EdSutra

Teaching guide

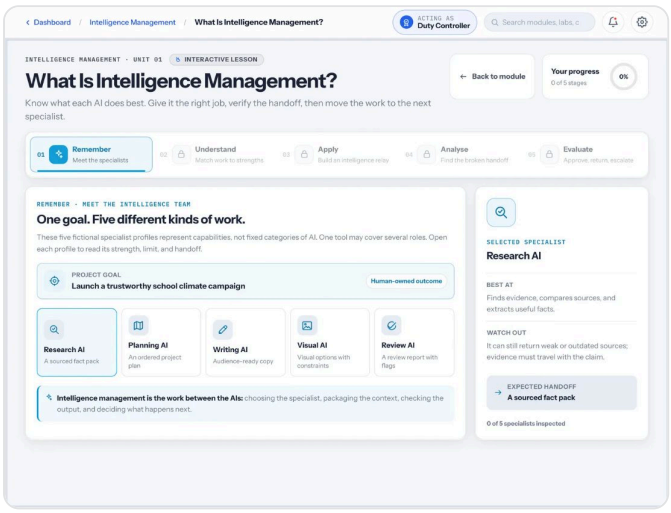
Module 09 · Intelligence Management · Unit 01 · Stage 3, Responsibility

What Is Intelligence Management?

The Intelligence Control Room

Grades 8–12 | 35 minutes | Role: **Duty Controller**

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



The big idea

Managing AI means managing the work between the tools: choosing the right specialist for the output you need, making sure sources and limits travel with each handoff, and checking work before it moves on. A chain of capable tools can still fail at a handoff, and some decisions, like publishing private data, belong to a person.

The learner's job

Learners are the **Duty Controller** at Ironvale Control · Main Desk. Choosing a capable tool is only the start. Its output still needs context and checks. Their task: match the work, trace broken handoffs, and support your release decisions.

By the end, learners can say

- I can identify five useful AI specialist roles and the limits of each one
- I can match a task to a specialist by the output and evidence the task requires
- I can assign specialists to a provided multi-stage workflow by its required handoffs
- I can trace a failed workflow to a capability mismatch, lost context, or skipped verification gate
- I can judge whether an AI handoff should be approved, returned for revision, or escalated to a person

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.
- Write the five specialists on the board: Research, Planning, Writing, Visual, Review. Add each one's handoff during Apply.
- Best after What is AI? and How Machines Learn.
- 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

Specialist: An AI tool chosen for one kind of work, such as finding sources.

Handoff: What one stage passes to the next, with the context needed to use it.

Context: The sources, limits and decisions that must travel with the work.

Capability mismatch: Giving a job to a tool that cannot produce that kind of output.

Verification gate: A check work must pass before the next stage can use it.

Escalation: Stopping the relay and handing the decision to a responsible person.

Running the lesson 36 minutes

Open 5 min

"Five capable AI tools worked on one school campaign poster, yet it carried a statistic nobody could source. How can that happen if every tool did its job?"

Before anyone clicks, ask: when a team of AI tools makes a mistake, does it usually start inside one tool or in the handoff between two? Take a show of hands and come back to it in Analyze.

Step	What learners do	Ask the class	Listen for
1. Remember 4 min	Open each of the five specialist profiles (Research, Planning, Writing, Visual and Review AI) and read what each is best at, its limit, and the handoff it passes on.	• Which specialist's limit surprised you most? • What does Writing AI's limit tell us about fluent text?	Every specialist has a strength and a limit. Fluent writing is not proof; a checker needs a clear rubric.
2. Understand 5 min	Three jobs arrive. Learners read the output each job needs (facts with sources, a launch order, a final check) and choose the specialist built for it.	• What must come out of this job: facts, a plan, copy, visuals, or a verdict? • Why is the best-known AI not always the right pick?	Choose by the output the job needs, not by the tool's name.
3. Apply 7 min	Learners route a school climate campaign through five stages (evidence, plan, message, visual, release gate), picking a specialist for each and reading the handoff it must pass on.	• What has to travel with the fact pack so the writer can trust it? • Where would you put a person's check in this relay, and why there?	Each stage needs the right specialist and a clear handoff: the goal, the sources, the limits and a success check.
4. Analyze 7 min	Learners read three failed traces, left to right, and name the first broken link in each: capability mismatch, context was lost, or verification was skipped.	• The "64%" reached the writer without a source. Which tool failed, if any? • Why look for the first broken link, not the final symptom? • Look back at our show of hands. Inside a tool, or between tools?	Each tool can work and the system still fail: the source got lost, or the check was skipped.
5. Evaluate 8 min	At the release gate, learners judge three handoffs (a fact pack, a poster, a request to publish student data) and choose approve, return or escalate, plus the evidence that backs it.	• The poster passed its design checks. Why can't it go out? • Who should decide about publishing student names, and why not the coordinator alone?	A decision tied to evidence. More than one can be fair, but appearance or a request alone never is.

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

Deepen the thinking

Critical thinking	A campaign claim sounded confident, but its number had lost its source on the way. What would you check before trusting a polished answer?
AI thinking	One tool may cover several of the five roles. What could go wrong if one AI did research, writing and its own review?
Ethics and fairness	The coordinator asked to publish student names beside their energy use. Who could be harmed, and who should have the final say?
Connect to life	Think of a group project that went wrong. Was it the wrong person for a job, lost information, or nobody checking?

Misconceptions to listen for

"A fluent, confident answer is a trustworthy answer."
In Evaluate, the reason "the writing sounds confident" never passes. Evidence has to stay attached to each claim and pass a check.

"If every tool is smart, the whole workflow will work."
In Analyze, the tools work, yet a number loses its source and a draft skips review. Failures happen between tools too.

"Human oversight means a person checks at the end."
The release gate is planned before work starts. Privacy and safety decisions are escalated to a person on purpose, not rescued at the last minute.

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

- A group project where one person researches, one writes and one checks is a relay of handoffs.
- People now chain AI tools: one gathers facts, another writes, another makes images. Each handoff can lose context.
- The most famous AI app isn't best at every job, just as a star striker isn't the best goalkeeper.

Try it this week. Plan a class poster. For each step, write who does it, what they hand on, and who checks it before it's shared.

Watch out for. A fluent answer isn't automatically trustworthy. Decide where a person must check or approve before the work starts, not just at the end.

Talk about it. If you used three AI tools on one project, how would you know where a mistake came from?

Exit ticket

1. Name the three kinds of failure you diagnosed in Analyze.

2. Why should a specialist be chosen by the output a job needs, not by its name?

3. Give one case that should be escalated to a person, and say why.

Going further

The Module's Lab, the Open Project Canvas, lets learners build an agent loop as states and arrows and watch a helper act it out live. For homework, use the "Try it this week" activity from the In real life card.