FOR TEACHERS · QUICK START

Run the BAM week

Students pick one real subject and one goal on Monday. Every day they use all four pillars on that same goal, rewrite their whole prompt, and make one new AI picture. The picture gets better because their words get better. The bridge on the slides upgrades every day for everyone; it shows the round, not a score.



MON · START · 45 MIN

Outcome-Anchoring

BEFORE picture (one lazy line), anchor sentence, starter line for each pillar, Picture 1.



TUE · BUILD · 40 MIN

Expert-Casting

Keep the anchor, recast the expert (role, style, tone), add one detail, Picture 2.



WED · BUILD · 40 MIN

Sequential Scaffolding

Put the picture in order (first, then, finally), add one layer, Picture 3.



THU · IMPROVE · 40 MIN

Lens-Consistent Correction

Five questions through the expert's eyes, fix one pillar, Picture 4.



FRI · FINISH · 55-60 MIN

Support beams

Add only the beams the job needs, final prompt, Picture 5, filmstrip, send-in.

What you need

- The day's deck (videos are inside it) and one worksheet page per student per day.
- AI image access for every student every day. Monday needs two runs, the other days one.
- A folder per student for the week's pages and pictures, saved as code-BEFORE, code-1 … code-5.
- Install the two free fonts in the fonts folder (Bricolage Grotesque, Figtree) on the computer that shows the decks.

Three things that make it work

Keep before add. Every round starts by naming what stays. The anchor never changes; it only gets sharper.

More words is not the goal. One precise new line beats five vague ones. Say it out loud every day.

Pair-share, not cold calls. Partners read each other's anchor and ask: could a stranger tell if it worked?



FOR TEACHERS · GRADING

Rubric: 15 points

Grade Friday's final prompt plus the week's pictures. You own the final grade; adjust weights to fit your class. Prompt length is open: grade clarity, not word count.

PART	3 FULL	2 PARTLY	1 NOT YET
Outcome-Anchoring	A stranger could tell if it worked.	Clear topic, fuzzy finish line.	Just a topic.
Expert-Casting	Role, style and tone fit the subject.	Role only, or a vague one.	"An expert," or none.
Sequential Scaffolding	Steps in order; each uses the last.	Steps, but they don't connect.	One big ask.
Lens-Consistent Correction	Named the pillar, made one specific fix.	Fixed something, pillar unclear.	Started over or said "better."
Subject connection	Real names, facts and details from the unit.	Some real details, mostly general.	Only the topic's name.

The four pillar rows grade how well the prompt is built. Subject connection is the retention signal: a 3 there means the student kept what your unit taught.

Must-haves to turn in (not points)

- A Diligence check: one fact verified against a real source (teacher, textbook, trusted website).
- One sentence that says how AI helped. A prompt without these two goes back to the student to finish.

Growth is discussed, not graded

Use the filmstrip (BEFORE to Picture 5) for the class talk: which day made the biggest jump, and which pillar did it? Grading growth would reward a lazy BEFORE picture.

Support beams are not graded as missing

"Not needed for this one" is a complete answer. Give a word of praise when a beam is used with a clear reason; never take points for skipping one.

Send it in

- One photo per student: the Day 5 page next to Picture 5. Add the filmstrip if you can.
- Student codes only (teacher digits + student digits, like 0412-0007). No names, no faces.
- Email to hello@bamechoacademy.com, subject: your class name. Your class may be featured in the gallery.

