EdSutra

Teaching guide

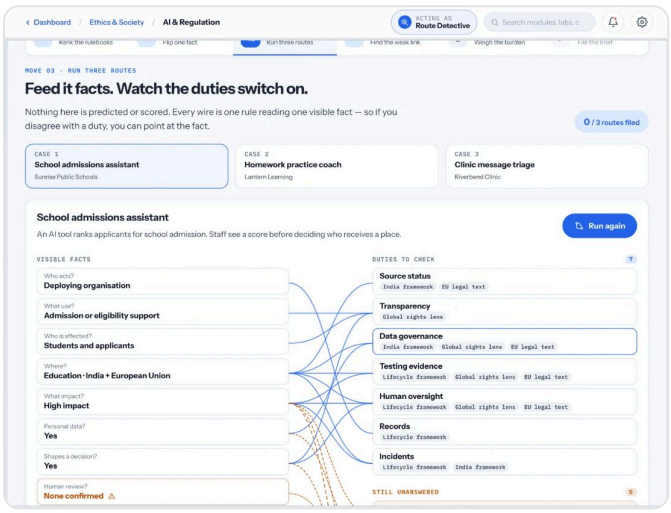
Module 05 · Ethics & Society · Unit 06 · Stage 3, Responsibility

AI & Regulation

The Rule Router

Grades 8–12 | 30 minutes | Role: **Governance Route Detective**

Grade 8: About age 13–14 · Year 9 in the UK · Class 8 in India



The big idea

There is no single worldwide AI rulebook. Laws, regulations, standards, policies and voluntary guidance carry different weight, and the same AI can follow different rules depending on its purpose, who it affects and where it is used. A route finder can point to duties and dated sources to check, but qualified people must confirm what applies today.

The learner's job

Learners are the **Governance Route Detective** at Northvale Civic Lab · Route Desk. The town has four AI plans. Each one crosses a different rule path. Their task: trace every turn. Check every source. Mark every doubt.

By the end, learners can say

- I can distinguish law, regulation, standard, policy, and voluntary guidance
- I can explain why the same AI capability can follow different governance routes in different contexts
- I can route three authored cases through inspectable conditions and attach relevant dated sources
- I can diagnose missing evidence across sectors and jurisdictions
- I can defend an oversight plan using duties, safeguards, costs, and uncertainty
- I can create a printable governance brief that records unresolved questions rather than claiming legal certainty

Before class

- One computer or tablet for each learner or pair, with EdSutra open (this Module is part of the full EdSutra studio).
- Open the studio once on each device before class, so the Unit still runs if the internet drops.
- Play the first two steps yourself, so you know where learners will click.
- Tell learners the cases are fictional and a route is not a legal conclusion, as the Unit says on screen.
- Best after AI Accountability and AI in Society.
- Units open in order, and Module 1 comes first. To start a class here, switch on Open every Unit in Settings → Teachers & parents.

Words to introduce

Law: A binding rule made by a legislature.

Regulation: Detailed binding rules made under a law's authority.

Standard: An agreed technical specification, binding only if a rule or contract says so.

Voluntary guidance: Recommended practice that is not, by itself, a law.

Deployer: The organization that puts an AI system to work in a real setting.

Governance route: The set of rules and duties a particular use of AI must check.

Recourse: A way for an affected person to question a result and get it fixed.

Running the lesson 32 minutes

Open 3 min

"A school policy, a national law and an expert's guidance are all called rules. Which can actually make someone stop?"

Before anyone clicks, ask: one AI ranks practice questions and the same kind of AI ranks school applicants. Should both follow the same rules? Note the votes and come back to them in Understand.

Step	What learners do	Ask the class	Listen for
1. Remember 4 min	Rank the rulebooks: place law, regulation, standard, policy and voluntary guidance on the rung that matches their power. Then say what a school is when it buys and uses a ranking tool.	• Which kind of rule binds only the people inside one organization? • The school did not build the tool. Is it a provider or a deployer?	Law and regulation bind everyone they cover; a policy binds one organization. The school is the deployer.
2. Understand 4 min	Two pairs of tools share the same capability. Predict which side needs the deeper rules, then switch the board between them to see which facts changed.	• The model did not change. What made the admissions tool need more checks? • A clinician is "in the loop". When does that count as real oversight?	Its purpose and impact: it shapes who gets a school place. Oversight needs time, evidence and authority to change the result.
3. Apply 6 min	Run three cases through the router: admissions, homework coach and clinic triage. Each visible fact lights up duties; learners attach dated sources from the shelf and save each route.	• Pick one duty on the board. Which fact switched it on? • Why does the homework coach get a much shorter route?	Every duty traces back to a visible fact. Low impact and a teacher in between keep the coach's route short.
4. Analyze 4 min	Work through three weak-link cases, such as a clinic where a human is present but the review time is unknown, and pick the missing fact that matters most.	• Why can't the route board give the final legal answer? • What would show that a rejected job applicant has real recourse?	Coverage and status still need checking in the sources. Recourse needs notice, an appeal route and someone who can change the result.
5. Evaluate 5 min	For the admissions case, choose an oversight posture and safeguards, mark which duties they answer, name one real cost, and mark what is still unanswered.	• Which safeguard costs the most staff time, and is it worth it here? • Why can more oversight sometimes be worse, not better?	Any posture can be defended if it is tied to route evidence, names a real cost and leaves open questions visible.
6. Create 6 min	Build the Route Brief from choices: pick a case, state its purpose, name who carries it, whose rights are in play, the evidence and sources, open questions, a review date and a recommendation.	• Which purpose statement did you choose, and what does it put first? • What question did you leave open, and who should answer it?	A brief someone else can check: it names people, evidence and dated sources, and admits what is still unknown.

Steps follow Bloom's revised taxonomy, in the order the Unit presents them.

Deepen the thinking

Critical thinking	The router never says what the law requires, only what to check. Why might that be more honest than a yes-or-no answer?
AI thinking	The same ranking model can be a homework helper or an admissions gate. Why do rules follow the use, not the model?
Ethics and fairness	Every safeguard costs someone time, money or delay. Who should pay for keeping a high-impact AI safe?
Connect to life	Which rules at your school are school policy, and which come from a law? How could you find out?

Misconceptions to listen for

"There is one worldwide rulebook for AI."
The Unit's sources include a binding regulation, government guidelines, a voluntary framework and an international recommendation, each with its own reach.

"If the model is the same, the rules are the same."
In Understand, the same ranking model needs a deeper route once it shapes school admissions instead of suggesting practice questions.

"The route board tells you what the law requires."
It shows candidate sources and missing facts. Qualified people must still check the current text before anyone relies on it.

In real life the card learners see at the end of the Unit

- Age limits and privacy settings on apps exist partly because of laws protecting children's data.
- A school's rules on AI bind people in that school; a national law binds everyone it covers.
- The same AI tool can face different rules in different countries, or when used for hiring instead of games.

Try it this week. With a parent or teacher, look at one app's age rating or privacy settings. Is each one there because of a law, or company policy?

Watch out for. There's no single worldwide AI rulebook, and a route finder only points to rules to check. Experts must confirm what applies today.

Talk about it. What's one AI rule you think every country should have? Who would enforce it?

Exit ticket

1. Put these in order of power: policy, law, voluntary guidance.

   _____

2. Name one fact that can change an AI tool's governance route.

   _____

3. Why should a brief list the questions that are still open?

   _____

Going further

As a class project, learners pick one app they use and trace its route: who provides and deploys it, who it affects, and which rules might apply. Then they list what an expert would still need to check.