

First Session Guide — Secondary (Year 7–10)

Introducing CurricuLLM to your class

This guide walks you through the first time your students use CurricuLLM. It covers what to say, what to expect, and how to hand over to the platform. You don't need to prepare anything beyond reading this page and choosing a starting prompt.

✔ Before the session

Make sure all students can access app.curriculum.com on their device and have their school email address ready. Choose a starting prompt from the sample prompts document that connects to what your class is currently learning. Write it on the board or have it ready to display.

That's it for preparation.

What to say to your class

Secondary students will have opinions about AI already. Most will have used ChatGPT. The key is to position CurricuLLM as something different without being preachy about it. Here are the points to cover.

What it is

“ We're going to use a tool called CurricuLLM. It's an AI built specifically for what you're learning in this course. It knows the curriculum and it's going to work with you on the content we're covering.

How it's different

“ If you've used ChatGPT before, this works differently. It's not going to write your essay or give you the answer. It's going to push you to think. Treat it like a tutor, not a search engine.

Engage with it properly

“ You'll get more out of it if you actually engage. Don't just type one word — explain your thinking, push back if you disagree, ask follow-up questions. The more you put in, the better it works.

What we're doing today

“ We've been working on [topic]. You're going to use CurricuLLM to go deeper on it. Here's the prompt to start with.

The handover

Get students logged in at app.curriculum.com with their school email. They'll land straight in chat mode.

Display the starting prompt on the board and ask everyone to type it in. Using the same prompt means every student starts in the same place, which makes it easier for you to support them and easier to discuss as a class afterwards.

Once they've entered the prompt, let them go. CurricuLLM will take over the conversation from there. Students should read what it says, respond, and keep the conversation going.

While students are using it

Your role during the session is to circulate, encourage deeper engagement, and keep an eye on the room. You don't need to manage the learning conversations — CurricuLLM does that.

Use Live mode

Open Live mode on your device to see themes across the class — who's doing well, who's struggling, and where your attention is needed. Go to those students first.

Push for depth

If you see students giving surface-level responses, encourage them to elaborate. "Explain why you think that" or "Ask it a follow-up question" can shift a shallow exchange into genuine learning.

Don't worry about off-track students

If a student tries to go off-topic, CurricuLLM will redirect them. A quick verbal reminder about


expectations is enough — the platform handles the rest.

What to expect from Year 7–10 students

Secondary students bring different attitudes and habits to AI tools. Here are the common patterns:

You'll see	What to do
Comparing it to ChatGPT	This is inevitable. Some students will be frustrated it doesn't just give answers. Acknowledge the difference directly: "Yes, it's designed to make you think. That's the point."
Trying to outsmart it	Some students will try prompt engineering tricks or try to get around the guardrails. CurricuLLM is built for this and handles it. Let them discover that for themselves — it's actually a useful learning moment about how AI works.
Minimal effort responses	Some students will give the bare minimum. CurricuLLM will push them for more, but your encouragement matters too. Framing it as a skill — "learning how to have a productive conversation with AI is something you'll need" — can help with buy-in.
Genuine engagement	Many students, especially those who are quieter in class, engage deeply with CurricuLLM because there's no social pressure. Watch for this — it's one of the platform's biggest strengths and worth noting for your feedback.

Wrapping up the session

 **Discussion prompts** — leave five minutes at the end. With secondary students, you can be more direct:

- "How was that different from using ChatGPT?"
- "Did it actually help you understand the content better, or just annoy you?"
- "What would you ask it next time?"

Secondary students respond well to honest discussion. If some found it frustrating, that's worth talking about — it often leads to a good conversation about the difference between getting answers and actually learning. This sets up CurricuLLM as a serious part of their learning rather than just another thing they have to do.