



THE ROADSCHOOL REVOLUTION

Better Teaching, Smarter Kids,
and the Adventure of a Lifetime.

— ♦ —
R. V. HICKS

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Introduction: The Revolution You Didn't Know You Needed

If you're reading this book, we assume you've made a radical choice. You decided that your children's education matters more than convenience, stability, or what everyone else thinks is normal.

You chose engagement over compliance.

You chose real-world learning over classroom walls.

You chose to be present in your children's lives instead of outsourcing their development to a system that treats them like standardized units.

You chose adventure, experience, and freedom over the predictable path.

That takes courage. It also takes energy - a lot of energy. And you're probably discovering that the energy required is more than you anticipated.

Why You Chose This Life

You didn't leave traditional education because your kids were struggling. You left because they were bored, or not being seen, or learning to be compliant instead of curious.

Maybe your daughter could read at three years old but was being held back by an "age-appropriate" curriculum. Maybe your son learned through building and touching and moving, but school wanted him sitting still at a desk. Maybe your kids asked brilliant questions that teachers didn't have time to explore.

You wanted something better. You wanted education that followed their interests, challenged their minds, and treated them as individuals.

And then you added travel to the equation. You wanted them to learn from the places you visit, to see the Grand Canyon and understand geology, to walk through historic battlefields and feel history instead of just reading about it.

You wanted to engage in their lives with hands-on learning, and the freedom to explore.

That's what you chose. That's the dream.

The Problem You're Facing

But here's what you're discovering: creating that dream can be exhausting.

You spend Sunday nights planning lessons for three different kids at three different levels.

You are adapting a curriculum that wasn't designed for how your children actually learn.

You're teaching subjects you barely remember from high school and hoping you're doing it right.

You're documenting everything to meet state requirements.

You're trying to find community when you move every few weeks.

You're worried about socialization, college readiness, and whether your kids are actually learning what they need to know.

And you're doing all of this while also being the parent, the trip planner, the RV mechanic, the navigator, and the person trying to keep everyone fed and functional in 300 square feet.

The problem isn't that you can't do it. You are doing it. The problem is that it's not sustainable. You're over-extended. And when you're stretched like this, you can't be the engaged, present, enthusiastic teacher your kids deserve and that you want to be.

What This Book Promises

Here's what we're going to show you: families who have what you want - rich, engaging, community-based education while traveling.

Not because they're superhuman. Not because they have unlimited resources. Not because they lowered their standards.

But because they found a way to automate the mechanical work, they could focus on what only they can do: knowing their children and facilitating their learning.

Twenty-five years ago, Val spent hours every week doing work that can now be done in minutes. Not the teaching itself - she was brilliant at that. But the preparation, the adaptation, the research, the documentation.

Today, those tasks can be handled by a teaching assistant who never gets tired, knows every subject, and can instantly adapt content for different learning styles.

We're not talking about replacing you as the teacher. We're talking about giving you support.

What This Is Not

This is not a book about artificial intelligence.

Yes, AI is a tool we'll show you how to use, but this book is about roadschooling - about creating the rich, engaging education you chose this lifestyle for. AI just happens to be one of the tools that makes it sustainable.

This is not a book that tells you AI will replace you as a teacher.

You're the teacher. You're the one who knows your kids, understands what they need, makes the judgment calls about what's working and what isn't. AI is a teaching assistant. It handles the mechanical work based on your direction. Big difference.

This is not a curriculum.

We're not going to tell you what to teach, how to structure your day, or what educational philosophy you should follow. You know your kids. You know what works for your family. This book just shows you tools that make your approach more sustainable.

This document has not been authored by "experts" trying to create a Public Classroom in your RV

We're parents who lived through homeschool exhaustion. We understand what it takes because we did it. We're just showing you tools that didn't exist when we needed them.

How This Book Works

This book tells stories.

You'll meet Sarah, who collapsed three-hour Sunday planning sessions into thirty minutes and finally had energy to read to her kids before bed.

You'll meet the Martinez family, who figured out how to teach three kids at completely different levels simultaneously without losing their minds.

You'll meet Jennifer, who overcame her fear of teaching subjects she didn't understand and ended up learning alongside her daughter.

You'll meet families who built rich community while traveling, who turned every location into a classroom, who handled the inevitable challenges of road life with resilience instead of panic.

These are real challenges, real solutions, real families. Some are composites based on multiple families we've talked to, but the problems and solutions are authentic.

Each chapter follows a pattern:

1. **Meet a family** facing a challenge you probably recognize
2. **See their struggle** - what they were doing and why it wasn't working
3. **Watch the transformation** - what changed and how
4. **Learn the principles** - what worked and why
5. **See real examples** - specific prompts, actual results, adaptations
6. **Try it yourself** - practical steps you can take tonight

How to Use This Book

You don't need to read cover to cover. Find the chapter that matches your current challenge:

- **Drowning in lesson planning?** → Start with Chapter 1 (Sarah's Sunday Night Solution)
- **Multiple kids at different levels driving you crazy?** → Jump to Chapter 2 (The Martinez Family)
- **Don't feel qualified to teach advanced subjects?** → Read Chapter 3 (Jennifer's story)
- **Kids are bored and resisting?** → Go to Chapter 4 (Content That Engages)
- **Missing community and worried about socialization?** → Part 2 addresses this
- **Struggling with the reality of road life?** → Part 3 is for you
- **Worried about college readiness?** → Skip to Part 4

Each chapter is self-contained. Read what you need when you need it. Come back for more when you're ready.

The Four-Part Journey

Part 1: Meeting Your Teaching Assistant

There are problems where AI can help by acting as a true teaching assistant - doing work you would otherwise do manually: Lesson planning, content creation, subject expertise, and making material engaging.

You tell AI what you need. It delivers. You review and implement. This part builds trust and shows you what is possible.

Part 2: Learning the Things You Didn't Know You Didn't Know

There are parts of the homeschool/roadschool life that require your action, but you have no idea where to start: Finding community, organizing activities, and creating connections while traveling.

AI can't build relationships for you, but it can help you find opportunities and resources, and it can help you coordinate them. This part shows you how to use AI as a guide and resource locator, not just a content generator.

Part 3: Supporting Your Growth

These are problems that require you to develop as a parent and teacher: Handling disruption, managing resistance, and navigating family dynamics.

AI can't fix these problems for you. What it can do is provide perspective, suggest approaches, and help you grow through the challenges. This part is about becoming the guide your kids need.

Part 4: Developing Your Child's Independence

These are problems focused on preparing your children to be self-directed learners: college readiness, assessment, teaching them to teach themselves.

The goal isn't kids who need AI to function. The goal is kids who can think, learn, and solve problems on their own. This part is about the ultimate objective: raising independent learners.

Each part requires more of you and less of AI. That's intentional.



A Note About Technology and Independence

Some of you are already skeptical. You've seen kids who can't think without Google, who copy and paste instead of learning, who've become dependent on technology for everything.

Your skepticism is healthy. The goal of this book isn't to create kids who need AI to function. The goal is to create independent learners who can think critically, solve problems creatively, and teach themselves anything.

Think of AI like a Combine Harvester.

A farmer with a combine can harvest vastly more acres than one working by hand. But the farmer still needs to understand soil, weather, crop rotation, pest management, and a thousand other things. The combine handles the mechanical work of harvesting. The farmer provides the knowledge, judgment, and care that determine whether the crop thrives.

That's what we're talking about here.

You're the farmer. AI is the Combine.

It handles mechanical work - creating lesson plans, adapting content for different levels, generating practice problems, and formatting documentation. You provide what matters: knowing your kids, understanding what they need, facilitating their curiosity, and helping them make sense of what they're learning.

Throughout this book, you'll see families using AI in ways that develop independence, not dependence:

- Kids learning to think critically about AI-generated content, while using a critical tool of the future
- Parents using AI to create space for deeper learning and life-building conversations
- Families who use technology as a tool, not a replacement for thinking
- Students who learn to evaluate information, not just consume it

If you're skeptical, good. That means you'll use these tools thoughtfully. Keep reading. See how other families navigate this. Then decide what makes sense for yours.

What We Hope For You

We hope this book gives you back your Sunday nights.

More importantly, we hope it gives you back your energy and enthusiasm for teaching your kids.

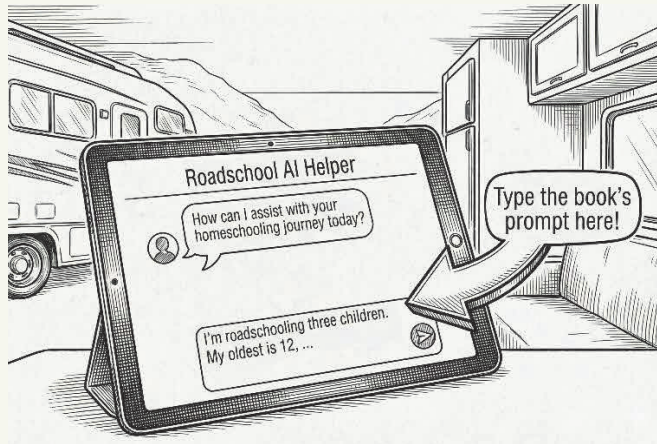
Val and I made homeschooling work without these tools. You don't have to. The mechanical work that drained Val's energy - the lesson planning, the content adaptation, the research, the documentation - can be handled in minutes instead of hours now.

Which means:

- You have more energy for what actually matters:
- Playing that board game after dinner instead of collapsing from planning overload.
- Having the conversation about why the Grand Canyon looks the way it does
- Being present for the spontaneous learning moments that make roadschooling special.
- Watching your kids' eyes light up when something clicks.
- Having the bandwidth to notice when they're struggling and need a different approach.
- Maintaining relationships that matter more than any curriculum.

This is what we hope for you:

- That you will find these tools useful enough to reclaim time and energy.
- That your kids will thrive with personalized learning that meets them where they are.
- That roadschooling will be sustainable.
- That you will look back on these years and think, "I'm glad we had what we needed to make this work."



One More Thing Before We Begin

Throughout this book, you'll encounter families using AI as a teaching assistant. You'll see specific prompts, actual results, and real transformations.

Don't just read about them - actually try them. In fact, we're going to ask you to stop reading and try something several times in this book. When we do, please actually stop and try it. The transformation happens when you experience it, not when you read about it.

The first time this happens will be at the end of Chapter 1. Sarah's story will show you how she transformed her Sunday night planning and the prompts she used.

A "prompt" is simply you talking to the AI Tool. It has abilities very much like a teaching assistant. This book will teach you how to set them up.

Any time we want you to use your AI tool, the instruction (or Prompt) you type in will be **BOLD Typeface** so you're clear what AI needs.

Initially, your instructions have to be very clear and concise (should be easy for you teachers), but as you and your teaching assistant learn to work together, you'll be amazed at how much it learns.

When you get there, *actually try it — Open ChatGPT* (or Claude, or Gemini - the free version works fine). *Type the prompt (more details in the chapter). See what happens.*

That's when you'll understand this isn't theory. It's real. And it works.

Ready?

The families you are about to meet aren't superhuman. They are not tech experts. They are not following some complicated system.

They're just parents like you who wanted the rich, engaging education that roadschooling promises without the overwhelming demands that can make it unsustainable.

Let's start with Sarah's story - because if you are reading this on a Sunday night after hours of lesson planning, you need to hear this first.

Now turn the page, meet Sarah, and see what is possible.



PART 1: THE TEACHING ASSISTANT

Using AI To Solve Immediate Challenges

The hardest part of homeschooling isn't the teaching. It's everything else.

You can explain fractions to your eight-year-old. You can discuss the causes of World War II with your thirteen-year-old. You can help your five-year-old sound out words.

That's not the problem. The problem is:

- The three hours you spent Sunday night creating lesson plans for three different kids at three different levels.
- Adapting the curriculum that wasn't designed for how your child actually learns.
- Filling out state compliance forms at 11 PM when you can't see straight.
- Trying to remember enough chemistry to teach it coherently when you haven't thought about molecules since you were sixteen.

The administrative burden. The content adaptation. The subject-matter expertise. The logistical complexity. That's what drains you. Not the actual teaching.

Val experienced this for years. Every Sunday night at that dining room table, she wasn't struggling to teach. She was struggling to prepare to teach. The hours she spent planning, researching, adapting - that's what exhausted her. By the time Monday morning came, she had less energy for the actual teaching moments that mattered.

This section introduces you to families who figured out how to handle that burden differently. They didn't lower their standards. They didn't outsource the teaching. They found a way to have a teaching assistant handle the mechanical work so they could focus on what only they can do - knowing their kids and facilitating their learning.

Here's the key distinction for Part 1: These are demands in which AI can do actual work for you.

You tell it what you need. It delivers. You review and implement.

- Need lesson plans? AI can create them.
- Need content for different children? AI can adapt it for different ages, interests, and learning styles
- Need to understand a subject you don't remember? AI can teach you so you can teach them.
- Need to make boring material engaging? AI can turn facts and figures into stories that capture your children's imagination.

You're still making all the teaching decisions - what to cover, how to approach your kids, what will work for your family. But you are using AI to create the actual content.

This part of the book will build your trust in what's possible. You will see families who were drowning in preparation work and found a way to breathe. You'll learn exactly how they did it. And you will get to try it yourself.

By the end of Part 1, you'll understand how to use AI as a true teaching assistant - not making decisions for you but creating the content you need.

AI can remove the busywork that currently drains your time and energy, and free you up to teach.

Let's start with lesson planning.

Meet Sarah.



Chapter 1: The Sunday Night Dilemma

Collapsing 3 Hours of Lesson Planning Into 30 Minutes

Sarah's RV was parked next to ours at a campground outside Denver. It was 8 PM Sunday evening, and through the window I could see her hunched over her laptop at the dinette table. Curriculum guides and notepads surrounded her. Her coffee mug sat forgotten, probably cold.

Her husband Tom was getting the kids ready for bed - a three-kid chaos of teeth-brushing negotiations and one-more-story pleas echoing from the bedroom area. The sounds of family life happening while Sarah worked alone.

The scene was painfully familiar. I thought of Val, twenty years earlier, doing the exact same thing at our dining room table while I handled bedtime.

I knocked on their door. Sarah looked up, clearly tired. Her eyes had that glazed look of someone who's been staring at a screen too long, trying to make decisions when their brain is already fried.

"Sunday nights," she said before I could ask. Not a question. A statement of defeat.

“Still planning?” I asked.

“Have to be done before tomorrow. We’re driving to Rocky Mountain National Park and I want to incorporate what we’ll see there into lessons. But I’ve got Emma, who’s twelve and reading at a tenth-grade level, Jake, who’s nine and still struggling with multiplication, and Lily, who’s six and just learning to read. Everything has to be customized for three completely different kids.”

She gestured at her laptop screen, where I could see a half-written lesson plan. “This is just for science. I still need to do math, reading, and writing for all three of them. And figure out how to tie it all to the park.”

“How long does this usually take?” I asked, though I already knew the answer.

“Three hours if I’m lucky. Four if I get stuck trying to figure out how to teach something I barely remember from high school.” She rubbed her eyes. “Last Sunday it was chemistry. I spent two hours just trying to understand the concept well enough to explain it to Emma.”

Tom appeared from the bedroom area, three kids finally in bed. “Every week,” he said quietly. “Every Sunday night. By Monday morning, she’s already tapped out before we even start teaching.”

I pulled up a chair at their dinette table. “What if I told you I could show you how to do this in thirty minutes?”

Sarah laughed - the kind of laugh that’s really too tired to find anything funny. “I’d say you’re selling something.”

“I’m not selling anything,” I said. “But I learned something this past year that I wish Val had when we were homeschooling. Can I show you?”

Sarah glanced at Tom, who shrugged - the universal married couple communication of “can’t hurt to listen.”

“Show me,” Sarah said.

What happened next changed how Sarah does roadschooling.

The Problem With Traditional Lesson Planning

Before I showed Sarah anything, I wanted to understand exactly what was taking so long. So I asked her to walk me through her process.

“First,” Sarah said, pulling up her curriculum materials, “I look at what we’re supposed to cover this week according to the curriculum I bought. It’s a good curriculum, but it’s generic. It wasn’t designed for my specific kids or for traveling.”

She showed me the week’s lessons. “Look at this. Emma’s lesson on ecosystems is way too simple for her reading level. It’s boring. She’ll finish it in ten minutes and learn nothing new. Jake’s math lesson assumes he already understands concepts he’s still struggling with. It’ll frustrate him and shut him down. And Lily’s reading lesson uses a whole-word approach, but she learns better with phonics.”

“So I rewrite them. I find supplementary materials online - which takes forever because I have to evaluate quality. I create worksheets from scratch. I plan activities that will actually work in our RV. And I try to incorporate wherever we’re going to be that week, because that’s the whole point of roadschooling - learning from the places we visit.”

She clicked through tabs on her laptop - educational websites, Pinterest boards, Google searches for “Grand Canyon activities for kids.”

“For Rocky Mountain National Park next week, I need to create lessons about ecosystems that Emma won’t find boring and challenges her. I need math problems about elevation and distance that Jake can actually do with visual help. And I need a simple nature observation activity for Lily that uses phonics-based reading. All connected to where we’ll actually be. All age-appropriate. All engaging enough that they don’t complain.”

She showed me her notes. Pages of handwritten lesson plans. Three different versions of the same topic, adapted for three different kids. Hours of accumulated work.

This was exactly what Val used to do. The problem wasn’t Sarah’s approach - her instinct to customize for each child was exactly right. Every good teacher does this. The problem was that she was doing manually what could be done automatically.

Sarah wasn’t bad at planning. She was actually quite good at it. That’s why it took three hours instead of five. But even being good at it, the process was draining her.

“Here’s what I don’t understand,” I said. “You know exactly what you want. You can clearly articulate what Emma needs, what Jake needs, and what Lily needs. You can describe how to make learning engaging and connected to real places. Why are you spending three hours executing that vision?”

Sarah looked at me like I’d asked why water is wet.
“Because someone has to actually create the lessons?”

“Right. Someone. But does that someone have to be you?”

The Teaching Assistant Approach

“What if,” I said to Sarah, “you had a teaching assistant who knew every subject, understood different learning levels, could create customized content instantly, and never got tired?”

“That would be amazing,” Sarah said. “But I can’t afford to hire someone. And even if I could, where would they sleep? We’re in a 28-foot travel trailer.”

Tom laughed at that. It was true - space was already tight with five people.

“You already have this assistant,” I said. “It’s on your phone. And it doesn’t take up any space.” I pulled out my phone and opened ChatGPT. Sarah looked skeptical but curious.

“Here’s what I want you to do. Describe your kids to this assistant - not their names, just their ages and learning needs. Then tell it what you’re covering this week and where you’ll be. Watch what happens.”

Sarah looked at Tom again. He nodded - go ahead, try it.

She started typing her first prompt, reading aloud as she wrote:

“I’m roadschooling three children. My oldest is 12, reads at a tenth-grade level, and gets bored with generic curriculum. She needs challenge and depth, and she loves research. My middle child is 9, still working on multiplication, learns best with hands-on activities and visual examples. He gets frustrated easily if things are too abstract. My youngest is 6, just learning to read using phonics, very active and needs movement. She

learns better when she can touch things or act things out.”

“This week we’re visiting Rocky Mountain National Park. I want to teach about ecosystems and how animals and plants adapt to high elevation. Create three different lesson plans - one for each child’s level - that incorporate what we’ll see at the park. Include activities we can do while hiking, questions to explore, and a simple project for each child that reinforces what they learned. Keep in mind we’re in an RV with limited supplies.”

She looked at me. “That’s it?”

“That’s it. Hit send.”

She did. Within seconds, the response started appearing. Sarah’s eyes widened as she read. Tom leaned over her shoulder to look. The AI had created three distinct lesson plans.

For Emma (12, advanced reader): A research project on how specific animals adapt to high elevation. She would observe wildlife during hikes, create a field guide documenting adaptations she observed, research why those adaptations work, and present her findings to the family. The AI suggested specific animals to look for, questions to investigate, and even gave her sources to explore the science of high-altitude adaptation.

For Jake (9, hands-on learner): Math problems using real data from the park. Calculate elevation changes on trails. Estimate distances using map scales. Compare temperatures at different elevations and graph the differences. Count species observed and create bar graphs. All concrete, visual, tied to what he’d actually be doing.

For Lily (6, phonics reader, active): A nature scavenger hunt with simple observation questions. Find something brown, something that moves, something that grows. Draw pictures of what she found. Practice reading simple phonics-based sentences about nature. Create a picture journal she could show Daddy.

All three lessons covered the same general topic - ecosystems and adaptation. But each was perfectly pitched to that child's level and learning style. Each incorporated the actual location they'd be visiting. Each was designed to work with limited RV supplies. And the whole thing took three minutes to generate.

"This is..." Sarah stopped, scrolling through the plans. "This is exactly what I would have spent three hours creating. Maybe better, because I wouldn't have thought of some of these ideas." She looked up at me. "How did it know to do this?"

"You told it what you needed," I said. "That's the key. This isn't magic. It's not reading your mind. You gave it very specific information about each child - not just their ages, but how they learn, what challenges them, what frustrates them. You told it your constraints - RV, limited supplies, specific location. You told it your goal - ecosystem learning tied to the park. The AI took all that information and created appropriate content."

Tom was reading over Sarah's shoulder. "This is actually good," he said, sounding surprised. "The Emma project would definitely keep her engaged. And Jake's activities..." He laughed. "He'd love calculating elevation gains. That's perfect for him."

"But here's what matters more," I said. "You're still the teacher. You're the one who knows Emma needs to be challenged or she gets bored. You're the one who knows

Jake needs visual, concrete examples or he shuts down. You're the one who saw the opportunity to use Rocky Mountain National Park as a classroom. The AI didn't make any of those decisions. You did."

Sarah was still scrolling through the lesson plans, reading carefully. "So this is like... a teaching assistant. I tell it what I need, and it creates it. But I'm still deciding what to teach and how to approach my kids."

"Exactly. The assistant doesn't replace your judgment. It replaces your time spent turning your vision into content. Val spent hours creating materials based on decisions she'd already made. You're making the same smart decisions, but instead of spending hours creating the materials, you're spending minutes describing what you need and then reviewing what gets created."

"Can it do the whole week?" Tom asked.

"Let's find out," I said.

Creating a Full Week

Over the next hour, I showed Sarah and Tom how to use this approach for their entire week. We created:

Math lessons adapted for Jake's level with visual examples, hands-on activities using rocks and sticks from nature, and real-world problems from their travels.

Reading comprehension questions for Lily using simple phonics-based stories about nature and animals, with activities that got her moving while she learned.

A challenging science research project for Emma about Colorado ecosystems at different elevations, with specific questions to investigate and resources to explore.

Writing prompts for all three kids based on their hiking experiences - Emma would write a detailed observation journal, Jake would write simple descriptions with drawings, Lily would practice writing letters and sight words.

A simple daily schedule that worked with their travel plans and built in flexibility for weather or energy levels.

We also had the AI generate:

- A packing list for educational supplies they'd need at the park
- Discussion questions Sarah could use during hikes to prompt observation and thinking
- Simple assessment ideas to see if the kids were actually learning
- Backup activities for bad weather days

The entire week of lesson planning took 45 minutes. And that included time for Sarah to read through everything carefully, ask for modifications (“Can you make Jake’s math problems simpler?” “Can you add more challenging questions for Emma?”) and adjust based on knowing her kids.

Sarah kept stopping to say things like, “This would have taken me hours.”

But here’s what mattered more than the time savings: the quality of the lessons was better than what Sarah had been creating manually. Not because the AI was smarter than Sarah, but because it could access knowledge about education, child development, and specific subjects instantly.

Sarah still made all the important decisions:

- What topics to cover
- How to approach each child
- What would engage them based on their personalities
- What values and perspectives to include

The AI just handled the mechanical work of creating appropriate content based on her direction.

When we finished, Sarah sat back in her chair and looked at the clock. 9:30 PM.

“I have time,” she said quietly. “I have time to read to Lily before bed. I never have time for that on Sunday nights.”

Tom smiled and put his hand on her shoulder. “I don’t usually get to see that smile on Sunday nights.”

That’s the point. Not just saving time, but reclaiming energy for what matters - being present with your kids.

What Sarah Learned (And What You Can Learn)

The next day, I got a text from Sarah around 3 PM: “Best teaching day we’ve had in months. Emma is completely absorbed in her research. Jake actually enjoyed math because it wasn’t abstract. And Lily keeps finding things for her scavenger hunt like it’s a game, not school. I had energy to really teach today.”

I stopped by their campsite that evening.

“What made it work?” I asked Sarah.

“I wasn’t drained,” she said immediately. “I had energy to actually engage instead of just surviving the day. When Jake got frustrated with a math problem, I had the mental bandwidth to work through it with him rather than just push through. When Emma found an interesting insect, we stopped and really looked at it, talked about adaptation, looked it up together. Those spontaneous moments are why we’re roadschooling. But usually I’m too tired to notice them, much less engage with them.”

She poured coffee for all of us - not the desperate Sunday night coffee, but the leisurely evening kind.

“And the lessons were good. Really good. They were designed for my actual kids, not generic curriculum kids. Emma felt challenged. Jake felt capable. Lily felt like she was playing, not working.

Over the next few weeks, Sarah experimented with this approach. She learned some important lessons that I want to share with you, because they’ll save you time and frustration.

Lesson 1: The More Specific You Are About Your Kids, The Better the Results

Sarah's first attempts were too vague.

She tried: "Create a lesson about fractions for my 9-year-old."

The result was generic. Not bad, but not specific to Jake. It was what any curriculum would offer - competent but not customized.

Then she tried:

"Create a lesson about fractions for my 9-year-old son. He struggles with abstract math concepts. He learns best when he can see and touch things. He gets frustrated if he doesn't understand something quickly, so build in success from the beginning. He loves building and measuring. He's at a third-grade math level but has fourth-grade comprehension when you explain things conversationally."

That lesson was perfect for Jake. It started with cutting actual food into fractions. It used LEGO bricks to demonstrate equivalent fractions. It had him measure ingredients for a recipe. It built success step by step. It was Jake's lesson, not a generic fractions lesson.

The principle: AI can only be as specific as the information you give it. The more you tell it about how your child actually learns, the better the content it creates.

You're not being picky or high-maintenance by being specific. You're being a good teacher who knows their student.

Lesson 2: You're Still Making All the Important Decisions

Sarah worried at first that she was outsourcing her job as a teacher. She wasn't.

- Look at what Sarah decided:
- What topics to cover each week
- Which learning style approaches would work for each child
- What would interest and motivate them
- How to incorporate their location into learning
- What values and perspectives to include
- Whether the generated content was appropriate
- How to adjust and modify based on knowing her kids

The AI never made a single one of those decisions. Sarah did. Here's what the AI did:

- Executed Sarah's vision by creating specific content
- Drew on knowledge of educational best practices
- Adapted content to different reading and comprehension levels
- Suggested activities and approaches Sarah might not have thought of
- Formatted everything into usable lesson plans

The principle: AI is a tool that amplifies your expertise as a parent who knows your child. It doesn't replace your judgment. It executes your vision.

Lesson 3: Generated Lessons Are Starting Points, Not Finished Products

Sarah always reviews and adjusts. Every single time.

Sometimes she combines suggestions from multiple prompts. Sometimes she asks the AI to try a completely different approach. Sometimes she uses only part of what's generated and creates the rest herself.

One week the AI suggested an art project for Emma that Sarah knew would bore her. So Sarah asked: "Emma prefers research and writing to art projects. Create an alternative that lets her engage with this topic through investigation and written analysis instead." The AI generated something Emma loved.

Another time, the AI created a math worksheet for Jake that was technically correct but felt too much like school busywork. Sarah modified it to be a game instead, using the AI's concepts but changing the format.

She noticed, though, with each AI session, the result required less and less adjustment as her teaching assistant learned not only about the student, but also the teacher

The principle: AI is a teaching assistant, not a replacement for your expertise. You review everything through the lens of "will this actually work for my child?" and adjust accordingly because you are also teaching AI.

Lesson 4: The Time Savings Compound

The first week saved Sarah three hours of planning time. That was significant. By the fourth week, she was planning effectively in 30 minutes. Here's why:

She learned what worked. She developed a sense of how to describe her kids in ways that produced good results. She learned which prompts generated useful content and which needed refinement.

She built a library. Sarah kept a document of effective prompts she could reuse and modify. When she found a way of describing Jake that consistently produced good math lessons, she saved it. Next time she needed math content for Jake, she had a template.

She got faster at reviewing. At first, Sarah read every word of what the AI generated. She still reviews everything, but now she can quickly identify what will work and what needs adjustment.

She became more confident. Early on, Sarah second-guessed everything. "Is this good enough? Am I doing this right?" Now she trusts her judgment. She knows her kids, and she knows what they need.

But here's what matters more than efficiency: Sarah isn't frazzled anymore. She has energy for spontaneous teaching moments.

When Jake found an interesting rock while hiking, Sarah had the mental bandwidth to turn it into an impromptu geology lesson.

When Emma asked a complicated question about photosynthesis, Sarah could say, "Let's find out together," and actually mean it.

When Lily struggles with a phonics concept, Sarah can slow down and work through it patiently instead of pushing forward because they're behind schedule.

The principle: Time savings matter, but energy savings matter more.

The Sunday Night Solution

You can do exactly what Sarah did. Here's how to get started - and I mean really get started, not just read about getting started.

Step 1: Choose Your AI Teaching Assistant

You have several good options. They're all similar but have slightly different strengths:

ChatGPT (Most popular – Jack of All Trades) - Free version available (works fine for this) - Paid version (\$20/month) is faster and has more features - Best for: General lesson planning, content creation - Website: chatgpt.com

Google Gemini (Good for integration – This is a Google Product. It's Good but it's connected) - Free version available – Great productivity tools and graphic generation. Works well with Google Docs and other Google tools - Best for: If you're already using Google for organization - Website: gemini.google.com

Claude (Great to help with writing or Coding) - Free version available - Paid version (\$20/month) has longer context - Best for: Longer content, detailed explanations, complex planning, older students - Website: claude.ai

Note: We use all of these as they all bring something to the table and the \$60 a month is worth it.

Our recommendation: Start with the free version of whichever one sounds most appealing. You can always try others later or upgrade if you find yourself using it constantly.

Step 2: Describe Your Kids (Not By Name)

This is the most important step. Create a description of each child that you can use as a template. Don't just list ages and grades. Describe how they actually learn. What to include:

- Age and current skill levels
- Reading/comprehension level if different from grade level
- How they learn best (examples: through reading, hands-on activities, discussions, visual demonstrations, movement)
- What challenges or frustrates them
- Attention span and energy patterns
- Interests that could be incorporated into learning
- Any specific needs. Examples: needs frequent breaks, works better in morning, easily distracted, perfectionist who gets stuck, etc.

Example of a good description:

“My 10-year-old daughter reads at grade level but gets bored easily with repetitive work. She learns best through hands-on projects and needs to see why information is relevant to real life. She loves animals, art, and asking “why” questions. She can focus for about 20-30 minutes on tasks she finds interesting, less if she doesn’t see the point. She’s a perfectionist who sometimes gets stuck if something isn’t going well.”

Example of a “too vague” description:

“My 10-year-old daughter is in 5th grade.”

See the difference? The first description gives AI enough information to create content that will actually work for this specific child.

Take a few minutes right now and write descriptions of each child you’re teaching. You’ll use these as templates, so it’s worth getting them right. Save them somewhere you can easily copy and paste - Notes app, Google Doc, Word.

Step 3: Start With One Week (Not Your Whole Year)

Don’t try to plan your entire curriculum right now. Just plan next week.

Here’s a template prompt you can customize:

“I’m roadschooling [number] children: [paste your child descriptions from Step 2].

This week we’re [describe your location or situation - examples: “visiting Yellowstone National Park,” “staying at a campground in Florida,” “driving through Texas,” “parked near a small town in Oregon”].

I want to teach about [main topics - examples: “ecosystems,” “the Civil War,” “fractions and decimals,” “basic chemistry”].

Create a weekly lesson plan that: Adapts content for each child’s level - Incorporates where we’ll be - Includes hands-on activities we can do with limited RV supplies - Works within our schedule [describe your time constraints - examples: “we school from 9-12,” “we do 2 hours in the morning and 1 hour in the evening,” “we’re flexible on timing”] - [Add any other specific needs or constraints]”

Let me show you what this looks like with real information:

“I’m roadschooling three children:

Child 1: 12 years old, reads at 10th-grade level, gets bored with basic curriculum, loves research and deep dives into topics, very independent learner, can work for extended periods when interested

Child 2: 9 years old, working on multiplication and division, learns best with visual and hands-on activities, gets frustrated if things are too abstract, loves building things, attention span about 20 minutes per activity

Child 3: 6 years old, just learning to read with phonics approach, very active and needs movement, learns better when she can touch and act things out, attention span about 15 minutes

This week we’re visiting Shenandoah National Park. I want to teach about ecosystems, basic geology, and how plants and animals adapt to mountain environments.

Create a weekly lesson plan that: - Adapts content for each child’s level - Incorporates hiking and nature observation at the park - Includes hands-on activities with limited supplies (we’re in an RV) - Works within our 9 AM - 1 PM school time - Includes some work they can do independently and some that we do together as a family”

Copy this template. Customize it for your family. Then paste it into ChatGPT (or Claude, or Gemini) and hit send.

Tip: *If you want to speed up this process, check out Chapter 8.*

Step 4: Review and Adjust

The AI will generate lesson plans. Read through them carefully. Ask yourself:

Is this appropriate for each child?

- Would my 12-year-old be challenged or bored?
- Can my 9-year-old actually do this, or will it frustrate him?
- Is this simple enough for my 6-year-old?

Would this engage them?

- Does it connect to their interests?
- Is it hands-on enough for kids who need movement?
- Is it deep enough for kids who love research?

Is this practical given our situation?

- Can we actually do these activities in our RV?
- Do we have the supplies needed?
- Does this work with our schedule and energy levels?

Do I need to modify anything?

- Are there activities that won't work for my family?
- Are there parts that need to be simpler or more complex?
- Should I combine or separate any activities?

If something isn't right, tell the AI specifically what to change:

- "The math activity for my 9-year-old is too advanced. Make it simpler and more visual."
- "My 12-year-old would find this boring. Make it more challenging and add research components."

- “We don’t have access to those supplies. Suggest alternatives we could find at a dollar store or in nature.”
- “This is too much for one week. Cut it down to the most essential activities.”

The AI will adjust. You can go back and forth as many times as you need until it feels right.

Four Different Approaches (Pick What Fits Your Family)

Not every family teaches the same way. That’s good. There’s no one right approach to roadschooling.

So instead of giving you one prompt template, I’m giving you four - each representing a different teaching philosophy. Pick whichever sounds most like your family or mix and match ideas from several.

Approach 1: Hands-On Learning Tied to Where You Are

Best for: Families who want experiential, location-based learning

Prompt template:

“We’re visiting [location] next week with my [age]-year-old. Create hands-on learning activities using what we’ll see there. Include math, science, writing, and something they can build or create. Make it engaging, not worksheets. [Add child-specific information about learning style and level].”

Example:

“We’re visiting the Outer Banks next week with my 8-year-old son. He learns best through hands-on activities and movement. He’s reading at grade level, working on multiplication, and loves the ocean. Create hands-on learning activities using the beach and ocean. Include math, science, writing, and something he can build. Make it engaging, not worksheets. We have limited RV supplies but can collect things from nature.”

Approach 2: Interest-Based Learning While Traveling

Best for: Families who follow their children’s passions

Prompt template:

“My [age]-year-old is obsessed with [topic]. We’re on the road so we can’t do long-term classes or projects that require staying in one place. Create a week of learning activities about [topic] that work for RV life with limited supplies. Include math, reading, writing, science through this interest. [Add child-specific information].”

Example:

“My 10-year-old daughter is obsessed with horses. She’s reading above grade level, loves drawing, and learns best when she’s creating something. We’re on the road so we can’t do riding lessons or long-term projects. Create a week of learning activities about horses that work in an RV with limited supplies. Include math, reading, writing, and science through her horse interest. She has about 2-3 hours per day for focused learning.”

Approach 3: Traditional Subject-by-Subject

Best for: Families who prefer structured, systematic learning

Prompt template:

“My [age]-year-old needs help with [subjects]. Create a week of lessons that build on each other, include practice problems, and adapt to [describe their level and challenges]. Keep subjects separate and structured. [Add child-specific information about how they learn].”

Example:

“My 11-year-old son needs help with fractions, reading comprehension, and basic grammar. Create a week of lessons that build on each other in each subject. For math, he needs concrete examples and practice problems - he’s at 4th-grade level. For reading, he’s at grade level but needs help with inference and main idea questions. For grammar, keep it practical - focus on how it helps him write clearly. He learns best in the morning, struggles with too much sitting, works well with clear expectations.”

Approach 4: Child-Led Learning Path

Best for: Unschooling families or very self-directed learners

Prompt template:

“My [age]-year-old is asking questions about [topic]. Create learning pathways that follow their curiosity - resources, experiments, projects, discussion questions that let them

explore deeper. Don't make it feel like school. [Add information about their current level and interests]."

Example:

"My 9-year-old daughter is asking questions about how computers work. She's reading at grade level, loves taking things apart, and wants to understand technology. Create learning pathways about computers and coding that follow her curiosity. Include: resources she can read or watch, simple experiments or projects she can do, questions that will lead her deeper. She has access to our laptop but we have limited internet. Don't make it feel like school - let her explore at her own pace."

Your Challenge: Start Practicing Right Now

Okay, here's where you need to stop reading and actually do something. I'm serious. Don't just keep reading. This transformation doesn't happen by reading about it. It happens when you experience it.

Here's what I want you to do in the next 10 minutes:

1. Open ChatGPT (or Claude, or Gemini) on your phone or computer
2. Pick one of the four approaches above that sounds like your family
3. Customize the prompt with your child's information
4. Hit send
5. Read what comes back

That's it. You don't have to use what it generates. You don't have to commit to anything. Just see what happens.

If you're reading this on Sunday night while planning next week: Use it for real. Generate your lesson plans. Review them. Adjust anything that doesn't feel right. Try them tomorrow. See if you feel less depleted and more present.

If you're reading this at a different time: Generate a week of lessons anyway, just to see what you get. File it away for later. Or use it as a starting point to develop ideas.

If you're skeptical: Perfect. Try it with skepticism intact. See if it produces anything useful. If it doesn't, you've lost 10 minutes. If it does, you might get your Sunday nights back.

The families you'll meet in the next chapters - they all started right here. With curiosity, maybe some skepticism, and a willingness to try something for 10 minutes.

Sarah got her Sunday nights back. She has the energy to be present with her kids instead of being finished from preparation.

That could be you next week.

But only if you actually try it.

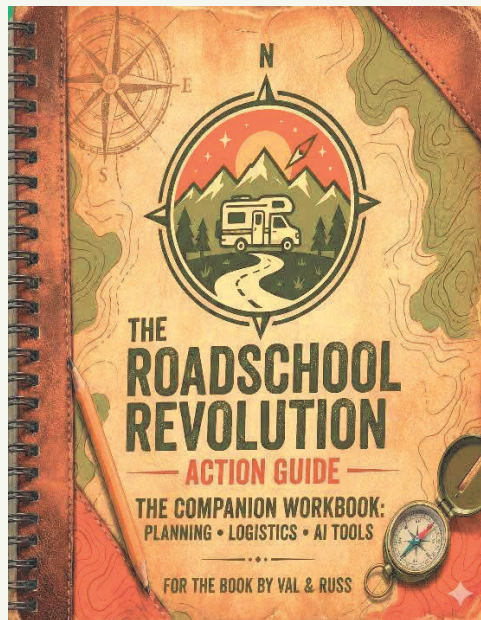


If you find this kind of Guide helpful, watch for the release of the entire book in early 2026.

If you want to be notified when the book releases (plus an opportunity to download a free version of the book), join the Community at:

[The Roadscool Revolution Homepage](#)

In addition, with the book, you'll get a link to a free Activity Guide to help with the journey.



Help is on the way,
Russ and Val Hicks