HELP ME WRITE BETTER

STUDIO™ / WRITING RESOURCES

NEXT MOVE

RESPONSIBLE AI • EDUCATOR GUIDE

USING NEXT MOVE RESPONSIBLY

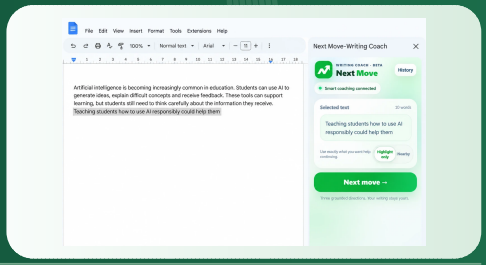
A classroom guide for supporting original thinking, responsible AI use and student authorship.

TEACH THE WRITER. KEEP THE WRITER.

MADE FOR

Teachers • Students • Academic Support Staff

Practical pages you can use, adapt and revisit. Build the writer through modelling, meaningful choices and independent practice.



Developed by the Help Me Write Better Studio™ team.
Created and developed in Barbados. Built for writers everywhere.

SET EXPECTATIONS BEFORE THE TOOL

Start with a clear classroom agreement

Responsible AI begins with the task, teacher guidance and an explicit policy.

Foundation: every learner should know what assistance is permitted, what must remain their own work, what data they may share, and when they must acknowledge AI use.

FOUR NON-NEGOTIABLE QUESTIONS

PERMISSION

Does the teacher or institution allow AI for this task?

AUTHORSHIP

Which ideas and decisions must remain the student's own?

PRIVACY

Could the text contain names, personal information or confidential material?

TRANSPARENCY

How should any permitted AI assistance be recorded or acknowledged?

Always apply local rules first. A task may permit AI-supported planning while forbidding generated assignment text. Never assume permission.

TRAFFIC-LIGHT DECISION GUIDE

Choose support, not substitution

Use these categories for discussion. Your institution's specific rules take priority.

GREEN / OFTEN SUITABLE

Teacher-approved questions about an idea; practising explanations; requesting feedback on the writer's own draft; comparing possible directions.

AMBER / ASK FIRST

AI-suggested outlines, sentence rewrites, translation, grammar changes, or feedback on graded work. Permission and disclosure requirements vary.

RED / DO NOT PRESENT AS YOUR OWN

Submitting generated text as independent work when prohibited; fabricating sources; concealing required AI use; uploading other people's private information.

Teacher reminder: a permitted use in one classroom may be prohibited in another.

USE THE WRITING COACH CAREFULLY

A writer-led Next Move routine

The tool is not the author. Its purpose is to help the writer make a thoughtful decision.

01

Begin with your words

Write a sentence or paragraph yourself before requesting support.

02

Identify the decision

Ask: Do I need an example, clearer explanation, a contrast or a stronger link?

03

Consider possible directions

Where permitted, use Next Move in Google Docs to explore suggestions based on the selected writing.

04

Choose and continue

Accept, adapt or reject a direction. Develop the next lines yourself.

05

Explain your choice

Say what changed, why, and whether you used AI assistance.

Without AI: use the Writer's Decision Cards or a brief teacher conference to follow the same five steps.

AUTHORSHIP AND ATTRIBUTION

Make the process visible

Good evidence of authorship is a thoughtful record of decisions, drafts and revisions.

SAVE YOUR DRAFTS

Keep versions that show how your writing developed.

NAME THE SUPPORT

Record the kind of permitted assistance used, not just the tool name.

CHECK EVERY SOURCE

Verify quotations, references and factual claims yourself.

EXPLAIN YOUR CHOICES

Be ready to explain why a paragraph says what it says.

IF YOUR WORK IS QUESTIONED

An AI-detection result alone does not establish who wrote a piece. Respond calmly with drafts, notes, sources and an explanation of the process. Follow the institution’s review procedure rather than treating a score as a verdict.

PRACTICAL MINI-LESSON

A 30-minute writing-decision lesson

Teach one move with or without AI. Keep the learning objective identical.

05 MIN — **WRITE**

Students draft a short original claim about a familiar topic.

07 MIN — **MODEL**

Teacher demonstrates questions: What do I mean? What could strengthen this?

08 MIN — **EXPLORE**

Students use decision cards or permitted Next Move support to consider choices.

07 MIN — **REVISE**

Students select one direction and improve their paragraph in their own words.

03 MIN — **REFLECT**

Students record the decision made and what they can now do independently.

Assessment: compare the starting and revised writing for clearer meaning. Ask students to justify one change. A polished paragraph alone is not the only evidence of learning.

PRINTABLE STUDENT WRITING-AND-AI RECORD

My writing process record

Keep this sheet with drafts when the teacher permits AI-supported work.

MY WRITING TASK

MY ORIGINAL IDEA / CLAIM

THE WRITING DECISION I FACED

THE SUPPORT I USED (IF ANY)

WHAT I CHOSE TO CHANGE, AND WHY

MY DECLARATION

I can explain the choices in this writing. I followed my teacher's AI-use instructions and recorded assistance honestly.

TEACHER LAUNCH CHECKLIST

Make responsible use practical

A simple preparation checklist before an optional classroom trial.

- [ ] State the writing objective before choosing any tool.
- [ ] Confirm the institution's AI-use and student-age requirements.
- [ ] Choose a permitted use case and an equivalent non-AI option.
- [ ] Avoid sharing sensitive or identifiable student information.
- [ ] Explain how learners will record AI assistance, if required.
- [ ] Collect an original starting draft and a revised draft.
- [ ] Assess student reasoning, not merely the finished text.
- [ ] Ask which support students can eventually do without.

THE STUDIO PRINCIPLE

AI should support the writer, not replace the writer.
Write with Purpose. Keep Your Voice. Keep Moving.