiz questions about the water cycle for 10-year-old students. Use clear and simple language" gives a clearer task and usually produces a more useful result.

Prompt quality matters because ChatGPT only works with the information included in the request. It does not know the class, the lesson, or the learning objective unless these are described. Teachers and educators obtained better results when they moved from general requests to prompts linked to a learning objective, a learner profile, and a specific type of support.

A good prompt does not need complicated language. It needs the right information. Four questions are useful:

Who is this for?

What do I need?

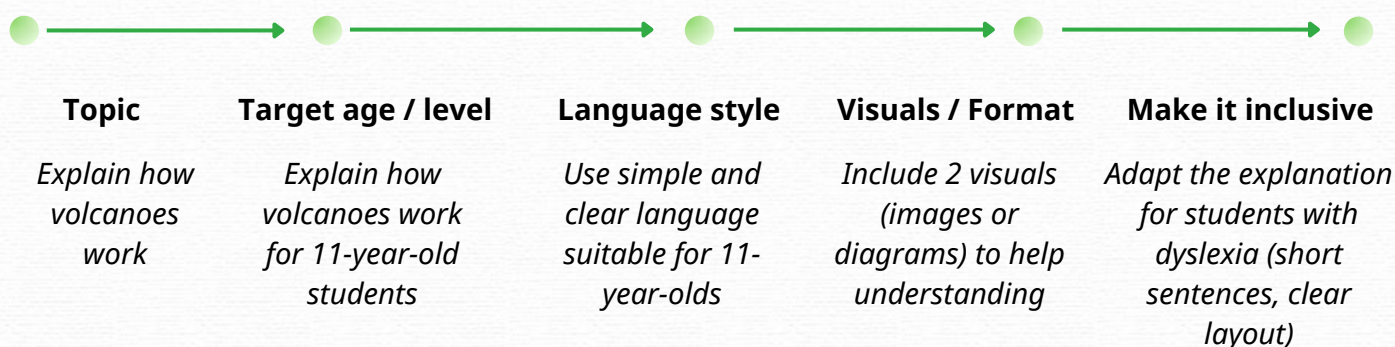
How should the output look?

Why am I asking for it?



In educational use, **useful details** include **age or level, subject, task, format, tone, length, and any accessibility need** that affects the learner. A good prompt is clear, specific, complete, and inclusive.

One useful method is to build the prompt step by step. A basic request such as “Explain how volcanoes work” becomes stronger when it includes the learner’s age, language level, expected format, and any accessibility adaptation. The same approach was used in the workshops: participants selected a learning objective, a learner profile, a type of AI support, and a real classroom situation before testing the prompt.



This method is called **prompt chaining** – it helps you adjust and refine your request, just like having a conversation.



Weaker prompt:

"Simplify this text."

Stronger prompt:

"You are a language support assistant. Rewrite this short civic education text for a 13-year-old deaf student who reads at A2 level. Use short sentences, common everyday words, and concrete examples. Avoid idioms and passive voice. Maximum five sentences."

The stronger version gives ChatGPT a role, a learner profile, a language target, and a clear limit. It is easier to use and easier to adapt to a real classroom situation

The **first prompt is rarely the final one.**

Prompt writing is a process of testing and revision. After reading the first output, the teacher can refine the request or **ask ChatGPT to improve the prompt.**

Useful follow-up questions include:

- *"Can you improve this prompt?"*
- *"How can I make this more inclusive?"*
- *"Rewrite this for students with learning difficulties."*
- *"Suggest a better format or tone."*

This approach was used in the workshops. Participants tested prompts, noted what was missing, and revised them. The result was a more precise prompt and a more useful output.

3.2

DEFINING THE TARGET GROUP AND BENEFICIARIES

When teachers use ChatGPT to create or adapt educational content, one of the first questions should be: ***who is this material for?***

A text, an exercise, or an explanation is never useful for everyone in the same way. It **must be connected to real learners, their age, their level, their language skills, and their support needs**. Without this information, the output may be too difficult, too generic, or not suitable for the classroom.

AGE is one of the first elements to consider. Younger students usually need short sentences, concrete examples, simple vocabulary, and clear structure. Older students can work with more complex ideas, longer explanations, and more abstract concepts.

LANGUAGE LEVELS is also important. A student who is learning in a second language, or who has limited vocabulary, may need a shorter text, easier words, or examples linked to everyday life. ChatGPT can help create these versions, but the teacher must check whether the level is really appropriate.

To describe student's language level in a way that AI can understand, use the **CEFR classification** (A1, A2, B1, ecc.)

Students also have different ways of **ACCESSING and PROCESSING INFORMATIONS**.

Some learners may have reading difficulties, attention difficulties, language development needs, or other barriers that concerne learning. In these cases, ChatGPT can support the teacher by creating simplified texts, structured tasks, step-by-step instructions, or visual explanations.

However, the tool does not know the individual student. It can only work with the information included in the prompt. This is why the target group must be described clearly.

ACCESSIBILITY should be considered from the beginning, not added at the end. The same content may need different formats. One student may need a short summary. Another may need a table, a glossary, or instructions divided into small steps. Another may need examples, visual support, or an explanation with less abstract language. ChatGPT can generate different versions quickly, but the teacher decides which version is useful, accessible, and safe for the learner.

A classroom is rarely homogeneous. Students may work on the same topic, but they may not need the same material. For example, during a science lesson, one group may read the full text, another may use a simplified version, and one student may work with key words and images.

PERSONALIZATION is especially important in inclusive and special education contexts. Teachers know the students' strengths, difficulties, interests, and motivations. They also know what kind of support has already worked, and what may create frustration or confusion. ChatGPT cannot make these decisions. It can suggest a first version, but the teacher must adapt it to the real classroom situation.

A useful prompt should therefore include clear information about the learners. This may include age, school level, subject, language level, reading skills, communication needs, attention needs, or the type of support required.

For example:

"Rewrite this text for 11-year-old students. Use short sentences, simple words, and one concrete example for each key idea."

or:

"Create three versions of this activity: one standard version, one simplified version, and one version with step-by-step instructions."

Defining the target group helps teachers use ChatGPT in a more precise way. It makes the **output easier to check, easier to adapt**, and more useful for students. The aim is not to create generic material, but to **prepare content that responds to real educational needs**.

3.3

SIMPLIFYING AND SUMMARISING CONTENT

SIMPLIFICATION

ChatGPT can rewrite a text using simpler language, shorter sentences, and a clearer structure. This can help students who find long or abstract texts difficult to read.

A teacher wants to adapt a science text for a student with reading difficulties.

Original text:

"Photosynthesis is a process in which plants use solar energy to synthesise organic compounds."

Simplified version:

"Plants use sunlight to make their own food. This process is called photosynthesis."



SUMMARY

ChatGPT can reduce a longer text to its main ideas. This can help students focus on the most important information before reading, studying, or revising.



A teacher has a one-page text about the water cycle, but some students find it too long.

ChatGPT can create a short summary with the key stages: water goes up as vapour, forms clouds, and comes back down as rain.

EXPLANATION WITH EXAMPLES

ChatGPT can explain a difficult concept through a simple example from everyday life. This can help students connect an abstract idea to something they already know.

A student does not understand division

The teacher asks ChatGPT to explain it with a practical situation:

"You have 12 candies and 3 friends. You share the candies equally. Each friend gets 4 candies."



3.4

ACCESSIBLE INSTRUCTIONS AND VISUAL CONTENT

ADAPTED INSTRUCTIONS

ChatGPT can rewrite classroom tasks or homework instructions using clearer language and smaller steps.

This can help students who have difficulty understanding long, complex, or implicit instructions.

**A teacher wants to adapt a reading task for students who need more structured guidance.**

Original instruction:

"Read the text and answer questions 1-3."

Adapted version:

"Read the text. Find the answers to questions 1, 2, and 3. Write short answers."

VISUAL DESCRIPTION

ChatGPT can describe images, graphs, diagrams, or other visual elements in words. This can help students who cannot fully access visual information or who need support to understand what an image shows

A teacher uses a line graph in a science lesson, but some students need a verbal explanation.

ChatGPT can help describe the graph:

"The line goes up from Monday to Friday. This means that the temperature increases during the week."



ROLE PLAY / DIALOGUE

ChatGPT can create short dialogues for everyday or classroom situations. This can help students practise communication, learn useful phrases, and prepare for real-life interactions



A teacher wants students to practise how to ask for help during a medical visit.

ChatGPT can create a simple dialogue between a doctor and a patient, with short questions such as:

"Where does it hurt?",

"When did it start?",

and *"Can you explain the pain?"*

3.5

WRITING, VOCABULARY AND COMPREHENSION

WRITING SUPPORT

ChatGPT can help students start or improve a written text by suggesting ideas, sentence starters, simple structures, or possible corrections. This can support students who find it difficult to begin writing or organise their thoughts

A student needs to write a short paragraph about school but does not know how to start.

ChatGPT can suggest sentence starters such as:

"I like school because...",

"My favourite subject is...",

or *"One thing I find difficult is..."*.

The student then chooses one and completes the sentence.



COMPREHENSION QUESTIONS

ChatGPT can create simple questions based on a text. This can help teachers check whether students have understood the main information and can recall key details.



After reading a short text about the forest, the teacher asks ChatGPT to create three easy questions.

For example:

"What animals live in the forest?",

"Why are trees important?",

and *"What can people do to protect the forest?"*

VOCABULARY SUPPORT

ChatGPT can create short glossaries with simple definitions and examples. This can help students understand new words before reading a text or studying a new topic.

Before a science lesson, the teacher asks ChatGPT to explain key words in simple language.

"Ecosystem"

can become:

"A place where plants, animals, and other living things live together. A forest is an ecosystem."



3.6

COMMUNICATION, ASSESSMENT AND CREATIVITY

COMMUNICATION AID

ChatGPT can generate simple phrases or short sentences that can support communication. These phrases can be used as a starting point for AAC materials or other communication supports. This can help students with communication difficulties express needs, choices, feelings, or requests.



A teacher wants to prepare basic communication phrases for a student who uses AAC.

ChatGPT can suggest short sentences such as:

"I want water",

"I need help",

"I feel tired",

or "Can I have a break?"

ASSESSMENT

ChatGPT can help create accessible tests, quizzes, or review questions adapted to students' levels. This can support teachers when they need to check understanding without making the assessment too difficult to access.

After a short reading passage, the teacher asks ChatGPT to create a simplified multiple-choice quiz with three answer options for each question

The teacher then checks that the questions are clear, accurate, and suitable for the students' level.



CREATIVE SUPPORT

ChatGPT can suggest ideas, prompts, or simple tasks that help students start a creative activity. This can support students who find it difficult to begin from an empty page or need a first idea to develop.



A teacher wants students to write a short imaginative story.

ChatGPT can suggest a starting idea:

"A small robot gets lost in the school and asks the students for help."

Students then develop the story in their own words.

3.7

TEXT COMPREHENSION AND ART DESCRIPTION

TEXT COMPREHENSION

ChatGPT can create exercises that help students show what they have understood from a text.

These exercises can focus on the main events, key information, characters, causes, or consequences. This can support students who need guided questions after reading.

After reading a short story, the teacher asks ChatGPT to create simple comprehension questions

"What happened first?",

"Who are the main characters?",

and *"Why did the character ask for help?"*



ART DESCRIPTION AND INTERPRETATION

ChatGPT can help create tasks that guide students in observing and describing a work of art. This can support students who need clear questions to look at colours, shapes, people, emotions, or details in an image.



A teacher shows the class a painting and asks ChatGPT to prepare simple observation questions:

"What colours can you see?",

"What is happening in the picture?",

"How do you think the people feel?",

and *"What does the painting remind you of?"*

3.8

STUDENTS' NEEDS

When teachers use ChatGPT to create or adapt educational content, they should **first consider the students' needs**. The same content may require different levels of language, structure, support, or access.

The table below shows **some common areas of need and how ChatGPT can support the teacher in preparing more accessible materials**.

AREA OF NEED	WHAT STUDENTS MAY NEED	CHATGPT SUPPORT	TEACHER'S CHECK
Cognitive and learning needs	Some students may need more time to process information, understand long texts, or identify the main ideas. This may include students with dyslexia, dyscalculia, or other specific learning needs. They may need repetition, visual support, shorter tasks, or clearer structure.	ChatGPT can help simplify and structure a text, divide a task into small steps, highlight key ideas, or create explanations at different levels.	The teacher should check that the simplified version keeps the original meaning and that the level is suitable for the student.
Communication and language needs	Some students may need support to understand vocabulary, build sentences, follow instructions, or communicate in different contexts. This may include students with language development needs, students learning in a foreign language, or students who use AAC.	ChatGPT can create simple phrases and sentences, prepare short dialogues, explain words with clear examples, or suggest phrases for AAC materials.	The teacher should check that the language matches the student's real level and that the student can understand and use the generated phrases.

Sensory access needs	Some students may need information in a different format because visual, auditory, or combined sensory barriers affect access to learning materials. They may need verbal descriptions, readable text, clear layout, high contrast, or alternatives to information presented only in one format.	ChatGPT can describe images, graphs, and diagrams in words, prepare text for text-to-speech tools, simplify explanations, or create alternative versions of the same content.	The teacher should choose the most suitable format and check that the information is accessible through more than one channel when needed.
Neurodiversity and executive functioning needs	Some students may need support with attention, organisation, planning, time management, or routine. This may include students with ADHD, students on the autism spectrum, or students with other neurodevelopmental profiles. They may need predictable routines and clear sequences.	ChatGPT can break tasks into short steps, create step-by-step instructions, prepare simple schedules, or organise daily and lesson activities in a clear order.	The teacher should check that the structure is consistent, realistic, and adapted to the student's way of working.
Complex and personalised educational needs	Some students have more than one support need at the same time. For example, a student may need help with reading, language, communication, and emotional regulation. Materials may need to be flexible, multimodal, and connected to individual education plans.	ChatGPT can create task sets at different levels, prepare different versions of the same activity, combine short texts with visual support, or suggest alternative ways to complete a task, such as oral answers, images, matching, or step-by-step guidance.	The teacher should decide which output best matches the student's needs, combine it with other support strategies, and adapt it before classroom use.

Social, emotional, and situational needs	Students may need support because of emotional, social, or temporary situations. Anxiety, low self-esteem, low motivation, difficulty adapting to a new environment, or difficulty in social interaction can affect participation and engagement.	ChatGPT can help create supportive messages, role-play scenarios for social situations, simple emotional regulation examples, or positive learning scenarios.	The teacher should check the emotional impact of the material, avoid language that may create pressure or embarrassment, and use the output only when it supports a safe and respectful learning environment.
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3.9

WORKING IN DIALOGUE WITH CHATGPT

Working with ChatGPT is usually a process, not a single request.

A first prompt gives a first answer, but the result may be too general, too long, too difficult, or not close enough to the students' needs. The next step is to refine the request.

A simple sequence can help:

1. Write the first prompt.
2. Read the output.
3. **Identify what is missing or unclear.**
4. **Ask for a change.**
5. **Use the improved version as a basis for the final material.**

Follow-up prompts can change the level, format, tone, length, or accessibility of the output. For example:

- "Use shorter sentences."
- "Make the language simpler."
- "Add one concrete example."
- "Rewrite this as a table."
- "Divide the instructions into three steps."
- "Adapt this for 10-year-old students."
- "Avoid abstract words and explain difficult ideas."
- "Make the text easier to read for students with reading difficulties."

One useful strategy is to ask ChatGPT to improve the prompt itself.

A teacher may start with:

"Help me simplify this text for my students."

After reading the answer, the teacher may ask:

"Can you rewrite this prompt so that it is more precise, inclusive, and useful for a teacher? The students are 11 years old and need short sentences, simple vocabulary, and clear examples."

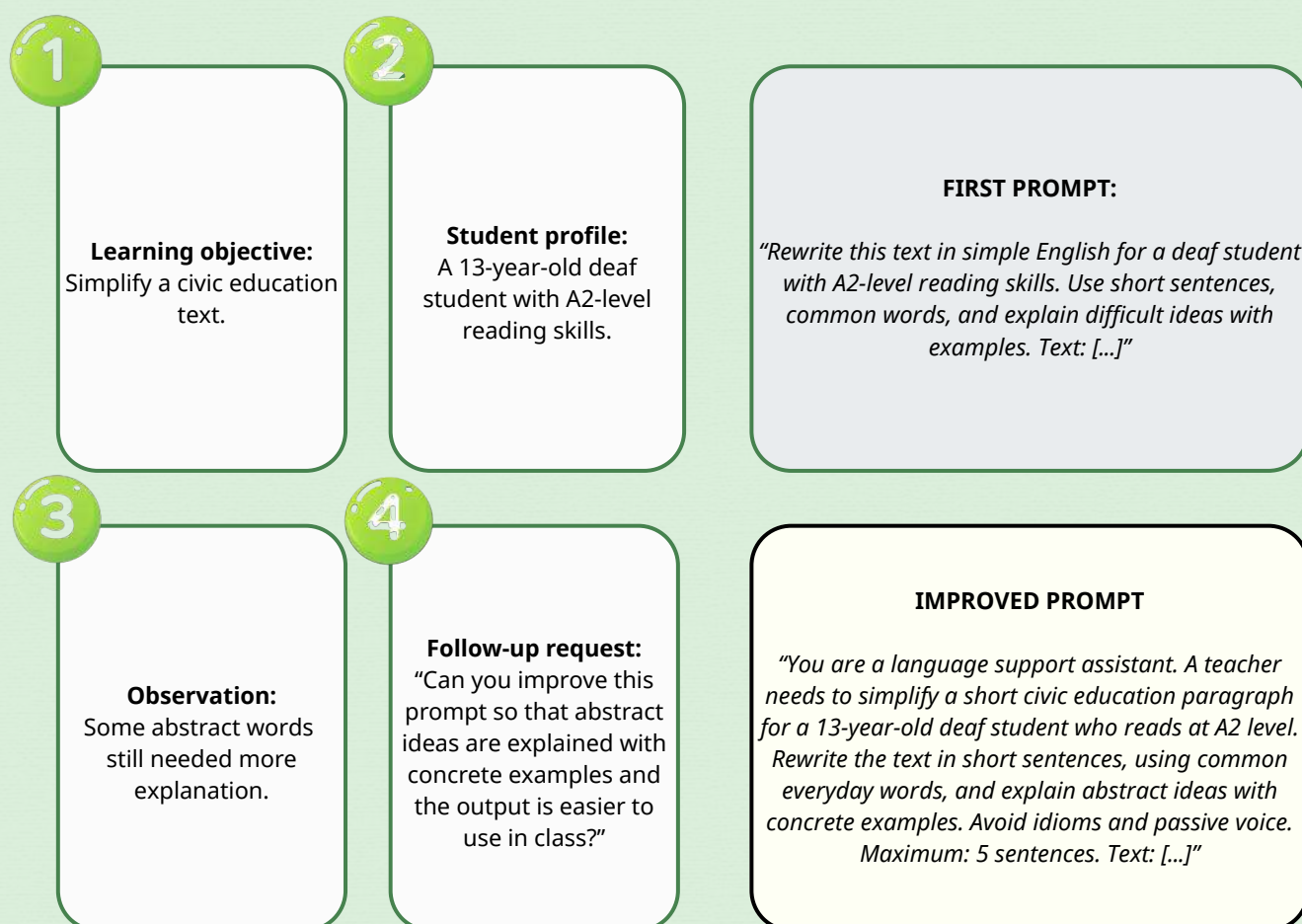
ChatGPT may suggest a stronger prompt:

"Rewrite the following text for 11-year-old students who need simple language and a clear structure. Use short sentences, common words, and one concrete example for each key idea. Keep the original meaning. Avoid idioms and complex expressions. Text: [...]"



This approach was used during the ASK workshops. Educators tested prompts, observed the outputs, and identified what needed to change. Some answers were too abstract. Others needed simpler language, a clearer format, more concrete examples, or a better link to the students' level. These observations were used to improve the prompts.

Example from the workshops:



When a prompt works well, it is useful to save it.

Teachers can **create a small prompt bank** in a Word file or shared document, organised by function, subject, student need, language level, or type of output.

Useful prompts can be **saved for recurring tasks such as:**

- identifying the style and main features of a text;
- rewriting a text in the same style;
- simplifying a text;
- translating and adapting a text into another language;
- creating summaries;
- preparing glossaries;
- writing comprehension questions;
- adapting classroom instructions;
- checking whether a text is accessible enough.



Before keeping or reusing a prompt, four questions are useful:

- Is it clear?
- Is it inclusive?
- Is it useful for a real classroom?
- Does it support the learning objective?

SECTION 4

PRACTICAL GUIDE



4.1

PLANNING A SENSORY LESSON ON SURFACES

The teacher wanted to use ChatGPT to **prepare a short sensory lesson about surfaces.**

The activity was designed for primary school children aged 6–8, including students with low motivation to learn.

The aim was not only to explain the topic, but to **help students explore it through touch, sight, movement, simple words, and direct experience.**

FIRST PROMPT:

“Please create 5 tasks for a child with low motivation to learn in order to stimulate their interest and help them master the learning content. Topic: surfaces.”

This prompt gave ChatGPT a clear general direction, but it was still too open. It did not include the age of the students, the duration of the lesson, the phases of the activity, or the type of final check.

The teacher therefore decided to **make the prompt more precise.**

IMPROVED PROMPT:

"Create a 45-minute sensory lesson about surfaces for primary school children aged 6–8, including students with low motivation to learn. The aim is to help students observe and describe different surfaces through touch, sight, movement, and simple words. Organise the lesson into clear phases: introduction, guided exploration, choice-based activity, short movement activity, and final reflection. Use simple language, small steps, familiar colours and shapes, immediate positive feedback, and one short final assessment activity."

This prompt can be used in art education, sensory learning, motor skills activities, or tactile and spatial perception lessons. It is especially useful when students need practical tasks, short steps, and direct contact with materials.

Some students may find it difficult to stay focused during abstract or verbal explanations.

A sensory activity can help them participate, observe, move, choose, and describe what they experience.

The **teacher's objective** was to help students:

- recognise different types of surfaces;
- use simple words to describe what they touch and see;
- connect surfaces with familiar objects;
- participate in a short guided activity;
- choose between simple tasks;
- complete a small final reflection or check.



3

Choice-based activity

Students choose one of two or three simple tasks. For example:

- Surface hunt: find one smooth object and one rough object in the classroom.
- Sorting task: place objects into two groups: soft / hard or smooth / rough.
- Matching task: match a surface to a word card or image card.

Giving students a choice can increase motivation. It also allows the teacher to adapt the task to different levels of participation.

4

Movement activity

Students move around the room and look for surfaces. They can walk to an object, touch it, and say or point to one word that describes it. The teacher can use positive feedback, such as:

"You found a smooth surface."

"You touched it carefully."

"You chose a good word."

This helps students connect movement, attention, and language.

5

Final reflection and short assessment

At the end of the lesson, each student chooses one object and describes its surface. The answer can be verbal, written, gestural, or supported with cards.

For example:

"This is soft."

"This is rough."

"This is smooth and blue."

"This surface is hard."

The teacher can also ask students to match two objects to two word cards, such as smooth and rough. This gives a simple final check without creating too much pressure.



Before using this type of output, teachers **should check**:

- whether the activities are suitable for the students' age;
- whether the materials are safe and easy to handle;
- whether the number of words is appropriate;
- whether the task is divided into clear and short steps;
- whether students can choose between different activities;
- whether sensory preferences are respected;
- whether students can answer in different ways;
- whether the final check is simple and not stressful.

4.2

DESIGNING AN INCLUSIVE PROJECT-BASED LESSON

The teacher wanted to use ChatGPT to **design a project-based learning path on the Italian Risorgimento**.

The activity was planned for a **fifth-year upper secondary human sciences class**. The class **included an 18-year-old autistic student with A1-level reading skills**.

The aim was to **support meaningful learning during classroom time and reduce the amount of memorisation required at home**.

Instead of asking students to study the topic only through long texts and individual revision, the teacher wanted to **organise a two-month project** with clear phases, practical tasks, visual supports, and a final product.

FIRST PROMPT:

"Give an example of project-based learning to support meaningful learning already in the classroom and reduce the memorisation workload at home on the Italian Risorgimento for a fifth-year upper secondary class in which there is an autistic student. Describe the lessons to be carried out over a two-month period, listing all the steps: introduction to the students (with all phases listed), implementation, and conclusion."

This prompt was already useful because it included the subject, the class level, the project duration, the learning approach, and the presence of an autistic student. ChatGPT produced a coherent answer and also suggested additional elements, such as possible adaptations and assessment rubrics.

However, the teacher **needed a more controlled output**. The response had to focus on one **specific school context and on a realistic sequence of lessons**.

The teacher also wanted to **avoid a long and complex evaluation rubric**.

For this reason, the prompt was refined.

IMPROVED PROMPT:

"Create a two-month project-based learning plan on the Italian Risorgimento for a fifth-year upper secondary human sciences class. The class has one history lesson per week. The plan should support meaningful learning in class and reduce the memorisation workload at home. Include one autistic 18-year-old student with A1 reading level. The final product should be a visual timeline of the Italian Risorgimento. Organise the plan into introduction, development, implementation, final product, and conclusion. For each phase, include lesson objectives, classroom activities, materials, student roles, accessibility adaptations, and short checkpoints to monitor understanding. Use clear instructions, predictable routines, visual supports, short texts, and alternative ways for students to show what they know."

This prompt can be used when teachers need to plan a longer learning path, not only a single lesson.

It is useful because it asks ChatGPT to **organise time, activities, materials, roles, and accessibility supports**.

It also gives the tool a clear **final product**: a **visual timeline**.

The teacher's **objective** was to help students:

- understand the main events of the Italian Risorgimento;
- connect events, people, dates, and historical changes;
- work on the topic through classroom activities instead of relying only on home memorisation;



- create a shared visual timeline as a final product;
- participate in group work with clear roles;
- support the autistic student through predictable routines, short texts, visual materials, and accessible tasks.

ChatGPT generated a possible **two-month structure**, with **one lesson per week**.

1

Lesson 1 – Introduction to the project

The teacher introduces the topic and explains the final product: a visual timeline of the Italian Risorgimento.

The class discusses what a timeline is and why it can help organise historical events.
Students receive a simple project map with the main phases of the work.

Accessibility support: the autistic student receives a short written summary of the project, a visual schedule, and a list of key words with simple explanations.

Checkpoint: students answer two simple questions: “What is the final product?” and “What will the timeline show?”

2

Lesson 2 – First historical context

The teacher introduces the historical background in simple steps.

Students work with a short text, images, and key dates.

The class identifies the first important events and places them on a draft timeline.

Accessibility support: the student with A1 reading level works with a simplified version of the text, key words, images, and date cards.

Checkpoint: students match one event to one date or image.

3

Lesson 3 – Main figures of the Risorgimento

Students work in small groups on selected historical figures. Each group receives a short information card. The task is to identify who the person was, what role they had, and how they can be represented on the timeline.

Accessibility support: roles are clearly assigned. The autistic student can choose a structured role, such as matching images, placing cards on the timeline, checking dates, or selecting key words.
Checkpoint: each group shares one sentence about the historical figure they worked on.

4

Lesson 4 – Main events and sequence

The class works on the sequence of events. Students place events in chronological order and discuss cause and effect in simple terms.

The teacher helps students understand that history is not only a list of dates, but a sequence of connected events.

Accessibility support: the teacher uses colour coding, arrows, icons, and short labels. Complex paragraphs are replaced with short event cards.
Checkpoint: students complete a short sequence activity with three events in the correct order.

5

Lesson 5 – Building the visual timeline

Students begin creating the final visual timeline. They decide how to organise dates, images, captions, colours, and sections. The teacher supports the groups and checks that the information is accurate.

Accessibility support: the autistic student can work on a concrete and predictable task, such as placing labels, matching captions to images, or checking that each event has a date.
Checkpoint: each group shows one completed part of the timeline and explains it briefly.

Lesson 6 – Adding explanations

Students add short explanations to the timeline.

Each event should have a date, a title, and a short caption. The teacher helps students simplify language without losing the meaning.

Accessibility support: captions are written in short sentences. Difficult words are explained in a small glossary. Students can use sentence starters such as: “This event is important because...”

Checkpoint: students check whether each timeline item includes date, title, image, and short explanation.

Lesson 7 – Review and improvement

The class reviews the timeline. Students check the order of events, the clarity of the captions, and the visual organisation. The teacher asks guiding questions: “Is the order clear?”, “Are the captions easy to understand?”, “Is any important event missing?”

Accessibility support: the review is done step by step. The autistic student can use a checklist with simple items: date, image, title, short sentence.

Checkpoint: each group corrects or improves one part of the timeline.

Lesson 8 – Presentation and conclusion

The class presents the final visual timeline. Students do not need to memorise long explanations. Each group presents one part of the timeline using short notes, images, or key words. The teacher closes the activity with a brief discussion on what students learned.

Accessibility support: students can choose different ways to participate. They can speak, point to the timeline, read a short sentence, show an image, or answer guided questions. Checkpoint: students complete a short final reflection: “One event I remember is...”, “One person I learned about is...”, “The timeline helped me because...”

The teacher reviewed the plan before using it. Some parts of the output were useful, but they needed adaptation.

The teacher **reduced the amount of historical content in each lesson and selected only the most important events for the timeline.**

The teacher also **adapted the activities for the autistic student with A1 reading skills.**

Long texts were replaced with short cards, images, dates, and key words. Instructions were divided into small steps.

The **routine was kept predictable**: introduction, group work, timeline activity, short checkpoint. This helped reduce uncertainty and made participation easier.

The final product was a **visual timeline.**

This format was useful for the whole class because it made the historical sequence visible. It was also accessible for students who needed support with long written texts, memory, or abstract explanations. The timeline allowed students to connect dates, people, places, and events through images and short captions.

The teacher did not use a complex assessment rubric. Instead, **understanding was monitored through short checkpoints during the project.** These included matching activities, sequence tasks, short oral explanations, guided questions, and the final reflection.

This made **assessment part of the learning process**, without adding too much pressure.

**Before using this type of output, teachers should check:**

- whether the number of lessons is realistic;
- whether the historical content is accurate and not too broad;
- whether the final product is clear and manageable;
- whether group roles are balanced and accessible;
- whether the autistic student has predictable tasks and clear instructions;
- whether texts are short enough for the student's reading level;
- whether visual supports are meaningful and not overloaded;
- whether students can show what they know in different ways;
- whether checkpoints are simple and useful;
- whether the project reduces, rather than increases, the memorisation workload at home.

4.3

CREATING ROLE-PLAY DIALOGUES

The teacher wanted to use ChatGPT to **create short role-play dialogues based on situations that students may meet in daily life.**

FIRST PROMPT:

"Create simulated real-life dialogues that students may encounter in their daily lives. Develop a model for how to behave and communicate in specific situations."

The teacher then made the prompt more specific:

IMPROVED PROMPT:

"Create a role-play to reduce the risk of violence. Show how to react and what to say in a potentially unsafe situation. Use simple, clear words and short sentences."

This prompt can be used in social and emotional learning, classroom guidance, and inclusive education.

Its aim is to **help students practise safe communication in stressful or risky situations**, such as a conflict at school or in a public place.

Some students may not know what to say in these moments. They may need clear language models and practical examples.

The teacher's **objective** was to help students:

- recognise potentially risky situations
- practise safe and appropriate responses
- learn clear phrases they can use
- build confidence in asking for help or leaving the situation

The activity was not only about explaining safe behaviour. It was **also** about **practising it through dialogue and role play**.

This type of prompt can **support different learners**, including students with social communication needs, students with emotional or behavioural support needs, students on the autism spectrum, younger learners who need concrete examples, and students who are developing personal safety skills.

These students **may benefit from short, structured scenarios with clear language and predictable steps.**

ChatGPT **generated short dialogues between two people.**

Each dialogue included a risky situation, a calm response, and simple language.

A: "Give me your phone!"
B: "No. I don't want problems. I will call a teacher."
A: "Just give it!"
B: "I am leaving now."

In some cases, ChatGPT produced more than one version of the same scenario. This gave the teacher different options to compare and adapt.

The teacher **reviewed the dialogues before using them.**

Some phrases were simplified. Some situations were changed to match the students' age and real school context.

Unrealistic or overly complex expressions were removed.

The teacher also added short explanations, such as:

“Why is this a safe response?”

The final structure became clearer: situation, response, and possible outcome.

The **prompt was also refined during the process.**

For example, the teacher added:

“Use language suitable for 10-year-old students and include a positive ending.”

The **final dialogues were used in different ways:** classroom role-play activities, pair work, group discussion, printed materials, and individual support for students who needed more guidance.

In one activity, students worked in pairs, acted out the dialogue, and then discussed which responses were safe and why.

The teacher also **tested the activity with students.**

They said that the task worked, but some situations and phrases did not sound fully natural. This feedback was useful.

Students suggested words and expressions that were closer to real school situations. In this way, they helped make the dialogues more realistic and easier to understand.

**Before using this type of output, teachers should check:**

- whether the situation is appropriate for the students' age
- whether the scenario is not too distressing
- whether the response is safe and realistic
- whether the language is simple and understandable
- whether the dialogue avoids modelling harmful behaviour
- whether the situation fits the students' real-life context

4.4

SUMMARISING AN INFORMATIONAL TEXT

FIRST PROMPT:

"Summarise this article using 3–4 simple and direct sentences that highlight only the most important points."

This prompt can be used in a **primary or lower secondary classroom** to make informational texts more accessible. In this example, the teacher used it with a text about butterflies.

The aim was to **help students understand the main information** without reading a long or complex scientific text.

This type of prompt can support students who have **reading comprehension difficulties**, students who are **learning in a second or foreign language**, students with **attention difficulties**, or students who need shorter and more structured input.

A long paragraph may be difficult to process. A short summary can help students focus on the key idea first.

The teacher's objective was to **simplify the content while keeping the meaning**. In this case, students needed to understand the essential information about butterflies, such as their life cycle, habitat, and importance.

The prompt gave ChatGPT four clear instructions: summarise the text, use 3–4 sentences, write in simple and direct language, and include only the most important points.

For example, a longer text about the life cycle of butterflies could become:

"Butterflies start as eggs. They become caterpillars, then a chrysalis. Finally, they turn into butterflies. This is called a life cycle."

The teacher tested the prompt with a text about butterflies. ChatGPT **produced three possible summaries**.

Version 1:

"Butterflies have four stages in their life cycle. They start as eggs and become caterpillars. Then they form a chrysalis. Finally, they become butterflies."

Version 2:

"A butterfly grows from an egg to a caterpillar. It then changes inside a chrysalis. After that, it becomes a butterfly. This process is called metamorphosis."

Version 3:

"Butterflies go through a life cycle. They change form several times. This includes egg, caterpillar, chrysalis, and adult butterfly."

The three outputs were correct, but they were not identical. They used **different levels of detail and vocabulary**.

For example, "metamorphosis" may be useful if the term has already been introduced, but it may be too difficult for some students.

In that case, the teacher could replace it with "change" or explain it with a short example.

The teacher reviewed the outputs and selected the version that best matched the class. In some cases, the teacher combined parts of different versions, simplified the vocabulary further, or clarified unclear points.

The teacher also noted that the prompt could be improved by adding the students' age, reading level, and expected length.

IMPROVED PROMPT:

"Summarise this text about butterflies for 8-year-old students. Use very simple language, short sentences, and avoid difficult scientific words. Write 3-4 sentences."

The final summary can be used in different ways.

It can **introduce the topic** before reading the full text.

It can **support students who cannot access the full text independently**.

It can be **used for revision** before a quiz or as a starting point for classroom discussion.

For example, students can first read the short summary and then look for the same information in the longer article.

Before using the summary in class, the teacher should check:

- whether the main ideas are included
- whether the scientific information is correct
- whether important meaning has been lost
- whether the vocabulary matches the students' level
- whether the text is short enough and easy to follow
- whether the summary is accessible for the target group



4.5

HOW TO USE CHATGPT IN LESSON PLANNING

ChatGPT can **support lesson planning** by helping teachers move from a topic to possible activities, from a long text to a simpler version, or from a broad objective to a more structured plan.

Before using it for lesson planning, it is useful to clarify a few basic **ELEMENTS**: the **target group**, the **time available**, the **learning objective**, the **materials**, the **procedure**, and the **assessment**.

A good starting question is:



"What should students know or be able to do by the end of the lesson?"

This question helps the teacher **define the learning objective**.

It also helps avoid activities that are interesting but not connected to the purpose of the lesson.

For example, instead of asking:

"Create a lesson about photosynthesis."

the teacher can write:

"Create a 50-minute lesson about photosynthesis for middle school students. By the end of the lesson, students should be able to explain in simple terms how plants use sunlight, water, and carbon dioxide to make food. Include an introduction, one guided activity, one group activity, and a short assessment."

This prompt gives the topic, class level, time, learning objective, lesson phases, and assessment.

ChatGPT can also be used to **generate FIRST IDEAS**.

For example:

"Suggest three short activities to introduce the water cycle to 10-year-old students. The objective is to help them understand evaporation, condensation, and rain."

The teacher can then choose which idea fits the class, the time available, the materials, and the students' needs.

Another useful task is **LESSON SEQUENCIES**. ChatGPT can **organise a lesson into phases** such as introduction, explanation, guided practice, pair work, review, and assessment.

For example:

"Organise this lesson into five phases: introduction, explanation, guided practice, pair work, and review. The lesson lasts 50 minutes. Use short descriptions for each phase."

The proposed sequence can then be adjusted for timing, transitions, materials, and support needs.

ChatGPT can also support the preparation of **LESSON MATERIALS**. Teachers can ask it to simplify a text, prepare a short summary, create a glossary, adapt instructions, or write questions.

For example:

"Rewrite this text for students who need shorter sentences and simpler vocabulary. Keep the key information and add one concrete example."

or

"Create a short glossary for this lesson. Explain each key word in simple language and add one example."

In inclusive classrooms, **the same content may need more than one version**.

A useful prompt is:

"Create three versions of this activity: one standard version, one simplified version, and one version with step-by-step instructions and a short glossary."

Differentiation should give students clearer access to the learning objective through language, structure, examples, or support. It should not lower expectations without reason.

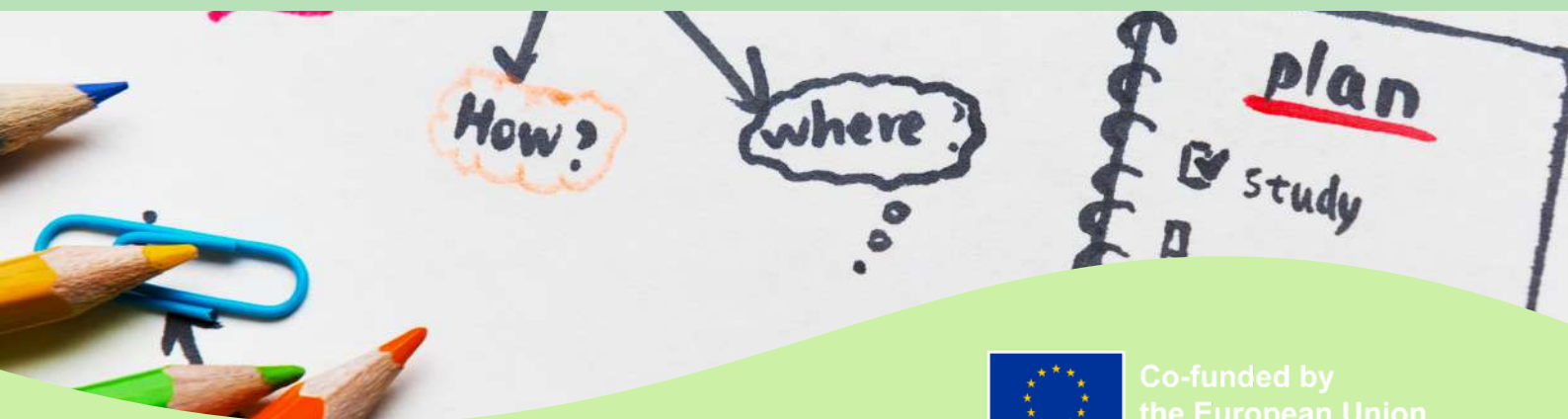
ACCESSIBILITY should be considered from the start. A lesson is shaped by the **subject**, but also by the **environment**, the **routine**, the **group**, and the **way students access information**.

Space, noise, movement, social interaction, sensory input, and emotional regulation can all affect participation.

ChatGPT can be used to **review a lesson plan** from an accessibility point of view:

"Review this lesson plan and identify possible accessibility barriers. Consider language, instructions, sensory input, movement, routine, communication style, and materials."

This can draw attention to issues such as long instructions, too much waiting time, a noisy setting, or tasks that rely only on written answers.



The **same lesson** may need changes in **different environments**. A classroom, museum, gym, after-school programme, or outdoor space all create different practical needs.

For example:

“Adapt this lesson plan for a museum visit. Include preparation before the visit, clear behaviour expectations, short tasks during the visit, and a simple follow-up activity.”

or

“Adapt this activity for an outdoor space. Include movement, observation, and a short reflection task. Add possible supports for students who may need sensory or emotional regulation.”



Questions can also be prepared for **different moments of the lesson**: warm-up, prior knowledge, comprehension, discussion, review, or self-assessment.

For example:

“Create five simple comprehension questions and two discussion questions about this text. Use clear language for 11-year-old students.”

or

“Create three self-assessment questions students can answer at the end of the lesson.”

Assessment can be planned in accessible ways.

Depending on the objective, students may show what they know through speaking, pointing, matching, choosing between options, placing cards, drawing, or using AAC.

For example:

“Create a short assessment activity about the continents for a fifth-grade student. Include different ways to answer: speaking, pointing, matching cards, or using AAC. Use simple instructions and a quick observation grid.”

Before using a lesson plan or material created with ChatGPT, check:



- Is the content accurate?
- Is the language suitable for the students' age and level?
- Does the activity match the learning objective?
- Is the timing realistic?
- Are the instructions clear?
- Are the materials accessible?
- Are there possible sensory, emotional, or organisational barriers?
- Can students show what they know in different ways?



4.6

HOW TO USE CHATGPT IN THE CLASSROOM

ChatGPT can also be used during **classroom activities**, not only during lesson preparation.

In class, it can help teachers and students **work on texts, questions, examples, dialogues, and ideas**.

The key point is that classroom use should be guided, active, and connected to a clear learning purpose.

In classroom work, ChatGPT can support **different types of activities**.

For example, a teacher can use it to:

- explain the same topic at different levels;
- simplify a complex text;
- create questions for discussion;
- prepare short role-play dialogues;
- suggest differentiated tasks for students who need different types of support.

For example, in a science lesson, the teacher can ask ChatGPT to explain the water cycle in simple language.

The class can then read the explanation, check if it is clear, and use it as a **starting point for group work or discussion**.

In this way, the output is not used as a final answer. It becomes material to read, question, and improve.

This also helps students **learn responsible AI use**.

An AI-generated answer should not be accepted automatically. It can be checked, compared, corrected, or rewritten. This is an important part of classroom work, especially when students are learning how to use digital tools.

Another risk is that students may become too passive if they only receive ready-made answers.

Classroom use should therefore keep students active. They can be asked to evaluate an AI response, compare two versions, improve a generated text, or explain why one answer is clearer than another.

For example, the teacher can give students two summaries generated by ChatGPT and ask:

- *Which summary is clearer?*
- *Is any important information missing?*
- *Are there words that are too difficult?*
- *How could we improve this version?*

This kind of activity supports critical thinking and digital competence. Students do not only use the output. They learn to review it.

ChatGPT can be used in several guided classroom activities.

Text simplification

The teacher shows a complex text and an AI-generated simplified version. Students compare the two versions and discuss what changed. They can identify shorter sentences, easier words, missing information, or parts that need more explanation.

Role-play activities

Students use a short AI-generated dialogue to practise a real-life situation, such as asking for help, talking to a teacher, or explaining a problem. The teacher can adapt the dialogue before the activity and then invite students to make it more natural.

Question generation

The class uses ChatGPT to create questions about a topic. Students then check whether the questions are clear, correct, and useful for a peer quiz. They can also improve weak questions or create better answer options.

Creative writing

Students use ChatGPT to collect first ideas, but they write and revise their own final text. The tool supports the starting point, not the whole task. This can help students who find it difficult to begin from an empty page.

Comparison of outputs

The teacher can ask ChatGPT to produce two different versions of the same explanation. Students compare them and decide which one is clearer, more complete, or more accessible. This helps students understand that AI outputs can vary and need human evaluation.

In all these examples, students remain active participants.

ChatGPT provides material to work with, but the learning comes from reading, checking, discussing, adapting, and creating.



Before using ChatGPT in class,

the teacher should prepare the task carefully. The prompt should be connected to the lesson objective, the students' age and level, and the type of support needed. The teacher should also decide how students will interact with the output: individually, in pairs, in groups, or through whole-class discussion.

Used in this way, ChatGPT can support accessibility, differentiation, and participation. It can help teachers create different entry points to the same content and can help students practise critical use of digital tools.

The balance is important: the tool supports the activity, but the teacher gives it direction, context, and educational value.

SECTION 5

TECHNICAL SPECIFICATIONS FOR CHATGPT



5.1

TECHNICAL POINTS FOR SAFE EDUCATIONAL USE

This section gives a short overview of the **technical aspects** that teachers should know before using ChatGPT for educational work.

It does not describe every model, plan, price, or button. These **elements change often and may be different depending on the country, account, subscription, workspace, and settings.**

The information **refers to the STATE OF ChatGPT IN SUMMER 2026.**

Before using the tool for school or institutional purposes, teachers and schools should check the current official information and follow their internal rules.

In 2026, ChatGPT is **not only a text chat.** It can still be used to write and revise text, but it may also **include other tools.**

Some users may see file upload, web search, image-related functions, projects, apps connected to external services, advanced research tools, or agent-like functions.

Not all of these tools are available to all users.

WHAT AM I USING, AND WITH WHICH ACCOUNT?

A personal account, an institutional workspace, and an education or enterprise account may have different settings, limits, and data controls. The same applies to functions such as memory, file upload, search, apps, and projects.

Main types of functions teachers may encounter

STANDARD CHAT

This is the most common use of ChatGPT.

The teacher **writes a prompt and receives a response**.

It can be used to *draft, rewrite, explain, summarise, organise, or adapt* content.



FILE UPLOAD AND ANALYSIS

Some versions of ChatGPT allow users to **upload files**, such as documents, spreadsheets, PDFs, images, or teaching materials. ChatGPT can then help *read, summarise, reorganise, or analyse* the content.

Teachers should **be careful with uploaded files**. A file may contain names, grades, diagnoses, health information, family details, or other personal data. These elements should be removed before uploading, unless the school has a clear procedure that allows this use.

Deleting a chat should not be treated as a complete data management strategy. Uploaded files, projects, saved materials, and connected services may follow different rules.

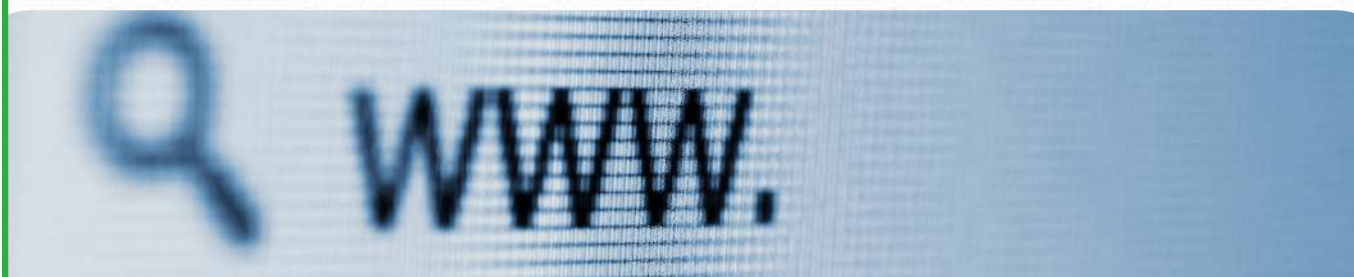


WEB SEARCH

When **web search** is available, ChatGPT can **look for more recent information**.

This can be useful when a teacher needs *updated examples, background information, or references*.

Web search does not remove the need for source checking. Teachers should look at the source, date, reliability, and relevance of the information before using it.



DEEP RESEARCH

Some versions of ChatGPT include advanced research tools. These tools can **work through more sources and produce a more structured report**.

They may be useful for *complex questions, background preparation, or the first mapping of a topic*.

Deep research can save time, but it should not be copied directly into educational materials. The teacher should check the sources, remove irrelevant parts, and adapt the language to the students.



IMAGE-RELATED FUNCTIONS

Some versions of ChatGPT can **work with images**.

Depending on the available tools, this may include *describing images, interpreting visual content, helping create image prompts, or generating visual material*.

Image-related outputs also need checking. A description may miss details, overinterpret an image, or use language that is not suitable for the students.



PROJECTS OR ORGANISED WORKSPACES

Projects (folders), can help **keep related chats, files, and instructions together**.

They can be useful when a teacher *works on the same topic, class, unit, or type of material over time*.

Projects can make work more organised, but they also **collect information in one place**.

A project used for school work should not become a place where personal or sensitive student data are collected without a clear reason and procedure.



APPS AND CONNECTED SERVICES

Some versions of ChatGPT can **connect to external services or apps**.

These tools may allow ChatGPT to *search, read, retrieve, or sometimes act on information outside the chat*.

This area requires particular care. Connected services may have their own privacy rules and permissions.

Some may only read information.

Others may support actions outside ChatGPT.

Teachers should not connect school accounts, drives, emails, calendars, or other services unless this is allowed by the institution and the permissions are clear.



AGENT-LIKE FUNCTIONS

Some versions of ChatGPT may include **tools that complete longer sequences of actions**.

These functions can be useful, but they require more caution than a simple chat response.

For school use, the rule should be simple: do not approve actions that are unclear.

A teacher should always know what the tool is doing, where it is acting, and what information it may access or change.



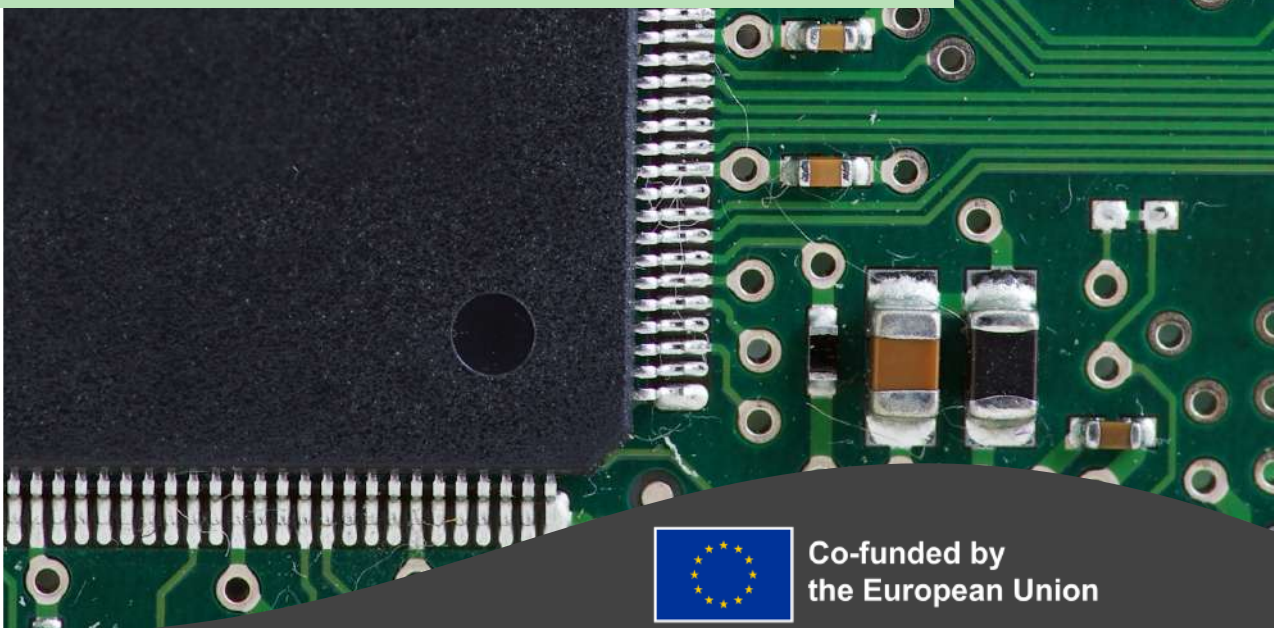
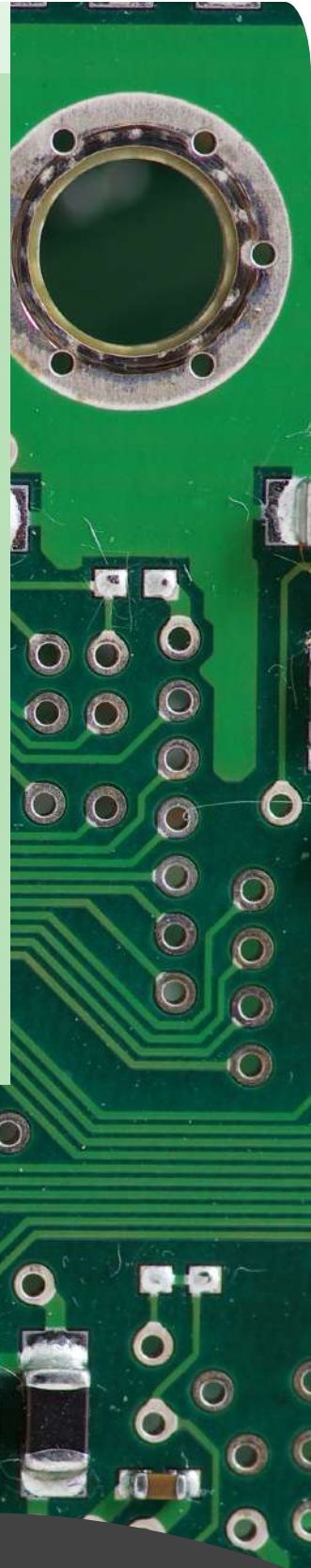
MEMORY, HISTORY, AND SETTINGS

Some accounts may include **memory or chat history features**. These can help ChatGPT *keep continuity across conversations*, but they also affect what the tool may remember or use later.

Teachers should check:

- whether memory is active;
- whether chat history is active;
- whether temporary chat is available;
- whether conversations may be used to improve the service;
- whether workspace settings are managed by the school or organisation.

Even when privacy settings are available, they should not be used as a reason to enter sensitive student data. As explained in the ethics section, the safer approach is to use general learner profiles instead of names or identifiable information.



KEEPING THE WORK STABLE

Technical functions change.

Names, limits, buttons, models, and tools may be different after an update.

For this reason, it **is useful to keep the most important work outside the platform too.**

When a prompt works well, teachers can save it in a Word file or in a shared school document.

This helps teachers reuse tested prompts, share them with colleagues, and depend less on changes in the interface.

**Before using ChatGPT for school work, check:**

- Which account am I using?
- Is it a personal account or an institutional workspace?
- Which tools are active?
- Is memory active?
- Is file upload active?
- Are web search, projects, apps, or agent-like functions active?
- Am I entering personal or sensitive student data?
- Can I use a general learner profile instead?
- Do I really need to upload this file?
- Can I remove names, diagnoses, grades, or other identifying details first?
- Are any connected apps allowed to access external data?
- Can the tool perform actions outside ChatGPT?
- Does my school allow this use?
- Have I checked the current official information?

Technical features may change.

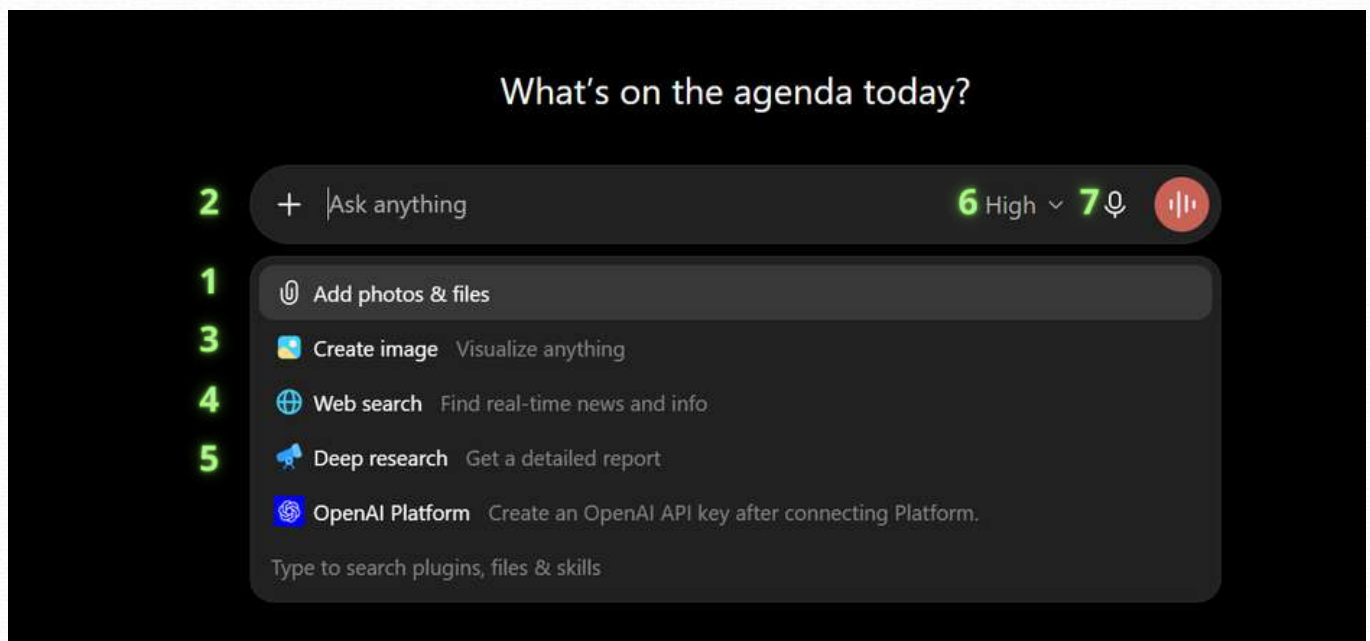
The basic rule remains the same: know which tool you are using, keep sensitive data out, check the output, and adapt the result before using it in an educational context.



5.2

MAIN INTERFACE

These screenshots show examples of the **ChatGPT interface in summer 2026**.

**1. Add photos & files**

Upload documents, PDFs, images, or other files for reading and analysis.

2. Ask anything

This is the main prompt box. The user types a request, question, or task here.

3. Create image

Opens image-related functions, such as image generation or visual tasks.

4. Web search

Allows ChatGPT to search for more recent information online.



5. Deep research

May provide a more structured and detailed research response.

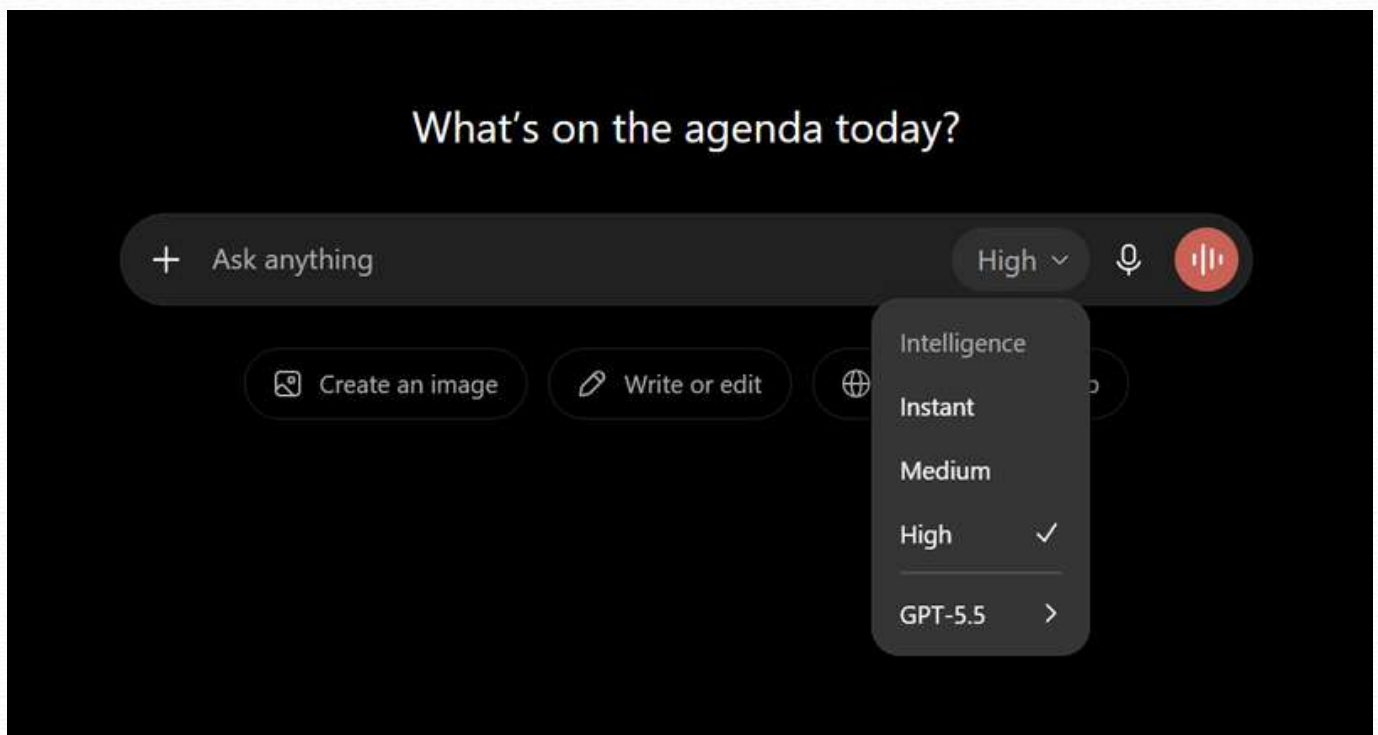
6. Intelligence / model selector

Lets the user choose how much reasoning or processing support to use. Options may vary.

7. Voice / microphone

May allow voice input or spoken interaction, depending on the account.

Choosing the **RESPONSE MODE**



Instant / Medium / High

Some accounts allow the user to choose different levels of reasoning or response depth.

Higher levels may be slower but more detailed.

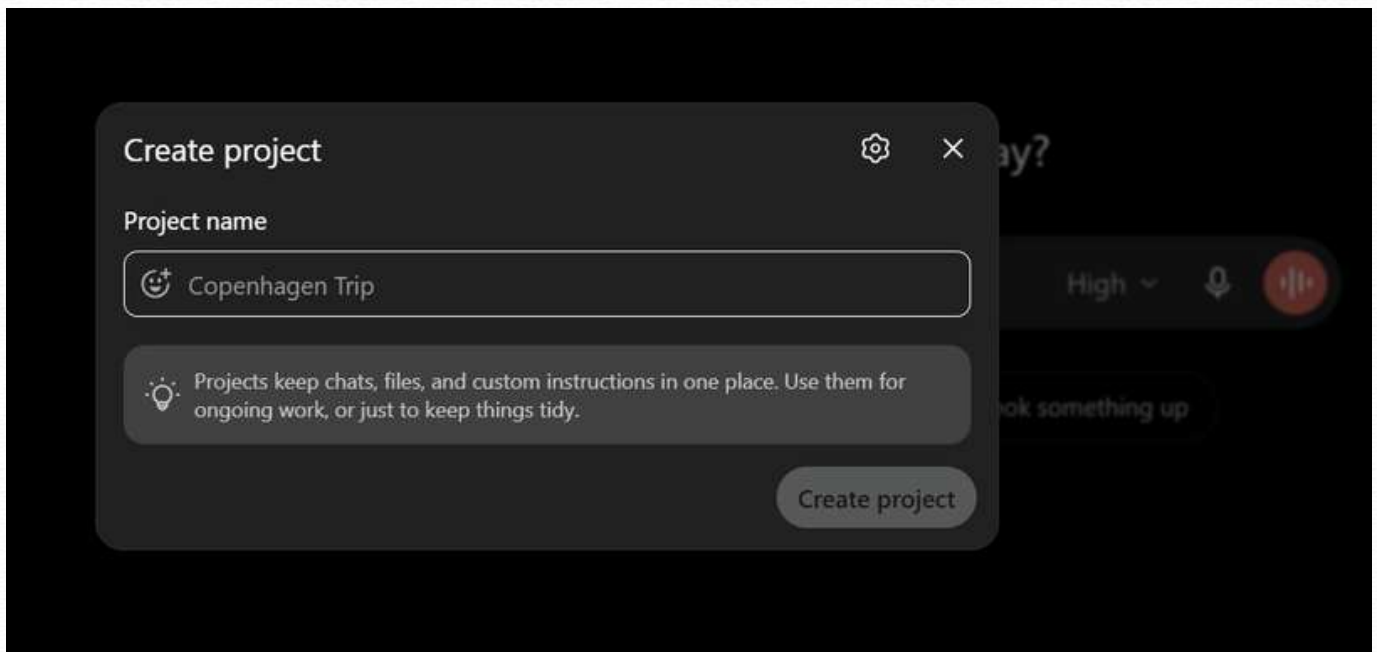


Model options

Some users may also see model choices, such as GPT-5.5. Model names and availability may change over time.

PROJECTS OR ORGANISED WORKSPACES

Projects can help organise work for the same class, topic, or teaching unit.

**1. Project name**

The user gives a name to the project or workspace.

2. Project settings

Some project settings may be available, depending on the account.

3. Create project

Creates a space to keep chats, files, and instructions together.

SECTION 6

CONCLUSIONS



6.1

FINAL REMARKS

This guide has presented **ChatGPT** as a **practical support tool for educational work**. Its value does not lie in producing ready-made answers, but in helping teachers and educators organise ideas, adapt materials, prepare different versions of the same content, and design activities with clearer structure.

The **starting point is always the educational task**.

A prompt becomes useful when it describes what is needed, who the material is for, what format is expected, and which barriers may affect access to learning. In this sense, prompt writing is not a technical exercise. It is part of lesson preparation.

It helps the teacher clarify the objective, the learners' profile, the language level, the type of support required, and the way the material will be used.

The **examples in this guide show different possible uses:**

simplifying a text, creating summaries, preparing role-play dialogues, supporting comprehension, planning lessons, adapting activities, and creating more accessible materials.

They also show that the same tool can **support very different needs**. It can help with *written content, visual description, vocabulary, classroom instructions, assessment, sensory activities, and project-based learning.*

A central message of ASK is that **accessibility** should not be treated as an additional step after the material has already been created. It **should be part of the design from the beginning**.

This means *choosing clear language, readable formats, short instructions, concrete examples, visual supports, alternative ways to participate, and tasks that can be adapted to different learners*. ChatGPT can support this process when the request is precise and when the educational purpose is clear.

The guide also invites teachers and educators to **work with prompts over time**.

A useful prompt can be *saved, reused, adapted, and improved*. A **small prompt bank** can become a **practical resource for daily work**, especially when it is organised by function, subject, learner profile, or type of output. This can make preparation more efficient and can also **support exchange between colleagues**.

Using **ChatGPT** well does not mean using it for every task. It means recognising where it can help and where other approaches are more appropriate.

In many cases, its best use is at the beginning of a process: to *generate a structure, offer an alternative explanation, prepare a first version, or suggest a different format*.

The **final educational value comes from how the material is placed inside a real lesson, with real students and a clear learning objective**.

ASK was developed from the needs and experiences of teachers and educators.

For this reason, **the guide is meant to be used** in the same practical way: not as a fixed set of instructions, but **as a starting point**.

READERS CAN TEST THE EXAMPLES, CHANGE THE PROMPTS, ADAPT THE OUTPUTS, AND BUILD THEIR OWN WAYS OF WORKING!



**YOU ARE READY
TO START
EXPERIMENTING!**



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