

AI Tools for Counsellors



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REGIONAL INSTITUTE
East Asia, Southeast Asia,
& Oceania 2026

Our aims

- 1. Explore practical uses of AI in college counselling**
- 2. Share insights, resources, and strategies to build a collective toolkit for effective AI use**
- 3. Consider ethical concerns in the use of AI tools in our work**



Rating our own AI engagement

AI Use Self-Assessment

1 — Beginner

No real use; unsure how AI fits your work

2 — Dabbler

Tried it a few times (basic tasks, inconsistent results)

3 — Functional

Uses occasionally for specific tasks; some prompt awareness

4 — Confident

Regular use; integrated into parts of workflow

5 — Advanced

Frequent use; builds templates/workflows; saves time

6 — Strategic

Leads/embeds AI use; guides others; thinks critically



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I am a year 13 IB student. I am predicted around 36 points, and I would like to study in the US, majoring in psychology, and my top priorities are to go to a highly ranked university and to be in an urban area. Give me some suggestions.

I am a year 13 IB student. I am predicted around 36 points, and I would like to study in the US, majoring in psychology, and my top priorities are to go to a highly ranked university and to be in an urban area. Give me some suggestions.

If you're predicted ~36 points, you have good options. A 36 is solid for many top schools, especially if the rest of your application (personal statement, recommendations, extracurriculars/supercurriculars) is strong. Here are some universities and tips to help guide your choices.

What to Look for

- When choosing, you might prioritize:
- Strong Psychology programs (research opportunities, labs, faculty in your area of interest, etc.)
 - Urban
 - Good (merit) aid
 - Reput

2. Voice sounds over-written (big issue)

- Phrases like:
 - "destabilizing rupture in the architecture of my daily existence"
 - "existential disorientation"
- These don't sound like a high school student—they sound academic.

According to UC guidance, responses should feel like a **conversation** and reflect your *real voice*

Yale University (CT)	Very strong psychology, excellent labs, lots of cross-disciplinary work. Charming small city environment but still very connected.	Very selective. International students compete for merit aid. Reach.
University of California, Berkeley (CA)	Excellent program, many research opportunities, strong faculty. Located in a major metro area (San Francisco Bay).	Large student body; getting in is tough but 36 IB / extras can help.
New York University (NYU, NY)	Urban right in NYC, many psychology research centres, excellent internship and practical experience opportunities.	Very expensive, competitive. Financial aid makes it more accessible.
University of Michigan, Ann Arbor (MI)	Great department, lots of research and clinical psychology paths; Ann Arbor is a mid-sized city with a lot of cultural life.	Out-of-state tuition is high; application competition to be strong. Less "big city" than NY/UCLA etc but very livable.
University of California, Los Angeles (UCLA, CA)	Strong psych faculty, diverse urban setting, lots of labs/clinical opportunity.	Very selective, especially for international students. Finance/cost + housing can be challenging.
Columbia University (NYC)	Very strong for experimental and clinical psychology, great research opportunities.	Very high cost, tough competition. But also a great urban experience.

Thanks for sharing your interests and academic background. Based on your predicted IB score of around 36 points, your goal to study psychology, and your preference for a **highly ranked university in an urban .S. location**, here are some well-matched options from the **Fiske Guide 2024** that balance selectivity, strength in psychology, and city life:

Top Psychology Programs in Urban Settings (Realistic with ~36 IB points)

- Loyola University Chicago (Illinois)**
 - Urban setting, strong psychology program.
 - Major city hub.
 - Related experience.
- Temple University (Philadelphia, PA)**
 - Urban campus, central Philadelphia.
 - Offers a well-established psychology program.
 - More affordable tuition (especially if applying for merit aid).
 - 36 IB points puts you well within admissions range.
- University of San Francisco**
 - Urban, heart of San Francisco.
 - Emphasis on social justice and applied psychology.
 - Small class sizes, excellent student support.
 - 36 IB makes you a strong applicant.
- DePaul University (Chicago, IL)**
 - Urban, right in downtown Chicago.
 - Co-op and internship opportunities through city partnerships.
 - 36 IB aligns well with their admissions range.



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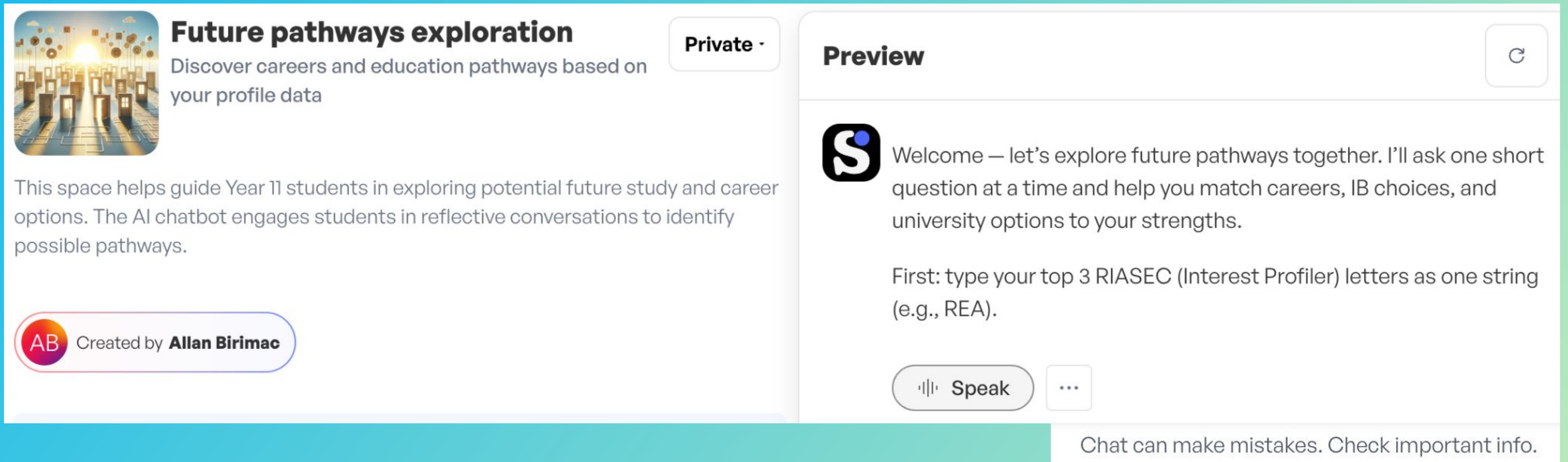
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AI stuff for students

Future Pathways Exploration (SchoolAI)



Future pathways exploration
Discover careers and education pathways based on your profile data

Private

Preview

Welcome — let's explore future pathways together. I'll ask one short question at a time and help you match careers, IB choices, and university options to your strengths.

First: type your top 3 RIASEC (Interest Profiler) letters as one string (e.g., REA).

Speak

Chat can make mistakes. Check important info.

Resources: IB statistical bulletins, school subject selection guidance publications, high school profile, student data from transcripts and profiling tasks



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Your results suggest that you are a creative thinker who values achievement and recognition, which is fantastic!

- **Artistic:** You likely enjoy expressing yourself through creative outlets, such as art, music, or writing.
- **Enterprising:** You may also have a knack for leadership and entrepreneurship, enjoying roles where you can take initiative.
- **Investigative:** You probably enjoy exploring ideas and concepts, perhaps through research or problem-solving.

This combination can lead you to fields like design, marketing, or even innovative technology roles where creativity meets business.

How do you feel about these insights? Do they resonate with you?

yup

Potential IB Subjects

1. **Economics (HL/SL):** Aligns with your interest and strengths, and is great for understanding market dynamics.
2. **Physics (HL/SL):** Given your strong performance, this could be a solid choice, especially if you're interested in engineering or technology.
3. **Mathematics (HL/SL):** Essential for many fields, and your strong grades suggest you could excel here.
4. **Visual Arts or Design Technology (Group 6):** If you want to explore your artistic side, these subjects would complement your creativity.

Would any of these subjects appeal to you? It's also helpful to talk to a college counselor about your specific interests and plans. They can provide personalized guidance!

but i want to take design and technology and it isnt offered at BSM. I suck at art and i dont take iGCSE art

I understand that Design and Technology isn't offered at BSM, which can be frustrating. However, there are other subjects you can take that may still align with your interests in design and technology, like **Physics** and **Computer Science**.

Reflection

How does this program align with your goals in product design? Have you considered how your interests in innovation and user-centered design might fit into this curriculum?

Talking to a college counselor can provide you with personalized advice on the application process and how to best position yourself for success. Would you like to explore specific aspects of the program further, or do you have questions about the application process?

tsinghua university-industrial design

Tsinghua University's **Industrial Design** program is one of the leading programs in China. Here's what you can expect:

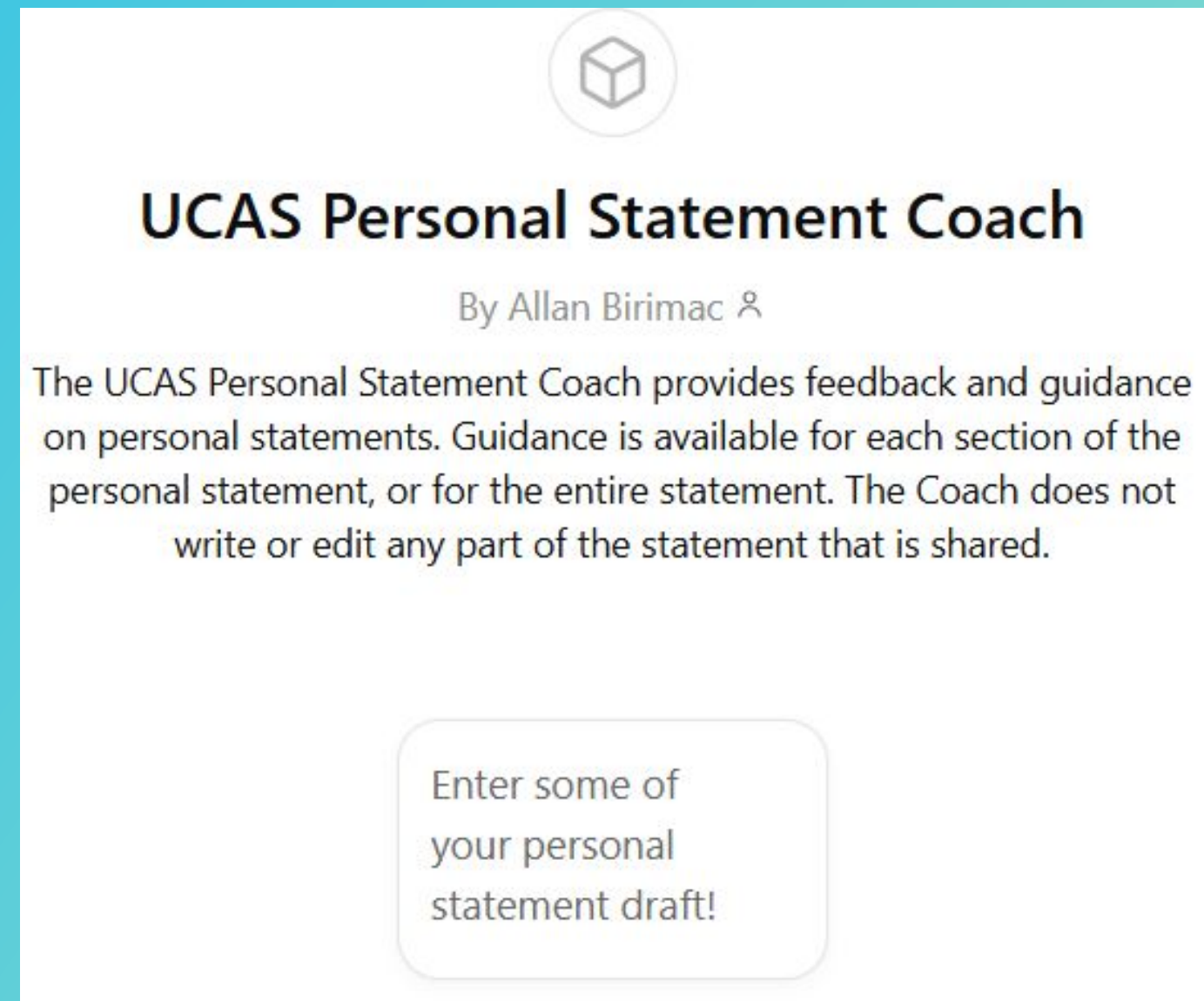
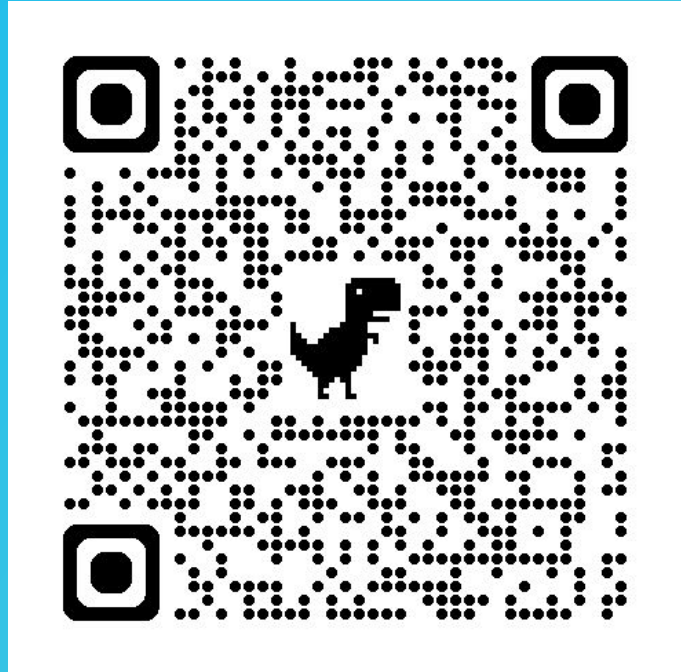
Program Overview

- **Curriculum:** The program focuses on design principles, user experience, and engineering aspects of product development. You'll learn about materials, manufacturing processes, and sustainable design practices.
- **Hands-On Projects:** Expect practical projects where you will design and prototype products, allowing you to apply theoretical knowledge to real-world challenges.
- **Innovation and Research:** Tsinghua emphasizes innovation, providing opportunities to engage in research projects and collaborations with industry leaders.

AI stuff for students

[UCAS Personal Statement Coach \(ChatGPT\)](#)

UCAS writing samples



The image shows the interface for the UCAS Personal Statement Coach. At the top center is a logo consisting of a cube inside a circle. Below the logo is the title "UCAS Personal Statement Coach" in a bold, black font. Underneath the title is the author's name "By Allan Birimac" followed by a small person icon. A paragraph of text describes the tool: "The UCAS Personal Statement Coach provides feedback and guidance on personal statements. Guidance is available for each section of the personal statement, or for the entire statement. The Coach does not write or edit any part of the statement that is shared." At the bottom of the interface is a rounded rectangular input box with the placeholder text "Enter some of your personal statement draft!"

Personal Statement Coach



Resources: Personal statement guidance from UK universities; UCAS personal statement guidance; college counsellor guidance; sample personal statements for various courses



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AI stuff for students

Great — let's begin.

Please **say your answer out loud rather than typing it**, as if you were in the interview.

Here's your first practice question, from one of the CS sample papers:

An automaton has three states: **s0** is the start state, **s1** is the only accepting state, and **s2** is a trap state.

The transitions are:

- from **s0**: on **a** go to **s1**, on **b** go to **s2**
- from **s1**: on **a** go to **s2**, on **b** go to **s0**
- from **s2**: on **a** stay at **s2**, on **b** stay at **s2**

The question is:

Describe informally the set of words accepted by this automaton.

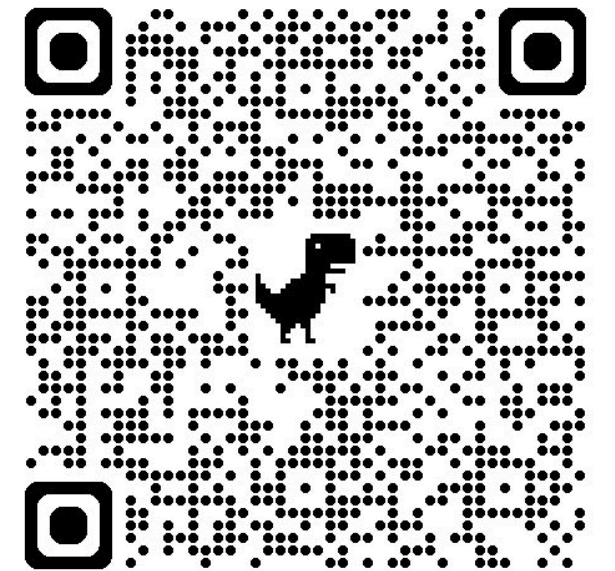
Talk me through **how you would approach it**, not just the final answer. I want to hear:

- what you notice first,
- how you track what strings do,
- and why your description matches the accepting behavior.

A good way to start is to test a few short words like **a**, **b**, **ab**, **aba**, **abb**, and sketch a tiny state diagram if that helps.

[Practice \(ChatGPT\)](#)

cants



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AI stuff for students – a question

Writing your UCAS personal statement in an AI world ... what's acceptable practice?



Resources: University personal statement webpages; personal statements of successfully admitted students; various AI platforms



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AI stuff for colleagues

[University Comment Coach for UK universities \(ChatGPT\)](#)

University Comment Coach

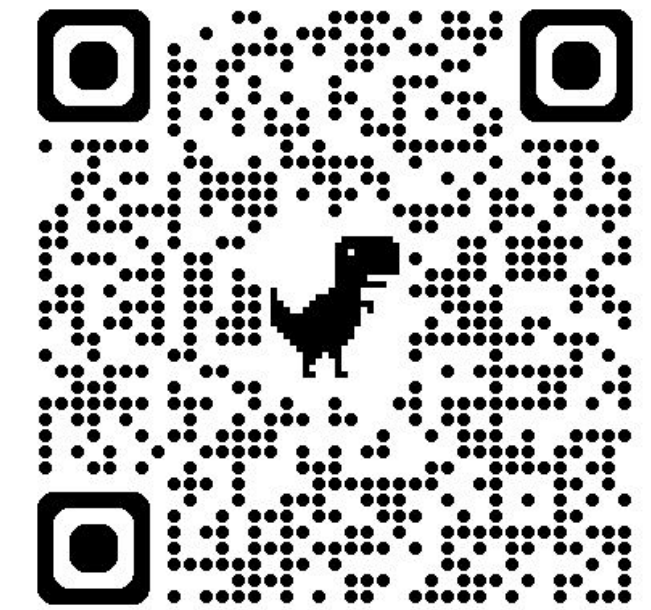
By Samantha Caras 

Helps teachers craft precise, evidence-based subject comments for UK university applications.

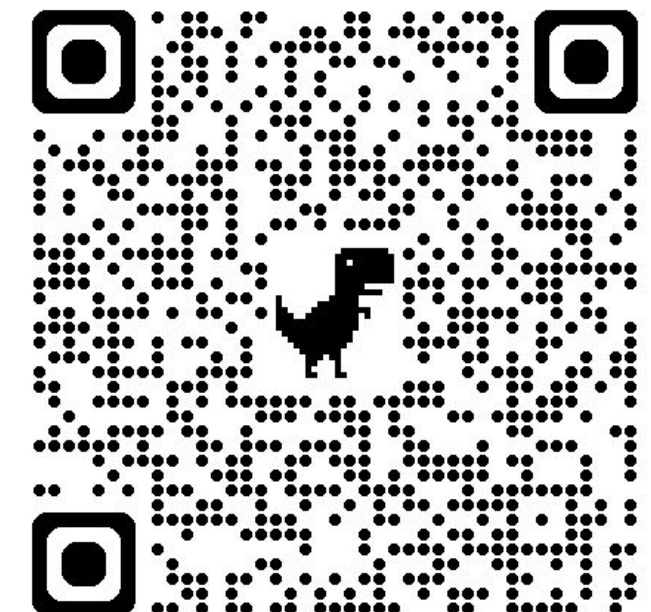
Welcome! Please
add what you have
written in the spac...

Not started writing
anything yet? You
can do so in the...

Comment Coach



Sample UCAS Comments



Resources: School Guide for Writing UCAS Comments; sample of model comments



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AI stuff for colleagues

Preparing counsellor recommendation letter outlines (for our successors) - Brisk

Activities (past 4 years only) Which activities do you feel best represent who you are? THINK: Can you measure your impact? How have you changed because of your experiences/engagement in this activity?			
Name of Activity	Length of Commitment	Positions Held (if any)	Brief Description What did you actually do apart from turn up? Why is this important to who you are? How has it been better because of you? Has it helped you develop?
Economics & Finance Guild	3 Years	Head	I organised and taught lessons about economics and financial concepts to younger years and helped them join competitions to further their interest in the subject. This has allowed me to develop my leadership and teaching skills.
Programming Varsity	2 Years	Mentor	Mentor students in their in-class programming and IGCSE computer science review. Provide guidance on coursework and teach essential topics.
Baby Basket Donation	4 Years	Organizer	Pioneered a community-driven project that aims to provide essential newborn items to underprivileged mothers. Providing support to 400+ mothers. Helped make a lasting impact on the community and taught me how to organise
Internship at CloudEats	2 Weeks	Corporate Finance Intern	Created SSGs and SWSGs to analyse the performance of Cloud Kitchens and Stores. Performed a cost-benefit analysis on upgrading pressure washers to industrial standards. Through this internship, I improved data visualisation and presentation for strategic insights. I also gave them valuable information and data-driven insights on the value of upgrading the pressure washers.

GOOGLE DOCS

← Brisk

Create Anything ▾ British English ▾ Standard AI ▾

Prompt

Prompt: From the information above list five examples for each of the three categories below:

Distinctive Qualities & Character - provide specific and concrete examples that illustrate these features, such as an activity, anecdote or achievement;

Academic History, Growth, and Particular Abilities - - provide specific and concrete examples that illustrate these features, such as an activity, anecdote or achievement;

Activities, Interests & Areas of Impact - provide specific and concrete examples that illustrate these

Select Curriculum ▾ Standards Prompt history ▾

University ▾

Include sources

Brisk It

Resources: Student Higher Education Recommendation Profile



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AI & College Essays: Policy Comparison

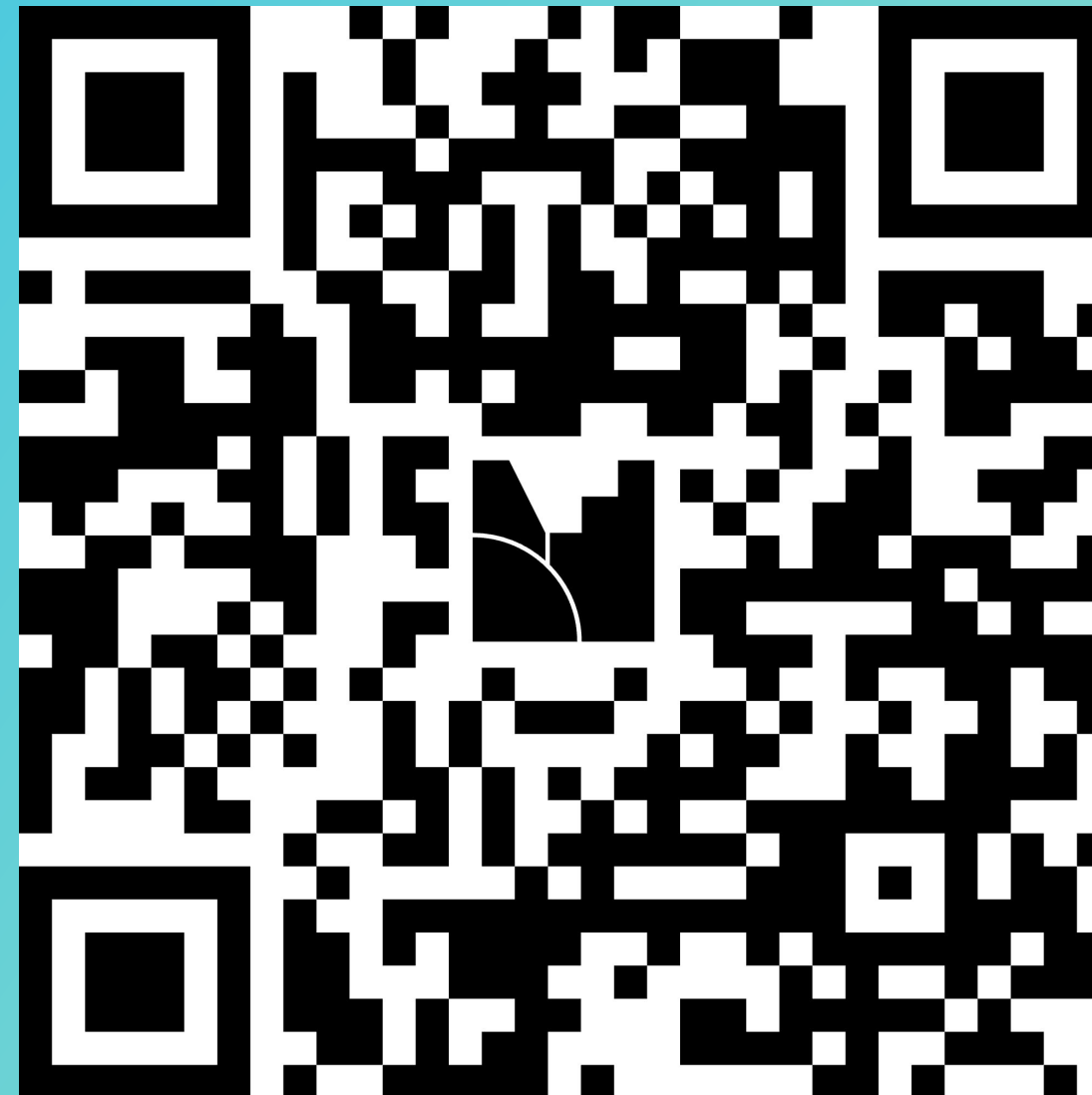
Policy Area	<u>UCAS</u>	<u>Caltech</u>	<u>Brown University</u>	<u>Georgia Tech</u>
Generating Ideas	Permitted to brainstorm, inspire, and clarify topics or skills.	Ethical for kick-starting brainstorming through questions or exercises.	Not permitted; all content and ideas must be the individual's work.	Permitted for brainstorming and generating ideas.
Structuring	Permitted to suggest ways of structuring answers clearly.	Unethical to rely on AI to outline an essay.	Not permitted under any circumstances.	Permitted as a collaborator to help construct resumes or applications.
Copying/Pasting	Prohibited; considered cheating and can be flagged as fraud.	Unethical to copy and paste directly from a generator.	Prohibited; defined as application fraud.	Prohibited; ultimate submissions must be your own.
Editing	Permitted to check readability and rephrase for conciseness.	Unethical to replace unique voice/tone or translate essays via AI.	Not permitted; only permitted for basic proofreading.	Permitted to edit and refine ideas.
Spell/Grammar Checking	Encouraged using tools like Grammarly or Microsoft Word Editor.	Ethical to review grammar and spelling on completed essays.	Permitted to assist with spelling and grammar review.	Implied as part of the permission to "edit and refine".



Another ethical question!

We've talked about what's acceptable use for students and teachers, what about for us? To what extent is it ok to use AI with the reference / recommendation letter?

[Mentimeter poll](#)



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AI stuff for colleagues

US recommendation letter workshop for teachers



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EXAMPLE A:

Teacher Recommendation Letter for Jane Doe

It is my pleasure to recommend Jane, whom I have taught in both tenth and eleventh grade Language and Literature. Over the course of my thirty years in education, I have had the opportunity to work with many talented young writers, and Jane certainly stands among the stronger students I have taught in recent years.

Every once in a long while, I meet a student and think, “OK, here is a student I really hope will ask me for a recommendation. Here is a student who I can write glowing things about, advocate for, and even gush about in my letter.” Jane is exactly that student. Having had her in my tenth and now eleventh grade Language and Literature classes, I have had ample opportunity to observe her intellectual growth and potential. If you are rushing through recommendations and need to know the spoiler: Jane is one of the top three high school writers I

EXAMPLE B:

Teacher Recommendation Letter for Jane Doe (DOB:)

EXAMPLE D:

Teacher Recommendation Letter for Jane Doe (DOB:)

It is with considerable professional experience and thoughtful reflection that I write this letter in support of Jane. Over the course of my thirty-year career in education, which has included teaching at multiple levels, as well as presenting at national conferences on literacy development and curriculum design, I have developed what I believe to be a careful and discerning eye for student potential. I do not approach letters of recommendation lightly. Rather, I see them as an extension of my broader commitment to academic mentorship and the cultivation of intellectual growth in young people.


ChatGPT-modified examples of the one letter to demonstrate different levels of quality and help set expectations



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AI stuff for us

Check for alignment with school DEIB guidelines (ChatGPT)



DEIB at BSM
By Samantha Caras &

Supports teachers to review, adapt, and design DEIB-aligned learning for BSM using the BSM Version of Humanising Pedagogy

Review this lesson for DEIB considerations

How can I adapt this activity to be more inclusive?

Can you flag DEIB concerns in this presentation?

Help me redesign this lesson for Key Stage 4

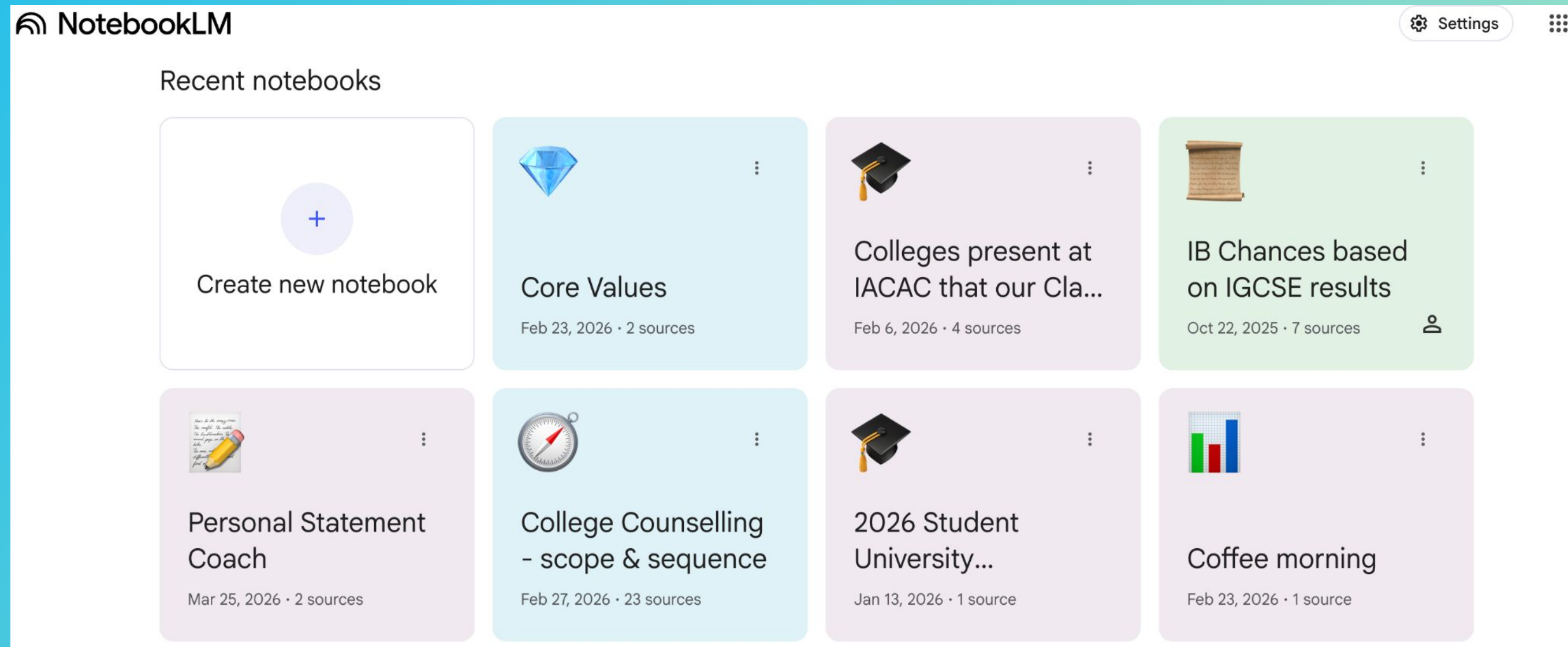
Resources: High School Profile, School Inclusion Guidelines, School Wellbeing Framework, Humanising Pedagogy Self-assessment Tool



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AI stuff for us

Notebook LM



The screenshot displays the NotebookLM interface. At the top left is the 'NotebookLM' logo, and at the top right are 'Settings' and a grid icon. Below the header is the 'Recent notebooks' section, which contains a grid of eight notebook cards. The first card is a white box with a blue plus sign and the text 'Create new notebook'. The other seven cards are colored and each features an icon, a title, and a date/source count. The cards are: 'Core Values' (blue diamond icon, Feb 23, 2026, 2 sources), 'Colleges present at IACAC that our Cla...' (purple graduation cap icon, Feb 6, 2026, 4 sources), 'IB Chances based on IGCSE results' (green scroll icon, Oct 22, 2025, 7 sources), 'Personal Statement Coach' (pink pencil icon, Mar 25, 2026, 2 sources), 'College Counselling - scope & sequence' (light blue compass icon, Feb 27, 2026, 23 sources), '2026 Student University...' (purple graduation cap icon, Jan 13, 2026, 1 source), and 'Coffee morning' (pink bar chart icon, Feb 23, 2026, 1 source).



AI stuff for us

Conference attendance cross-check with student applications (Notebook LM)

College Attending IACAC Hanoi	Student Name	Program Name	Application Status
Arizona State University		Business, Management, Marketing...	Applying
Babson College		Psychology	Withdrawn
Bocconi University		International Economics and Finance	Admit
Bocconi University		Bachelor in Economics and Social Sciences	Admit
Bocconi University		International Economics and Management	Incomplete
Durham University		Marketing and Management with Study Abroad	Conditional Offer
Durham University		Business and Management	Conditional Offer
Durham University		Anthropology and Sociology	Conditional Offer
Durham University		Business and Management	Conditional Offer
Durham University		Finance	Conditional Offer
Durham University		English Literature	Conditional Firm
Durham University		Philosophy and Physics	Conditional Offer
Fordham University		Communication, General	Deny
Fordham University		Business Administration and Management, General	Admit
Fordham University		Business Administration and Management, General	Withdrawn
Fordham University		Economics, General	Admit
Fordham University		Business Administration and Management, General	Admit
Fordham University		Psychology, General	Withdrawn
Fordham University		Music, General	Deny



Colleges present at IACAC that our Class of '26 has applied to

4 sources

Today • 2:05 PM

Create a table with four columns from left to right. In the first column, list all the colleges attending IACAC Regional Institute in Hanoi that the Class of 2026 has applied to based on sources from Slate, UCAS, and MaiaLearning. In the second column, list against each college the names of the students who have applied to these colleges. In the third column, list the program or course name each student has applied to. In the fourth column, list the application status if known.

Based on the provided documents, the following table lists the colleges and universities attending the **IACAC Regional Institute in Hanoi** that students from the **Class of 2026** have applied to, along with their names, programs, and application statuses.

Attending College	Student Name	Program or Course Name	Application Status
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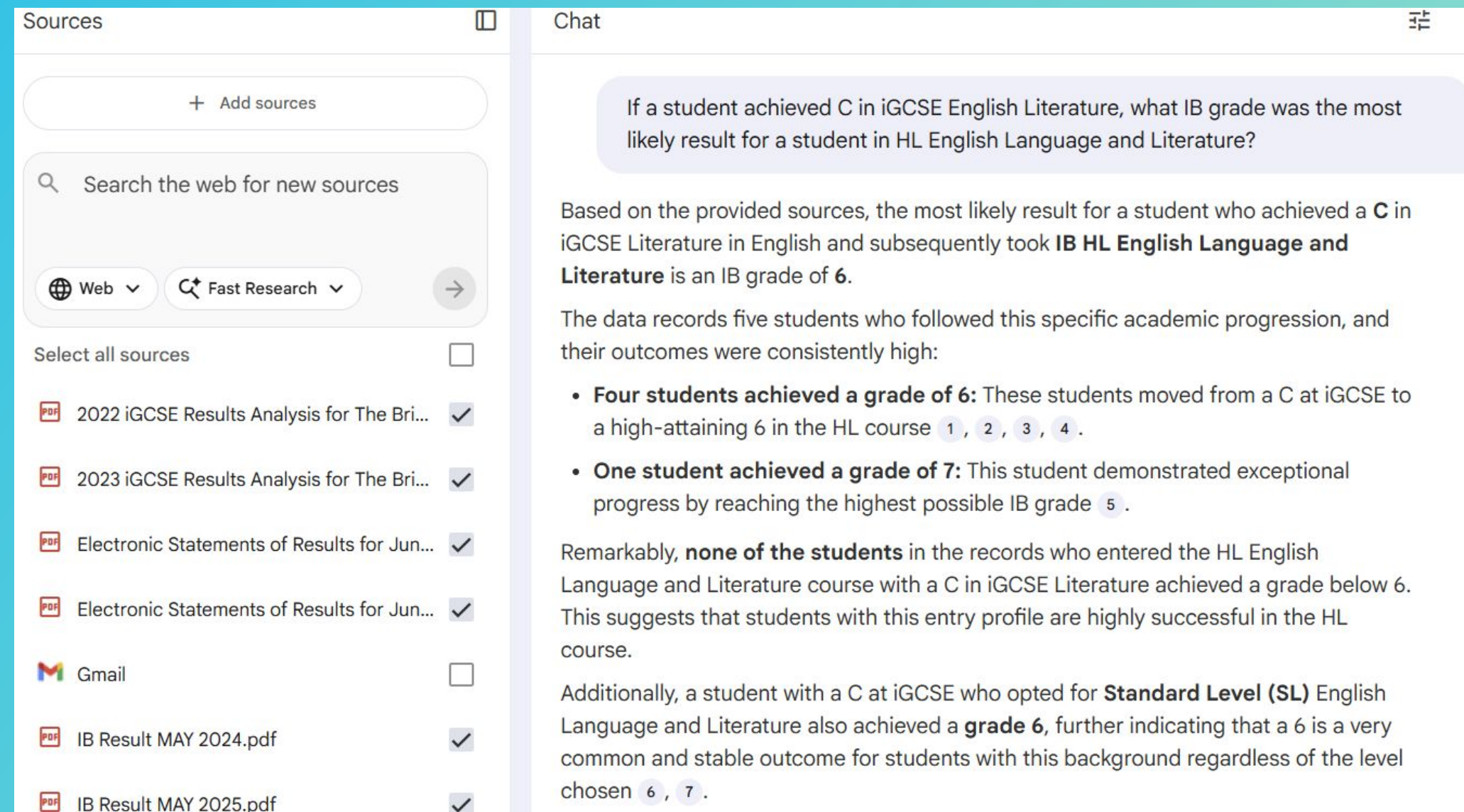
ation data from



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AI stuff for us

IB 'chances' based on iGCSE grades (Notebook LM)



The screenshot displays the Notebook LM interface. On the left, the 'Sources' panel lists several documents, including '2022 iGCSE Results Analysis for The Bri...', '2023 iGCSE Results Analysis for The Bri...', 'Electronic Statements of Results for Jun...', 'Gmail', 'IB Result MAY 2024.pdf', and 'IB Result MAY 2025.pdf'. On the right, the 'Chat' panel shows a query: 'If a student achieved C in iGCSE English Literature, what IB grade was the most likely result for a student in HL English Language and Literature?'. The response states that the most likely result is an IB grade of 6, based on data from five students. It further details that four students achieved a grade of 6 and one student achieved a grade of 7.

Sources

+ Add sources

Search the web for new sources

Web Fast Research

Select all sources

- 2022 iGCSE Results Analysis for The Bri... ✓
- 2023 iGCSE Results Analysis for The Bri... ✓
- Electronic Statements of Results for Jun... ✓
- Electronic Statements of Results for Jun... ✓
- Gmail
- IB Result MAY 2024.pdf ✓
- IB Result MAY 2025.pdf ✓

Chat

If a student achieved C in iGCSE English Literature, what IB grade was the most likely result for a student in HL English Language and Literature?

Based on the provided sources, the most likely result for a student who achieved a **C** in iGCSE Literature in English and subsequently took **IB HL English Language and Literature** is an IB grade of **6**.

The data records five students who followed this specific academic progression, and their outcomes were consistently high:

- **Four students achieved a grade of 6:** These students moved from a C at iGCSE to a high-attaining 6 in the HL course **1, 2, 3, 4**.
- **One student achieved a grade of 7:** This student demonstrated exceptional progress by reaching the highest possible IB grade **5**.

Remarkably, **none of the students** in the records who entered the HL English Language and Literature course with a C in iGCSE Literature achieved a grade below 6. This suggests that students with this entry profile are highly successful in the HL course.

Additionally, a student with a C at iGCSE who opted for **Standard Level (SL)** English Language and Literature also achieved a **grade 6**, further indicating that a 6 is a very common and stable outcome for students with this background regardless of the level chosen **6, 7**.

Resources: past iGCSE and IB results



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Thought for 21s >

Here is a concise summary of the episode:

- **(00:00–01:08)** The episode opens a three-part series on **mental health disclosures in college applications**, featuring Chris Lou, a director of college counseling with clinical social work training. The discussion focuses on **whether students should disclose, where they might do so, and how counselors can support them.** College Essay Guy +1
- **(03:23–05:43)** Chris identifies student groups she often sees as more vulnerable to mental health struggles: **high-achieving students encountering failure for the first time**, students from **dysfunctional or unstable family systems**, **young women**, and **marginalized students**, including students of color and LGBTQ+ students. She also stresses that **intersectionality can heighten risk.**
- **(06:20–08:40)** On whether to disclose, her answer is essentially **"maybe—it depends."** Disclosure may be useful when a mental health challenge has caused a **clear academic disruption**, such as a GPA drop, a school transfer, or time away from school that would otherwise need explanation.
- **(08:40–10:17)** By contrast, a student may **not need to disclose** if there was **no visible academic impact** if the diagnosis or experience is **too recent or unprocessed**, or if the explanation would raise **more questions than it answers.**

- **(10:17–14:42)** Chris suggests key questions students should ask themselves:
Does my application make sense without this information?
Do I feel fully represented without mentioning it?

The episode also emphasizes that students may need to **process their experiences through journaling, therapy, or trusted conversations**, even if the college application is not the right place to share them.

- **(15:18–24:02)** The podcast then gets practical about **where disclosure can appear.** The **Additional Information** section is presented as a particularly useful place because it encourages a **brief, factual, explanatory tone** rather than a highly emotional narrative. Chris and Ethan prefer disclosures that explain: **what happened, what the impact was, what the student did, and what they learned.**
- **(24:02–31:56)** A second disclosure route is the **counselor recommendation letter.** Chris shares an example where a student's mental health challenges are framed through his later **leadership in a mental health support group**, showing not just struggle but also **contribution, character, and community impact.**
- **(32:23–47:03)** When discussing the **personal statement**, the central advice is that if students write about mental health, they should show a clear sense of **growth, coping, and present stability.** Strong essays do not just dwell on suffering; they explain **what changed, how healing happened, and who the student has become.**

Finish update ⋮



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PT-5.4 Thinking

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Opus 4.6

AI Studio

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Replicating your work

1. I Uploaded a Word document into a chat

2. Gave basic context

3. Input summary of requirements

Write a meeting write-up in my typical style for a student who: - interested in medicine in UK and HK, but also biomed - done some hospital work experience already over summer; - needs to explore biology/biomedicine. base on my typical style, draw on previous medical applicants

Here's a meeting recap drafted in your established style, drawing on the tone and structure you've used for other medical applicants:

UCC Meeting Recap – Medicine & Biomedical Sciences

Thanks for setting up and attending our meeting this week. It's encouraging that you've already started gaining relevant experience and are thinking carefully about your next steps.

Career focus: You are interested in studying medicine in the UK and Hong Kong, while also keeping biomedical sciences as an alternative pathway. This is a smart strategy – medicine is highly competitive, and having biomed as a parallel option ensures you have strong, related choices.

Work experience: Your recent hospital placement over the summer was an excellent first step. The key now is to reflect carefully on what you observed – not just describing what you did, but making thoughtful observations about patient care, teamwork, and the demands of working in healthcare. This ability to analyse and learn from your experience will be invaluable when writing your personal statement and preparing for interviews.

Exploring academic interests: A priority for this term is to dive deeper into biology and biomedicine, and start identifying the areas you find most engaging. Whether it's genetics, neuroscience, immunology, or another subfield, being able to demonstrate that you've gone beyond the IB syllabus to explore specific areas will strengthen both your applications and your academic confidence. You should also consider whether your Extended Essay or Internal Assessments could be linked to medicine/biomed to show further subject engagement.

Next steps:

1. Reflect on your hospital work experience – note specific examples and insights that highlight your understanding of medicine.
2. Explore different areas of biology/biomedicine this term and identify at least one area of particular interest.
3. Look at opportunities to link IB coursework (IA/EE) to medical or biomedical themes.
4. Research medicine and biomedical science programs in the UK and HK, noting entry requirements and timelines.

year meeting follow-ups

format

and ask to create follow-up



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AI stuff for parents



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Use these prompts to explore responsibly with your teen. Each supports curiosity, planning, and informed discussion while reinforcing ethics, authenticity, and counselor partnership.

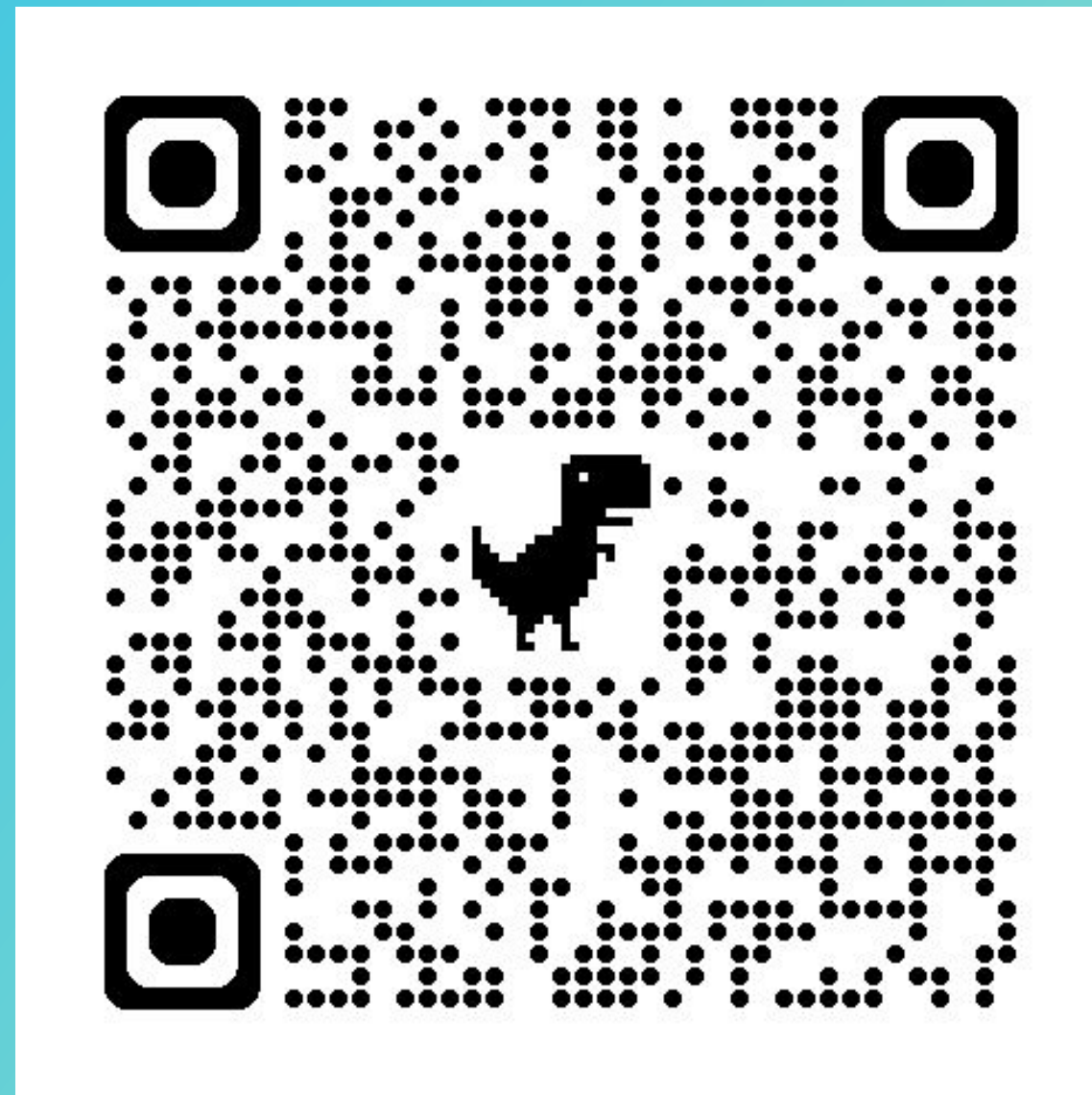
Category	Example Prompt	How to Use It Responsibly
Career & Major Exploration	“Act as a career coach. My teen enjoys [subject/interests]. Suggest 5 careers that combine these interests, with daily tasks and recommended majors.”	Use as a conversation starter about careers. Verify results on O*NET or university pages.
University Research	“Create a list of 10 universities for a student - interested in [major], preferring [region], and a budget under [\$ amount]. Their Academic profile is a ____ GPA (and optional test scores). Please include reach, target, and likely schools.”	Use this as a starting point for exploration - not a final list. Confirm all details on official university sites.
Comparing Programs	“Compare [University A] vs [University B] for [major]. Include course structure, entry requirements, learning style, and who each program may suit best.”	Great for identifying academic differences; always check each university’s course catalog.
Timeline Planning	“Design a 12-month timeline for applying to the US, UK, and Hong Kong, including key deadlines, testing windows, and essay milestones.”	Useful for organization and planning. Verify every date on official school and university calendars.
Essay Brainstorming	“Ask 5 reflective questions to help me explore a personal story or value that shaped who I am - without writing the essay for me.”	Promotes reflection and voice. Do not allow AI to write or revise full drafts.
Interview Practice	“Create 8 realistic interview questions for a [major/career] applicant, then give feedback on clarity and authenticity after each response.”	Practice interviews together. Keep the focus on communication skills and self-awareness.
Campus Visit Planning	“Make a 3-day visit itinerary for [city] including [University A, B, C], with 3 suggested questions to ask on each tour.”	Use for visit preparation. Confirm schedules and open days directly with each campus.
Test-Optional Research	“Summarize 5 universities that are test-optional for international students in 2026, and list any exceptions for scholarships or specific majors.”	Cross-check all test policy details on official admissions websites.
Ethics Check	“Explain why using AI to write an essay or fabricate achievements can harm my credibility and violate application integrity policies.”	Start a discussion about ethical use and honesty. Encourage your teen to own their story.



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Our AI stuff

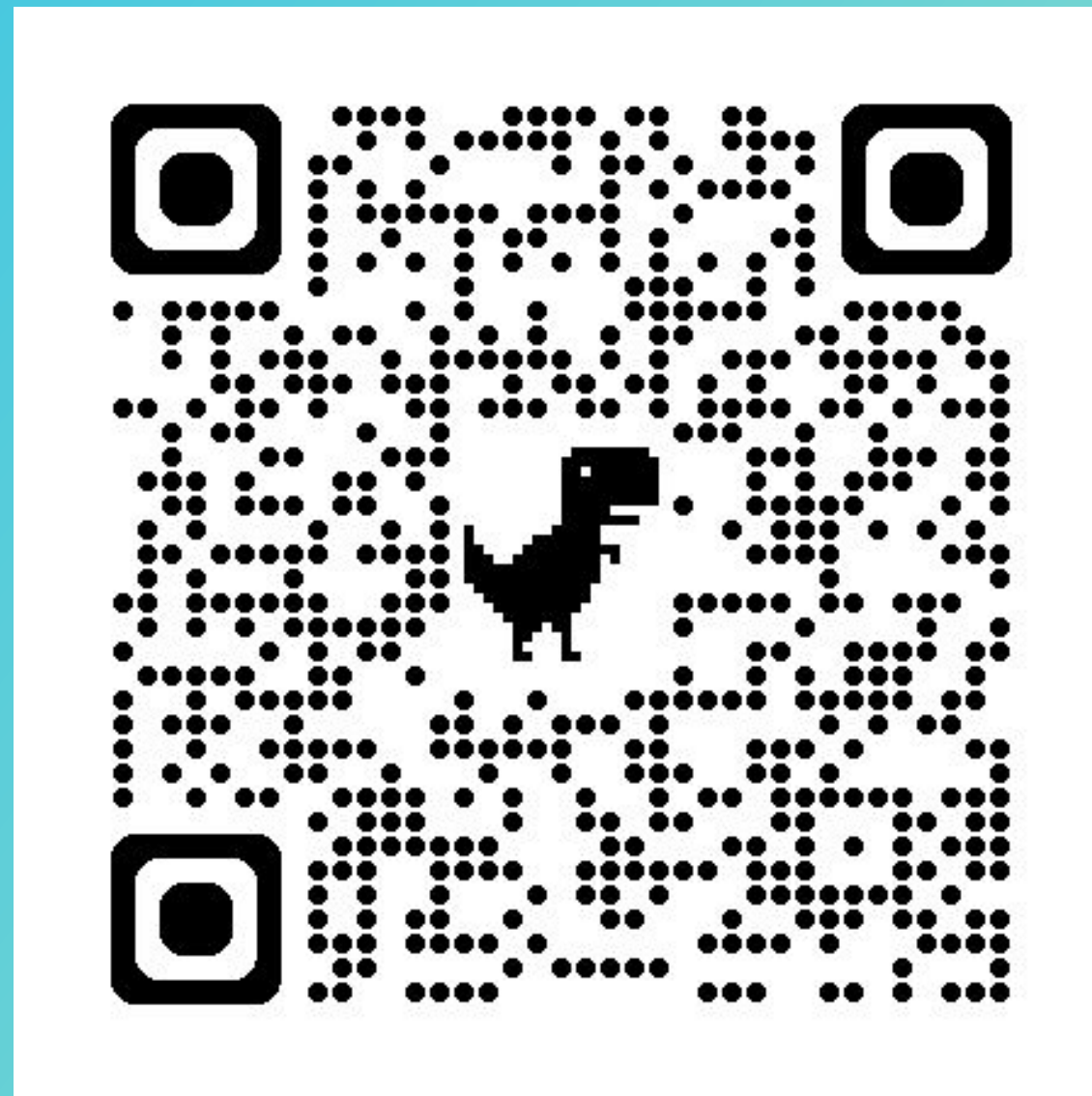
Prompts and instructions for the tools we've shared today



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Other AI stuff

Do you have any AI tools to share? We'll add these to the shared document.



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Thank you!

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