

Task 1: Prompt Categorization

Prompt 1

Prompt: "Generate a logo for a tech startup using neon colors."

Category: Visual



Reasoning:

This prompt requires the creation of a visual asset (a logo), focusing on aesthetic elements like color (neon). It's primarily concerned with design output, not textual explanation or back-and-forth dialogue.

Prompt 2

Prompt: "Explain blockchain to a 5-year-old."

Category: Instructional

Reasoning:

This is a request for simplified teaching or explanation. The task involves tailoring a complex concept (blockchain) to a specific audience (a 5-year-old), making it an educational/instructional prompt.

Prompt 3

Prompt: "You are a UX designer. Suggest improvements to this app layout."

Category: Conversational / Instructional Hybrid

Reasoning:

This prompt puts the responder in a role-playing scenario (as a UX designer), asking for professional advice. While it has an instructional component (suggesting improvements), it's framed in a way that mimics a conversation or consultancy scenario — giving it a conversational tone with instructional intent.

Task 2: Refinement Practice

Example 1

Original:

Write a story.

Refined:

Write a 500-word fantasy story about a young wizard who discovers a hidden magical forest, with vivid descriptions and a surprising twist ending.

Example 2

Original:

Design a website.

Refined:

Design a responsive website homepage for a local bakery, featuring a warm color palette, high-quality images of baked goods, and clear navigation buttons for menu, about, and contact pages.

Example 3

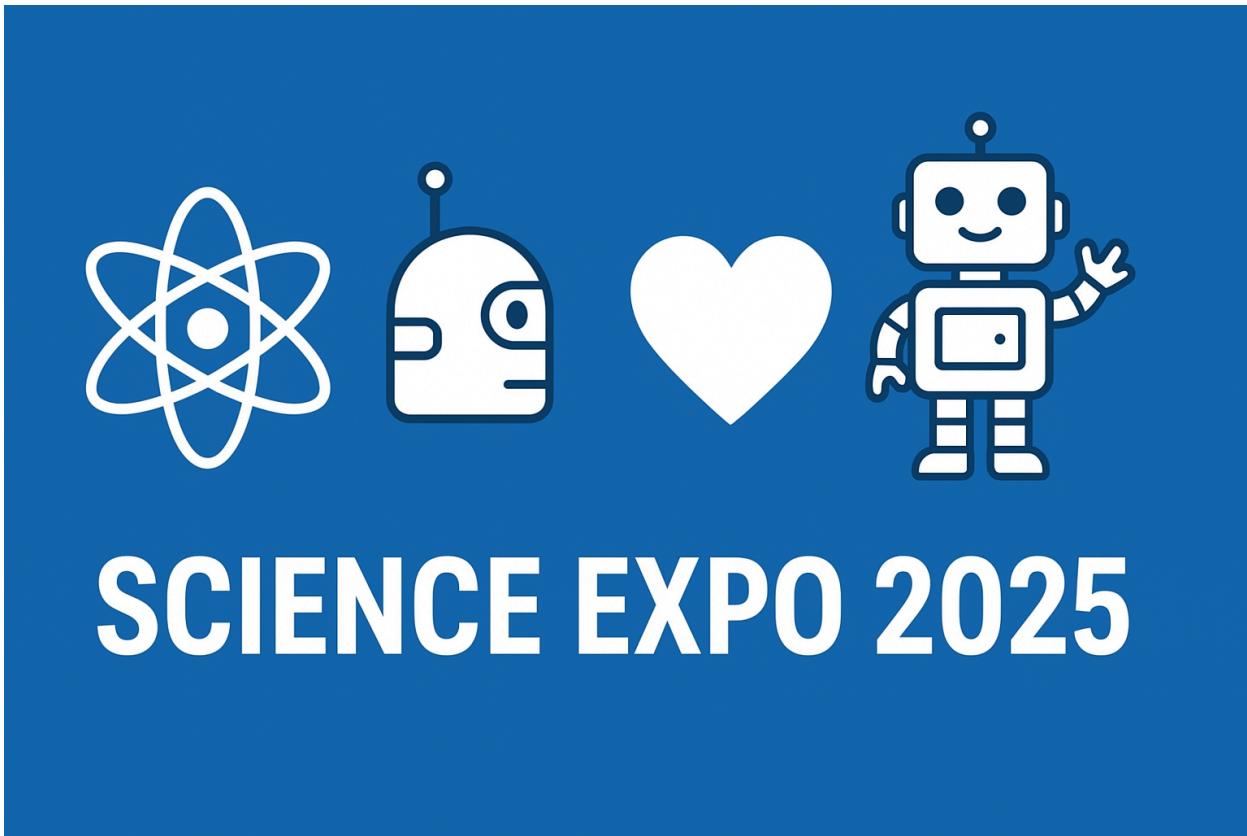
Original:

Create a social media post.

Refined:

Create an Instagram post promoting a summer sale for a clothing brand,

including a catchy tagline, vibrant summer-themed graphics, and a



call-to-action encouraging users to shop now with a 20% discount.

Example 4

Original:

Make a presentation.

Refined:

Make a 10-slide PowerPoint presentation about climate change, including key facts, impactful images, and a concluding slide with actionable steps for individuals to reduce their carbon footprint.

Task 3: Prompt Design Exercise

1. ChatGPT (text-based)

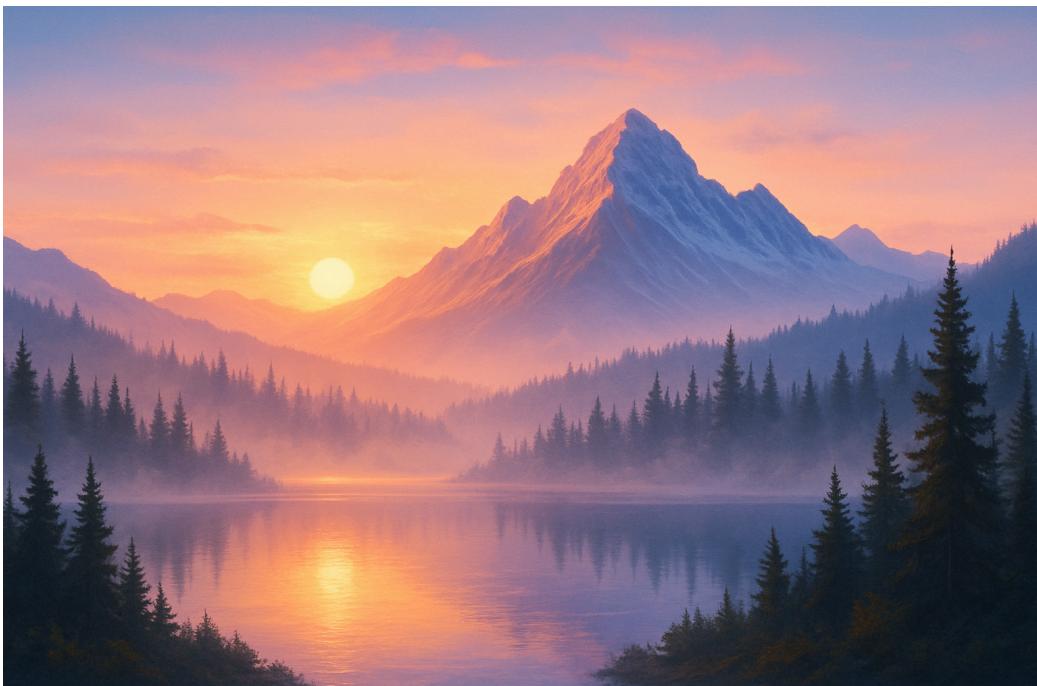
Original:

Explain blockchain.

Refined:

Explain blockchain technology in simple terms, using everyday examples and avoiding technical jargon, suitable for someone with no prior knowledge.

2. DALL·E (image-based)



Original:

Generate a landscape.

Refined:

Generate a serene mountain landscape at sunrise, with mist over pine trees, a calm lake reflecting the sky, and soft pastel colors.

3. SORA (video-based)

Original:

Make a video about cooking.

Refined:

Create a 2-minute video tutorial demonstrating how to make a classic margherita pizza, including step-by-step instructions, close-up shots of key steps, and upbeat background music.

4. Coding or Logic**Original:**

Write a program.

Refined:

Write a Python program that takes a list of numbers as input and returns a new list containing only the even numbers, with comments explaining each step.

program:

```
def filter_even_numbers(numbers):
    """
    Function to filter even numbers from a list.
    :param numbers: List of integers
    :return: List containing only even integers
    """

    # Initialize an empty list to store even numbers
    even_numbers = []

    # Loop through each number in the input list
    for num in numbers:
        # Check if the number is even (divisible by 2)
        if num % 2 == 0:
            # If even, add it to the result list
            even_numbers.append(num)
```

```
# Return the list of even numbers  
return even_numbers
```

```
# Example usage:  
# Input list of numbers  
input_list = [1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
```

```
# Call the function and print the result  
print("Even numbers:", filter_even_numbers(input_list))
```

Example Output:

Even numbers: [2, 4, 6, 8, 10]

5. Education or Training

Original:

Teach math.

Refined:

Develop a lesson plan to teach basic fractions to 3rd graders, including interactive activities, visual aids, and simple practice problems with solutions.



Lesson Plan: Introduction to Fractions

Grade Level: 3rd Grade

Subject: Mathematics

Duration: 45 minutes

Topic: Understanding Basic Fractions

Learning Objectives

By the end of this lesson, students will be able to:

1. Define fractions as parts of a whole.
2. Identify numerator (top number) and denominator (bottom number).
3. Recognize and represent simple fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).
4. Solve basic problems involving fractions.



Materials Needed

- Whiteboard and markers
- Fraction circles or fraction bars (paper cutouts or plastic manipulatives)
- Colored pencils or crayons
- Worksheet with practice problems
- Visual chart showing fractions



Lesson Outline

1. Introduction (5 minutes)

- Ask: “Have you ever shared a pizza or a chocolate bar with friends?”
- Show a picture of a pizza cut into equal slices.

- Explain: *Fractions are a way to show equal parts of a whole.*

2. Direct Instruction (10 minutes)

- Write $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ on the board.
- Explain:
 - The **numerator** tells how many parts we have.
 - The **denominator** tells how many equal parts make the whole.
- Show with fraction circles (e.g., a circle divided into 2 parts, shade 1 part = $\frac{1}{2}$).

3. Interactive Activity (10 minutes)

- Give each student a paper "pizza" (circle cutout).
- Ask them to fold it into 2 parts → shade one → that's $\frac{1}{2}$.
- Fold into 4 parts → shade one → that's $\frac{1}{4}$.
- Discuss: "Which is bigger, $\frac{1}{2}$ or $\frac{1}{4}$?"

4. Guided Practice (10 minutes)

- Work together on problems:

1. Shade $\frac{1}{3}$ of a rectangle.
 2. Circle the picture that shows $\frac{1}{2}$.
 3. Which is more: $\frac{1}{2}$ of 8 apples or $\frac{1}{4}$ of 8 apples?
- Encourage students to explain their reasoning.

5. Independent Practice (5 minutes)

Sample problems (with solutions for teacher reference):

1. Shade $\frac{1}{2}$ of this shape:  
 Answer: One box shaded.
2. If you cut a sandwich into 4 equal parts and eat 1, what fraction did you eat?
 Answer: $\frac{1}{4}$
3. Which is larger: $\frac{1}{3}$ of 9 candies or $\frac{1}{4}$ of 8 candies?
 Answer: $\frac{1}{3}$ of 9 = 3 candies, $\frac{1}{4}$ of 8 = 2 candies → $\frac{1}{3}$ is larger.

6. Closure (5 minutes)

- Recap: Fractions are parts of a whole.
- Quick quiz: Hold up $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{3}$ flashcards → students shout answers.
- Homework: Draw 3 different shapes and show $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.

Assessment

- Observe student participation in activities.
- Check worksheet answers.
- Oral questioning (e.g., "What does the denominator mean?").