



Exemplar A.I. Prompts for P.E. Teachers

(version 1.0)

*A.I. Prompts to Save Time,
Enhance Performance, and
Facilitate Instruction*

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Sample Prompts for P.E. Teachers

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How to Use This Guide

These exemplar prompts are designed to help K–12 P.E. teachers use AI efficiently and responsibly to support their core professional responsibilities. When modified thoughtfully for individual teacher and classroom purposes, these exemplars support both instructional quality and professional sustainability.

The prompts reinforce sound instructional practices by embedding clarity of purpose, alignment to learning goals, and attention to student needs. As a result, teachers can shift more of their limited time toward instructional decision-making, student interaction, and responsive teaching.

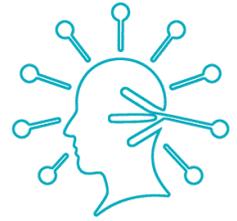
To use the prompts, first copy a prompt to Word, Notepad, or another text editor. Then add any appropriate modifications. Once modified, the prompt can be copied and pasted into the AI chat box. Save the modified prompt for later re-use.

Effective Prompts for P.E.

Effective prompts for K–12 physical education tasks include most or all of the following components and characteristics, as related to the purpose.

1. **Clear instructional goal:** Specifies the purpose of the task (for example, lesson design, activity creation, data summarization, role-play scenarios).
2. **Grade level or developmental range:** Identifies the intended student audience to ensure age-appropriate content.
3. **Alignment to physical education standards:** References student performance expectations such as fitness development, skill acquisition, teamwork, and responsible behavior, or specifies the actual standards to be addressed.
4. **Defined time frame or structure:** Includes lesson length, daily sequence, or activity duration when relevant.
5. **Specific content focus:** Targets areas such as cardio endurance, stamina, teamwork, math integration, or sportsmanship.
6. **Required components or sections:** Breaks the response into clear parts (for example, objectives, activities, assessment, safety).
7. **Instructional clarity:** Requests step-by-step descriptions, measurable objectives, and organized output.
8. **Differentiation expectations:** Asks for modifications to meet diverse student abilities and needs.
9. **Safety considerations:** Addresses physical space, equipment use, intensity levels, and emotional well-being when applicable.
10. **Assessment alignment:** Includes ways teachers can observe, measure, or evaluate student learning or progress.
11. **Appropriate tone and audience:** Specifies whether output should be student-facing, teacher-facing, or parent-friendly.
12. **Feasibility constraints:** Describes environment and available materials.

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FOR TEACHERS

Work smarter, Teach better, Tailor instruction, Help students grow



FOR SCHOOL ADMINISTRATORS

Lead instruction, Accelerate growth, Promote responsible use



Save Time

Write lesson plans, create rubrics, grade student work, and draft parent communications in seconds



Enhance Instructional Leadership

Analyze lesson plans, generate monitoring tools, tailor individualized teacher support, support the application of best practices



Improve Instruction

Get differentiated strategies, language scaffolds, and instant feedback ideas



Support School Improvement

Analyze data, set goals, create action plans, and guide school improvements



Boost Achievement

Analyze data, set goals, design authentic assessments, increase subject area mastery



Lead with Confidence

Understand education trends, strengthen knowledge, communicate clearly

AI is more than a shiny new toy!

Use AI efficiently, effectively, and ethically to empower teachers and help students learn.

CUSTOMIZED WORKSHOPS - STRATEGIC PLANNING - POLICY CONSULTING

Training tailored to your needs and audience, from PreK teachers to school & district leadership to your school community. Support for instructional delivery, leadership, and AI policy development, based on **30+ years in education leadership at all levels!**

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Sample Prompts

1. Adaptive Fitness Scenario Generator (Gamified Lessons)

You are an instructional assistant supporting a physical education teacher in designing a safe, engaging, story-based fitness lesson for elementary students.

Create a 30-minute physical activity adventure themed around a ‘Zombie Escape Mission’ where students must complete movement challenges to progress through the story.

Align the lesson to the following physical fitness standards (for instructional modeling purposes):

- Elementary Physical Fitness Standard 2.1: Students demonstrate continuous movement for cardiovascular endurance for at least 10 to 15 minutes
- Elementary Physical Fitness Standard 3.2: Students perform fundamental movement patterns with control and coordination
- Elementary Physical Fitness Standard 4.1: Students work cooperatively in group physical activities

Please include:

- Target grade level: 4th grade
- Clear learning objectives connected to the listed fitness standards
- A short narrative introduction that frames the mission and motivates students

Provide a structured lesson plan with:

- 5-minute warm-up connected to the story theme
- 20-minute main activity including at least 4 physical challenges
- 5-minute cool-down and reflection

For each physical challenge, include:

- The story moment or obstacle students face
- The specific physical movements required (for example: jumping jacks, jogging in place, squats, balance holds, crawling)
- Suggested repetitions or time duration
- Safety notes appropriate for a school gym or outdoor field

Also include:

- Modifications for students with lower fitness levels, limited mobility, or different ability needs
- One simple formative assessment strategy to monitor participation, effort, and engagement

Use clear, simple language appropriate for 9- to 10-year-old students.

Ensure all activities are developmentally appropriate, inclusive, and require no specialized equipment.”

2. Real-Time Skill Breakdown Coach

You are an experienced K to 12 physical education teacher designing instruction aligned to national physical education standards (such as SHAPE America Standard 1: Demonstrates competency in a variety of motor skills and movement patterns).

Create a progression of 5 developmentally appropriate drills to teach a beginner basketball layup to students in grades 4 to 6. Assume students are working toward the following physical benchmarks:

- Ability to dribble a basketball with control using the dominant hand while walking
- Ability to perform a two-step approach (right left for right hand layup)
- Ability to jump off one foot and reach toward a target at approximately 6 to 7 feet

For each drill, include:

- The objective of the drill
- Step by step instructions suitable for elementary students
- Key teaching cues using simple, clear language
- Common errors students may make and how to correct them
- Suggested modifications for students who need additional support
- Safety considerations (spacing, equipment, fatigue, etc.)

End with a brief formative assessment strategy I can use to check for student understanding and skill development.

Ensure activities are inclusive, age appropriate, and aligned with physical literacy development.

Align the instruction to the following Physical Education Standards:

- SHAPE America National Standard 1
- CDC Physical Activity Guidelines for Children

3. Student Fitness Journal Analyzer

You are a K to 12 physical education teacher reviewing weekly student workout data aligned to grade level physical fitness standards (for example, cardiovascular endurance, muscular strength, and muscular endurance benchmarks for middle school students).

You are provided with a set of student workout logs that include:

- Duration of aerobic activity (minutes of jogging, cycling, or brisk walking)
- Repetitions and sets for bodyweight exercises (such as push-ups, squats, and planks)
- Student self ratings of perceived exertion on a 1 to 5 scale

Analyze the data to:

- Identify overall trends in endurance (such as increased activity time or reduced fatigue ratings)
- Identify overall trends in strength (such as increased repetitions or improved consistency)
- Note any students or groups showing significant improvement or stagnation

Then:

- Summarize the key improvements using clear, teacher friendly language
- Suggest one specific focus area for the upcoming week (for example, cardiovascular stamina, upper body strength, or movement technique)
- Provide a brief rationale for why this focus area is appropriate based on the data

Assume students are working toward age-appropriate fitness goals such as:

- Sustaining moderate to vigorous activity for 20 to 30 minutes
- Performing 10 to 20 controlled repetitions of basic strength exercises with proper form

Ensure your analysis is objective, concise, and suitable for use in lesson planning.

4. Inclusive Activity Designer

You are an instructional coach specializing in inclusive K–12 Physical Education. Design a **45-minute soccer lesson** for a mixed-ability elementary or middle school P.E. class that includes:

- Students with limited mobility (including those who use wheelchairs or have restricted lower-body movement)
- Students with varying cardiovascular endurance and strength levels

The lesson should meet the following 6 parameters:

1. Align to physical education standards such as

- Skill development in locomotor and manipulative movement
- Personal fitness and health-related skills
- Inclusive participation and cooperation

(For example, standards from the Society of Health and Physical Educators America)

2. Include clear instructional structure: Provide

- Learning objectives written in student-friendly language
- Warm-up activity
- Skill-building activities
- Modified game play
- Cool-down and reflection

3. Differentiate for diverse learners: Describe

- At least three levels of activity modification (low, moderate, high intensity)
- Equipment adaptations (larger balls, lighter balls, targets, cones, zones)
- Role options (passing, goal defense, timekeeper, strategy leader)

4. Address safety considerations: Include

- Space setup guidelines
- Supervision strategies
- Safe movement expectations
- Adaptations to prevent collisions or overexertion

5. Align assessment to objectives: Provide

- Simple formative assessment strategies (observation checklist, peer feedback, exit question)
- Criteria for participation, skill effort, and teamwork

6. Encourage inclusive participation: Ensure

- All students can actively engage regardless of physical ability
- Emphasis on cooperation rather than competition

Use clear headings and organized sections.

Assume limited equipment: soccer balls, cones, pinnies, and a standard gym or outdoor field.

5. Instant Assessment Rubric Builder

You are an instructional coach specializing in K–12 Physical Education assessment and inclusive skill development. Create a standards-aligned analytic rubric for assessing volleyball serving skills for middle school students (grades 6–8) with four clearly defined performance levels:

- Level 4 – Exceeds Expectations
- Level 3 – Meets Expectations
- Level 2 – Approaching Expectations
- Level 1 – Beginning

The rubric should address the following 6 parameters.

1. Align to Physical Education Standards: Reference relevant national standards, such as:

- Motor skill competency and technique
- Application of movement concepts (force, accuracy, control)
- Personal responsibility and effort

2. Include Clear Assessment Criteria: Develop criteria across multiple skill components, such as

- Stance and body positioning
- Ball toss and contact point
- Arm swing and follow-through
- Accuracy and consistency
- Safety awareness and control

Use observable, student-friendly language. Use concise, measurable descriptors in each cell.

3. Differentiate for Diverse Learners: Incorporate

- Skill progressions for students with varying strength and coordination
- Allowances for modified serves (underhand, lighter balls, shorter distance)
- Descriptors that focus on growth and effort as well as technical mastery

4. Address Safety Considerations: Ensure performance descriptors reflect

- Controlled movement
- Awareness of personal space
- Safe ball handling and serving technique

5. Support Formative and Summative Use: Design the rubric so it can be used for

- Ongoing skill feedback during practice
- End-of-unit performance assessment

Also include space for teacher comments and student self-assessment column

6. Use Clear Organization: Present the rubric in a table format with

- Criteria in the left column
- Four performance levels across the top

6. Behavior and Motivation Strategy Generator

You are an instructional coach specializing in adolescent development, inclusive Physical Education practices, and student engagement. Provide a set of evidence-informed strategies to motivate disengaged middle school students (grades 6–8) during Physical Education class. The strategies should address the following criteria.

1. Align to Physical Education Standards: Reference relevant national standards related to:

- Active participation and personal responsibility
- Enjoyment and lifelong physical activity habits
- Social interaction and cooperation

(For example, standards from the Society of Health and Physical Educators America)

2. Address Common Causes of Disengagement: Include strategies that respond to factors such as

- Low confidence or fear of embarrassment
- Lack of perceived relevance
- Skill gaps
- Social dynamics
- Limited choice or autonomy

Briefly explain how each strategy targets these barriers.

3. Include Differentiation and Student Choice: Describe ways to

- Offer multiple activity levels or roles within the same lesson
- Provide options for activity type, intensity, or equipment
- Allow students to set personal goals

4. Incorporate Safety and Emotional Well-Being: Ensure strategies promote

- Physical safety during activities
- Psychological safety (respectful environment, reduced public comparison)
- Positive reinforcement rather than punishment

5. Connect Motivation to Assessment and Feedback: Include ideas for

- Using formative feedback to encourage growth
- Recognizing effort and improvement
- Student reflection or self-monitoring of progress

6. Organize Clearly: Present strategies in a structured format with

- Strategy name
- Brief description
- Example of classroom implementation

Use concise, practical language.

7. Weather-Based Lesson Planner

Design a 40-minute indoor physical education lesson appropriate for grades 4 to 6 that can be conducted during rainy weather when outdoor activities are not possible.

The lesson should focus on:

- Improving cardiovascular endurance
- Building teamwork and cooperative skills

Align the lesson with student physical education standards such as:

- Demonstrating moderate to vigorous physical activity for sustained periods
- Applying movement concepts and strategies in group activities
- Exhibiting responsible personal and social behavior during physical activity

Include the following components in your lesson plan:

1. Learning Objectives: Clearly state measurable objectives connected to physical education standards.
2. Warm-Up (5 to 7 minutes): Provide safe, space-efficient activities that gradually elevate heart rate.
3. Main Activities (25 to 30 minutes): Describe at least two indoor games or circuits that:
 - Promote continuous movement
 - Require collaboration or teamwork
 - Can be adapted for limited space
4. Cool-Down (5 minutes): Include stretching and reflection opportunities.
5. Differentiation Strategies: Explain how activities can be modified for:
 - Students with lower fitness levels
 - Advanced or highly active students
 - Students with physical limitations
6. Safety Considerations: Address:
 - Space management
 - Injury prevention
 - Equipment use (if any)
 - Clear behavioral expectations
7. Assessment Methods: Describe how the teacher will:
 - Observe student participation and effort
 - Assess teamwork skills
 - Check understanding of movement concepts
8. Materials Needed: List any simple indoor equipment (for example, cones, soft balls, tape lines).

Ensure the lesson is developmentally appropriate, inclusive, engaging, and feasible in a standard school gym or classroom-sized space.

8. Cross-Curricular P.E. Integration

Create a 30 to 45-minute physical education activity or mini-lesson suitable for grades 1 to 3 that intentionally integrates mathematics skills within movement-based learning.

The activity should incorporate the following math concepts:

- Measuring distance or steps
- Timing and elapsed time
- Basic addition or subtraction through movement tasks

Align the activity with grade appropriate student physical education standards, and with relevant mathematics standards.

Include the following 7 elements in your response:

1. Learning Objectives: Clearly state both physical education and math-focused objectives that are measurable and age appropriate.

2. Activity Description: Explain step by step how the activity works, including:

- Student roles
- Movement tasks
- How math skills are embedded in the activity

3. Time Breakdown: Provide an approximate timeline for

- Introduction and demonstration
- Active participation
- Wrap-up or reflection

4. Differentiation Strategies: Describe ways to adjust the activity for:

- Students who need extra math support
- Students who need physical activity modifications
- Students who are ready for more advanced challenges

5. Safety Considerations: Address:

- Safe spacing between students
- Clear movement pathways
- Proper use of equipment (if used)
- Age-appropriate intensity levels

6. Assessment Alignment: Explain how the teacher will assess:

- Student participation and effort
- Accuracy of math skills used during the activity
- Cooperation and following directions

7. Materials Needed: List any equipment, such as stopwatches, cones, measuring tape, floor markers, or number cards.

Ensure the activity is engaging, inclusive, developmentally appropriate, and feasible for an indoor gym or outdoor play space.

9. Personalized Fitness Challenge Creator

Create a one-week physical education fitness challenge designed for 5th grade students that focuses on improving cardiovascular stamina and muscular endurance through daily movement activities. The challenge should align with age and grade appropriate physical education standards.

Structure the challenge to include five daily activities (Monday through Friday) that gradually increase in intensity and support skill development.

Include the following 7 components in your response:

1. Learning Objectives: State clear, measurable objectives connected to physical education standards related to stamina, persistence, and healthy habits.

2. Daily Activity Descriptions: For each day, provide:

- A brief warm-up activity
- The main stamina-building activity (for example, circuits, jogging intervals, jump rope, team challenges)
- An approximate time duration
- A short cool-down or recovery activity

3. Progression Plan: Explain how the activities increase in difficulty or duration across the week to safely build endurance.

4. Differentiation Strategies: Describe modifications for

- Students with lower fitness levels
- Students who require physical accommodations
- Students ready for additional challenges

5. Safety Considerations: Address:

- Proper warm-up and cool-down routines
- Hydration reminders
- Safe pacing and rest breaks
- Space and equipment management

6. Assessment and Reflection: Explain how teachers will

- Monitor student participation and effort
- Track stamina improvement (for example, time active, laps completed, self-monitoring charts)
- Include brief student reflection on progress and goal setting

7. Materials Needed: List any basic equipment such as cones, timers, fitness logs, jump ropes, or floor markers.

Ensure the challenge is developmentally appropriate, inclusive, motivating, and feasible within a typical school gym, classroom, or outdoor space.

10. Conflict Resolution Role-Play Scenarios

Generate three physical education–related sportsmanship and conflict-resolution scenarios appropriate for grades 3 to 6 that students can use for guided discussion and role-play activities. The scenarios should focus on helping students practice teamwork and cooperation, respectful communication, fair play and rule-following, and managing emotions during physical activity.

Align the activities to relevant physical education standards

For each scenario, include the following components:

1. Scenario Description: Clearly describe the situation, including
 - The PE activity or game being played
 - The conflict or challenge that arises
 - The roles of each student involved
2. Learning Focus: Identify the specific teamwork or sportsmanship skill students should practice.
3. Discussion Questions: Provide 2 to 3 age-appropriate questions such as:
 - What went wrong in this situation?
 - How could the students respond respectfully?
 - What would teamwork look like here?
4. Role-Play Guidance: Explain how students should act out the scenario, including
 - Suggested dialogue starters
 - Positive behavior examples
5. Differentiation Strategies: Describe ways to adapt the activity for
 - Younger or less confident students
 - Students who benefit from visual or written prompts
 - Advanced students who can improvise solutions
6. Safety and Classroom Management Considerations: Address
 - Emotional safety and respectful behavior
 - Clear expectations for acting and discussion
 - Teacher facilitation strategies
7. Assessment Alignment: Explain how the teacher can assess student learning through
 - Observation of role-play behaviors
 - Participation in discussions
 - Reflection responses (verbal or written)

Ensure the scenarios are realistic, age appropriate, inclusive, and directly connected to physical education experiences students commonly encounter.

11. Skill Progress Visualization Descriptions

Convert student physical education performance data into a clear, concise, and parent-friendly progress report.

You will be provided with a student's PE data that may include:

- Fitness test results (for example, endurance time, laps completed, flexibility measures)
- Skill performance scores (for example, throwing, catching, teamwork participation)
- Teacher observation notes
- Effort and participation levels over time

Use this data to create a progress summary appropriate for families of students in grades 3 to 6.

Include the following components in the progress report:

1. Overall Performance Summary: Briefly describe the student's general progress in PE using clear, positive, and understandable language.
2. Strengths: Highlight areas where the student is performing well or showing improvement.
3. Areas for Growth: Identify skills or fitness areas that need continued practice, framed constructively.
4. Progress Over Time: Explain any noticeable improvement, consistency, or challenges based on the data provided.
5. Standards Connection: Reference how the student's performance relates to physical education learning goals (for example, stamina development, skill mastery, cooperation).
6. Next Steps or Recommendations: Suggest simple actions students and families can take to support continued growth (for example, regular physical activity, practicing specific skills).

Use non-technical language, avoid educational jargon, and present the information in a supportive, easy-to-read format suitable for parents and guardians.

Useful Prompt Modifications

Add to the Original Prompt

- Before you complete this task, ask me questions for additional useful information or clarifications.
- Review the output for any signs of bias or pre-judgement.
- Before completing the task, verify accuracy and correct any errors.
- Do not make up information. Tell me if you are not sure how to proceed or don't know how best to respond.
- Show your thinking process, step-by-step.
- State your confidence level for your response.

Add as a Follow-up Prompt

- Change / Modify...
- Do you think that your response is high quality? How can it be improved?
- What else could you add to this response to improve alignment with the purpose?
- Suggest different ways to complete this task to meet the purpose.
- If you were reviewing this output as an experienced school administrator, what would your evaluation be?
- Identify any bias or assumptions in the output you provided.
- Describe any points or content that might cause students to be confused and recommend revisions.
- Prepare this as a Microsoft Word download with formatting.