A read-aloud for kids, parents and teachers

Read It Together

The Line at the Bottom

Knowing the rule, applying one test, and writing one honest line

There is no new fact in this plate. You have five already. It guesses words. It is sure when it is wrong. It is not a source. Work is yours when the thinking is. It writes down what you type.

Today we use all five to answer one question: what is fair? And we practise the habit that shows it. One line, at the bottom of the work.

Step 1 · The starter · 5 min

Three jobs, three rules

The grown-up shows three pieces of homework. A spelling test, where no tool may be used. A story, where a tool may give ideas only. A maths sheet, where a tool may check spelling only.

Why are the rules different? You will get there. The spelling test is testing spelling. A tool that spells for you defeats the test.

Here is the general rule. The rule follows what the job is for.

And one more thing. If you do not know the rule, asking is always allowed. Guessing the most convenient rule is not.

Step 2 · In pairs · 10 min

Three ways to use a tool

Take one job. List three ways you might use a tool on it. One clearly inside the rule. One clearly outside it. One in between.

The in-between one is the point. Make sure you write it down.

Step 3 · The test · 5 min

Could you explain it?

For each of your three, ask: could I explain to my teacher exactly how I used it, and would I be comfortable saying it?

Mark each one comfortable or uncomfortable.

The in-between one usually splits the pair. The argument is the learning.

Step 4 · The line · 10 min

Write it as it would appear

For the comfortable use, write the line that would go at the bottom of the finished work.

Exact. "I used an AI tool to check my spelling." Not "AI was used."

"No tool" is a fine line too. The habit is easier to keep if the line is always there.

Watch your words

The vague line and the true one

The first thing most people write is the vague one. Send it back once with "used for what?" and it comes back true.

> Someone might say: AI was used.
>
> **I asked an AI tool for three story ideas and chose one. The story is mine.**

> Someone might say: I followed all the rules.
>
> **The rule for this sheet was spelling only. I used a spelling checker and nothing else.**

> Someone might say: I did it myself.
>
> **No tool.**

The plenary · 10 min

Six plates, one habit

At the front, ask the machine to write a line saying how it was used. It will say something like "AI assistance was used in accordance with all guidelines." What is wrong with it? It names no job, and it is the machine's sentence, not yours.

Now the whole course. It predicts words. It is confidently wrong in predictable places. It is not a source. Work is yours when the thinking is. It collects what you type. And you say how you used it, on the work, before anyone asks.

Write the sixth one on the front of your next piece of homework. That is the test, and it happens next week.

What comes next

The habit

Nothing more in the course. What comes next is the line, on every piece of work, for as long as the tools exist.

That is why this is the last plate and not the first.

For the grown-up

Why this plate matters

The failure to guard against is disclosure as confession: children experiencing the line as an admission of guilt. It is a bibliography. An account of how the work was made.

Model it yourself. Tell them, in one exact sentence, how you used a tool to prepare this lesson, if you did.

The other failure is the vague line. "AI was used" will be the first thing most children write. Send it back once with "used for what?"

They will ask whether they must write the line even when no tool was used. "No tool" is a fine line, and the habit is easier to keep if it is always there.