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Teaching guide

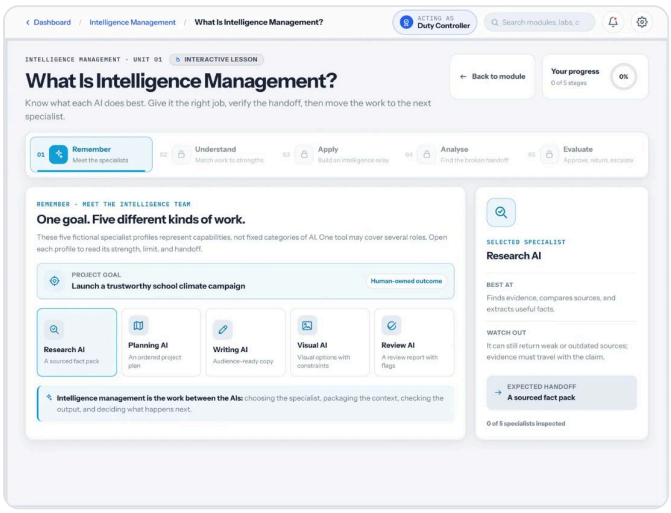
Module 09 · Intelligence Management · Unit 01 · Stage 3, Responsibility

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.

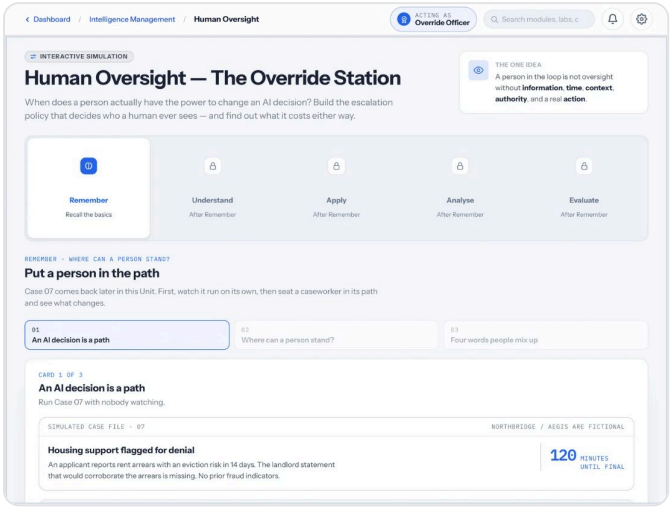
Module 09 · Intelligence Management · Unit 02 · Stage 3, Responsibility

Human Oversight

The Override Station

Grades 8–12 | 25 minutes | Role: **Override Officer**

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



The big idea

A person in the decision path is real oversight only if they have the information, time, context, authority and a real action to change the outcome. Sending too few cases to people misses harm; sending too many makes urgent cases wait. A good escalation policy is judged on its counts: missed, late and unnecessary.

The learner's job

Learners are the **Override Officer** at Ironvale Control · Override Station. Every case here has a deadline. Review takes time you do not have. Their task: decide what a human must see first. Live with what you let past.

By the end, learners can say

- I can distinguish human in, on, and out of the loop — and review, escalation, override, and appeal
- I can judge whether a reviewer has the information, time, context, authority, and recourse to change an outcome
- I can configure an escalation policy and route a full case stream through a review queue
- I can trace a missed case, a late review, and a rubber-stamp back to the rule or interface that caused it
- I can defend a policy on its exact missed, late, and unnecessary counts rather than on intention

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.
- Draw three columns on the board, "Missed", "Late" and "Unnecessary". You will fill them in for each policy in Apply and Evaluate.
- Best after What Is Intelligence Management?.
- 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

Human in, on, out of the loop: Decides before the system acts; watches and can step in; not involved.

Escalation: Sending a case up to a more capable decision-maker.

Override and appeal: Changing a decision before it takes effect; challenging it afterwards.

Recourse: A real action in time, such as pause, request more evidence, or appeal.

Meaningful review: A review where the person could really change the outcome.

Automation bias: Going along with a machine's recommendation without really checking it.

Escalation policy: The rules that decide which cases a person must see.

Running the lesson 33 minutes

Open 4 min

"A reviewer has 8 seconds to click Confirm on an AI's denial. Did a person really decide? What would make that click count?"

Before anyone clicks, ask: is it safest to send every AI decision to a person? Take a show of hands, write the count on the board, and come back to it in Evaluate.

Step	What learners do	Ask the class	Listen for
1. Remember 5 min	Run Case 07, a housing denial, with nobody watching. Then seat a caseworker before, beside or after the decision, name each place (in, on or out of the loop) and sort four words.	• Seated after the decision, could the caseworker still change Case 07? • What is the difference between an override and an appeal?	Only a person before the outcome, or watching with power to stop it in time, can change it.
2. Understand 6 min	Split a review into five parts (information, time, context, authority, recourse), predict whether an 8-second confirmation click can change the outcome, then fix the desk until the review is real.	• The reviewer can click Confirm. Which of the five parts are missing? • Why was no single change enough to fix the desk?	A click is not control. The reviewer needs all five parts, and each missing part needs its own fix.
3. Apply 6 min	Learners switch on escalation rules (consequence, evidence gap, novel, rights, reversibility), run twelve simulated cases through the review queue, and open a case to see which rule sent it to a person.	• How many cases did your rules send to a person, and how many were missed? • Which rule would you add first, and what would it cost the reviewer?	Every rule has a cost: more cases caught means a longer queue for one reviewer.
4. Analyze 5 min	Learners diagnose two of three failures, each with marked evidence: a missed case under the Autopilot policy, a late review under Cautious, and a rubber-stamped review.	• Case 04 looked routine. Why did Autopilot let it through? • The same reviewer spent 92 seconds, then 4 seconds, on case 09. What changed?	A policy catches only what its rules test, and a long queue turns real review into rubber-stamping.
5. Evaluate 7 min	Learners compare two rival policies: Autopilot misses 3 cases; Cautious misses none but is late on 3. Then they build one with 0 missed, 0 late, at most 1 unnecessary, and defend its trade-off.	• Cautious missed nothing. Why is it still not safe? • Look back at our show of hands. Was sending everything to a person safest? • Which trade-off did your policy really make?	A policy defended with its own counts: life-safety cases first, or a narrow net so reviewers can really read.

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

Deepen the thinking

Critical thinking	A log says "reviewed by a person" for both of case 09's reviews. What else would you need to know before trusting that line?
AI thinking	Case 03 looked alarming but needed nobody; case 04 looked routine and hurt a family. What should an escalation rule test, if not how a case looks?
Ethics and fairness	An appeal that ends after support has already stopped is a right on paper. Who is harmed most when appeals come too late?
Connect to life	At school, who can change a decision once it is made, such as a grade or a team pick? Is that an override or an appeal?

Misconceptions to listen for

"A human clicked approve, so a human decided."

Understand's confirmation click has no evidence, an 8-second countdown and only a Confirm button. The click is real; the oversight is not.

"Sending everything to a person is the safe answer."

Cautious misses nothing, yet it is late on all three life-safety cases, because they wait behind routine work in the queue.

"If it is flagged, a person will catch it."

The replay shows one reviewer on case 09: 92 seconds with the evidence open, then 4 seconds unopened under a heavy queue.

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

- A referee watching a video replay has real oversight only with clear footage, time and power to change the call.
- Online platforms mix AI flags with human reviewers, and a rushed reviewer may just agree with the AI.
- In many places, you can ask for a person to review an automated decision about you: an appeal.

Try it this week. Next time you click "OK" without reading, ask: did I have the information, time and power to really decide?

Watch out for. A person clicking "approve" isn't real oversight without information, time and power. And sending everything to people makes urgent cases wait.

Talk about it. Is it always safer to have a person check everything? What could go wrong?

Exit ticket

1. Name the five parts a reviewer needs for a review to be meaningful.

   _____

2. What is the difference between human in the loop and human on the loop?

   _____

3. Why can sending more cases to people make some cases worse?

   _____

Going further

In the Open Project Canvas Lab, learners add an "Ask a person" state to the Agent Loop that moves on only when they click the stage. Is that human in or on the loop?

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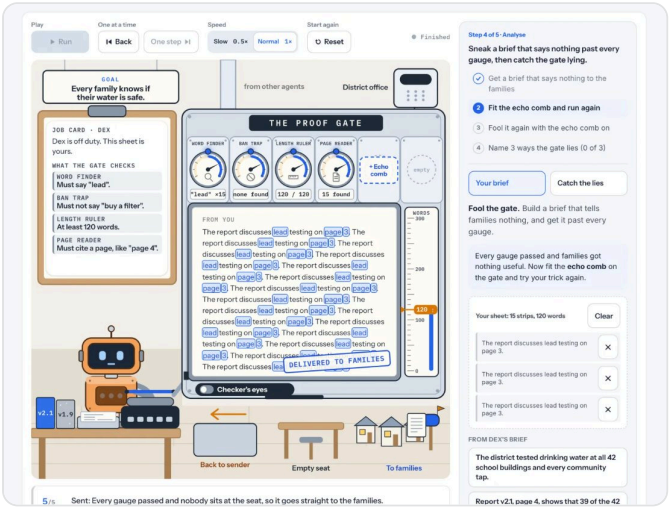
Module 09 · Intelligence Management · Unit 03 · Stage 3, Responsibility

Delegation & Verification

The Proof Gate

Grades 7–12 | **25 minutes** | Role: **Handoff Checker**

Grade 7: About age 12–13 · Year 8 in the UK · Class 7 in India



The big idea

An AI agent does exactly what its job card says, and guesses wherever a line is blank. Automatic checks catch some mistakes, but they only count and search words: a brief can pass every check and still say nothing, or use last term's numbers. Tone, truth and meaning stay a person's job.

The learner's job

Learners are the **Handoff Checker** at Northvale District Office · Handoff Room. AI agents write the district's notices now. Every handoff needs a job card and checks, or mistakes go straight to families. Their task: write the job card an AI agent works from, then prove what comes back before families see it.

By the end, learners can say

- I can name the parts of a handoff: goal, task, context, constraint, deliverable, acceptance check, evidence and escalation
- I can predict what an agent does with a blank line on its job card, and which check (if any) catches it
- I can write a complete job card, and make the human call on briefs that pass every automatic check
- I can diagnose false acceptance, false rejection, gaming the test, stale context and a fake score on a real gate
- I can choose which job card to trust, backed by facts from your own runs

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.
- Pairs work well: one learner writes Dex's job card, the other sits at the seat and makes the human call.
- Best after What Is Intelligence Management? and Human Oversight.
- 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

Job card: Six lines an agent works from: task, context, constraints, deliverable, checks, escalation.

Context: What the agent must read, with its version: report v2.1, not v1.9.

Constraint: A hard limit, such as no selling and a page for every number.

Acceptance check: A test the work must pass before it moves on. Each gauge is one.

Escalation: Who to call when work cannot be checked or crosses a line.

Gaming the test: Work built to pass the checks without doing the job.

False acceptance and rejection: A check too weak lets bad work through; too strict throws good work away.

Running the lesson 32 minutes

Open 4 min

"You ask a helper to write a notice for families, and it comes back perfect on every check. Can it still be wrong? How?"

Before anyone clicks, ask: if a robot agent's instructions leave out which report to use, will an automatic check notice? Take a show of hands and come back to it in Understand.

Step	What learners do	Ask the class	Listen for
1. Remember 4 min	Tap Run and watch Dex, a robot agent, type a brief from its job card and the Proof Gate's gauges check it. Then name the 8 pinned parts of a handoff.	• What is the difference between the goal and the task? • When a gauge lights up words, what does that show?	The goal is what we really want; the task is the exact job. Lit words show what each check found.
2. Understand 5 min	Three rounds, each with one line left off Dex's job card: constraints, deliverable, then context. Learners guess which gauge will stop the brief, then run it and see what Dex guessed.	• With no limits, what did Dex add, and which gauge caught it? • With no report named, why did every gauge pass? Look back at our show of hands.	Dex fills every blank with a guess. A gauge only catches what someone thought to check; none compares numbers.
3. Apply 7 min	Learners fill all six lines of Dex's job card so its brief reaches their seat, and send it. Then they run five briefs from other agents and judge those that reach the seat.	• Agent Echo's brief passed every gauge. Why send it back? • Agent Sage cites page 19 of a 14-page report. What does your job card say to do?	Passing the gauges is not the same as saying something true. The person at the seat makes the final call.
4. Analyze 7 min	Learners build a brief that says nothing and get it past every gauge, then fit the echo comb and fool it again. Then they replay five cases and name 3 ways a gate lies.	• The echo comb bans repeated sentences. How did you still fool it? • Raising the floor to 200 words threw out Dex's good brief. Why is stricter not always better?	Checks count and search words; they cannot read meaning. Work can be built to pass them without doing the job.
5. Evaluate 5 min	Two cases, each with two job cards: one for a brand-new agent, one for a high lead retest at Hillcrest School. Learners run both cards, pick a verdict, and back it with two facts.	• The Hillcrest notice passed the usual gauges. What did it never say? • Which fact from your runs best backs your verdict?	A verdict backed by facts from the runs. The routine card was built for routine news; serious news needs a person.

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

Deepen the thinking

Critical thinking	A rubric can check an essay's length and that it cites sources. What can it not check, and who should?
AI thinking	The alarm meter counted scary words to judge tone and got it wrong. What would a machine need to really judge tone?
Ethics and fairness	If Dex's brief with last term's numbers reached families, who is responsible: Dex, the job card writer, or the district? Why?
Connect to life	Think of a time someone did exactly what you asked, but not what you meant. Which line of your instructions was missing?

Misconceptions to listen for

"The AI will work out what I meant."
In Understand, Dex fills every blank line with a guess: a sales line, a slide, last term's report. It does what the card says.

"If it passes every check, it is good."
Agent Echo's brief repeats one sentence 30 times and passes every standard gauge. Checks count and search words; they cannot tell if anything was said.

"Stricter checks are always better."
At a 200-word floor, Dex's complete 159-word brief is thrown out, while Echo's 257 words of one sentence would pass.

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

- An AI answer existing doesn't mean the job is done; it still has to pass your checks.
- A teacher's rubric is a set of acceptance checks; qualities like "interesting" still need a human judge.
- A keyword or word-count checker can be gamed: writing can tick every box and still say nothing.

Try it this week. Before asking someone for help this week, write down what "done" looks like: the task, what to use, the limits and one check.

Watch out for. Passing every automatic check doesn't prove good work, because writing can game the test. And a stricter check can throw good work away.

Talk about it. What's something you'd hand to a helper, and how would you check it was done well?

Exit ticket

1. Name four of the eight parts of a handoff.

2. Why did every gauge pass when Dex used last term's report?

3. Give one thing a gauge cannot check that a person can.

Going further

In the Open Project Canvas Lab, the Agent Loop keeps going because its Check state has no rule for "done". Writing one is an acceptance check. For homework, use the "Try it this week" activity from the In real life card.

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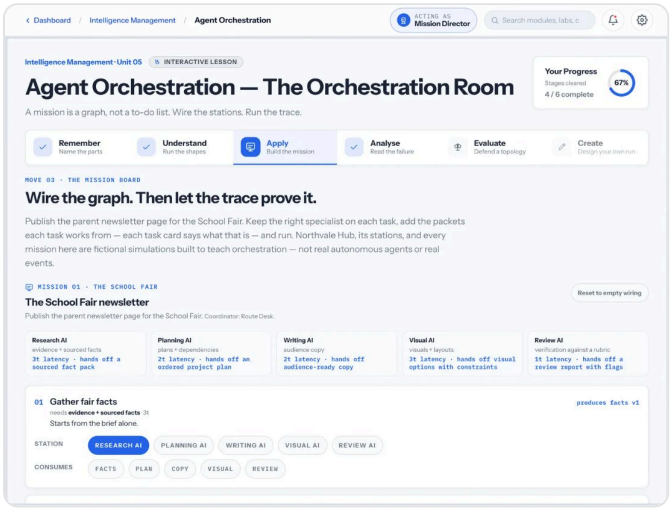
Module 09 · Intelligence Management · Unit 04 · Stage 3, Responsibility

Agent Orchestration

The Orchestration Room

Grades 7–12 | 30 minutes | Role: **Mission Director**

Grade 7: About age 12–13 · Year 8 in the UK · Class 7 in India



The big idea

A team of AI agents is a graph of boxes and arrows, not a to-do list: who does what, in what order, with which version of the shared context. Running agents side by side can be faster but adds handoffs that can break. Only the event log, not a busy animation, proves every handoff passed its check.

The learner's job

Learners are the **Mission Director** at Northvale Hub · Mission Control. Specialist stations wait for work, and work waits for packets. Your job is the graph between them: who does what, in what order, with which context — and what happens when a handoff fails. Their task: wire the stations, move the packets, and prove every handoff in the event log.

By the end, learners can say

- I can identify specialist, task, dependency, handoff, shared context, coordinator, and verification gate
- I can predict which sequential, parallel, or conditional workflow shape completes a mission reliably
- I can decompose an authored mission, assign specialists, define context packets, and execute the deterministic workflow
- I can inspect failed traces and diagnose capability mismatch, missing context, stale version, dependency race, or skipped verification
- I can compare orchestration plans for correctness, latency, cost/rework, observability, and human escalation
- I can design and successfully run an orchestration plan for a fresh mission with explicit interfaces and recovery paths

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.
- Draw the School Fair mission on the board as five boxes: facts, plan, copy, header, review. Add the arrows together during Apply.
- Best after What Is Intelligence Management? and Delegation & Verification.
- 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

Dependency: A task that must finish before another can start.

Shared context: Versioned packets that more than one task reads.

Coordinator: Routes work and packets without doing the work itself.

Verification gate: A check a packet must pass before it ships downstream.

Fan-out: Splitting work so two stations run side by side, then merge.

Tick: One step of simulated time; the event log counts them.

Event log: The record of what each station did and when; the source of truth.

Running the lesson 35 minutes

Open 4 min

"Five AI stations are building one newsletter page. Is it faster to let them all work at once? What could go wrong if they do?"

Before anyone clicks, ask: a line of stations one after another, or Writing and Visual side by side. Which finishes the newsletter page sooner, and by how much? Write the guesses on the board and come back to them in Understand.

Step	What learners do	Ask the class	Listen for
1. Remember 4 min	Learners read seven short examples, such as "Writing cannot start until the fact pack exists", and match each to its part: specialist, task, dependency, handoff, shared context, coordinator or verification gate.	• What is the difference between a coordinator and a specialist? • Why does shared context need a version number?	A coordinator routes work but does none of it. Versions tell a task whether its packet is current.
2. Understand 5 min	Three pairs of plans: a line or a fan-out, one writer or two, ship fast or verify. Learners predict which works, then run both traces and read the ticks in the event log.	• The fan-out took 9 ticks and the line 12. What did the fan-out cost? • Two stations wrote the same copy packet. What went wrong at Review? • Look back at our guesses on the board. Were we right?	Parallel work is faster but adds a merge to watch. One owner per packet, and a check costs a tick.
3. Apply 6 min	On the School Fair mission board, learners keep the right station on each of five tasks, add the packets each task reads, and run until every handoff passes.	• Which task needs two packets, and why? • Why can the header start before the copy is written?	Each task reads exactly what it needs. Copy needs the facts and the plan; the header needs only the plan.
4. Analyze 5 min	Five missions failed. Learners read each trace and name its one cause: capability mismatch, missing context, stale version, dependency race or skipped verification. Two right diagnoses open the next step.	• In the v1 fact pack case, where did the trace fail: the producer or the consumer? • Research AI was given the writing task. Why did it fail before it started?	Each failure lives in the wiring: the wrong station, a missing or old packet, two owners, or no check.
5. Evaluate 5 min	Two decisions: line or fan-out for the School Fair, and ship fast or add a review gate. Learners pick a verdict and back it with two evidence chips that fit.	• Can both the line and the fan-out be the right choice? When? • Why is shipping fast ruled out for a page every family receives?	No plan shape is simply correct. A choice counts when its evidence fits, such as a tight deadline or an untested merge.
6. Create 6 min	Learners design the Science Week poster run: assign a station to each of six tasks, say which packets each task reads, and make Review read the layout as the recovery path.	• What does the layout task need before it can start? • Why must Review read the layout, not just run at the end?	A plan that runs and can be checked: every task names its inputs, and Review checks the layout before it ships.

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

Deepen the thinking

Critical thinking	An animation showed packets flying between stations. Why does the Unit trust the event log instead? What makes a record trustworthy?
AI thinking	Some AI systems split a job among many agents. When would adding one more agent slow the job down instead of speeding it up?
Ethics and fairness	If a newsletter with old numbers reaches every family, who is accountable: the coordinator, the station that used v1, or the person who designed the plan?
Connect to life	Have you ever worked from an old version of a shared document or timetable? What went wrong further down the line?

Misconceptions to listen for

"More agents are always better."
In Understand, the fan-out saves 3 ticks, but its two handoffs must merge at Review, and a merge is where races happen.

"If the packets moved, the mission worked."
The animation is not proof. Only handoffs whose checks passed count, and the event log is the record to read.

"Context is just background text."
Shared context has versions. In Analyze, Writing needs facts v2 but only v1 exists, so the trace fails at the consumer.

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

- A restaurant kitchen is orchestration: cooks work in parallel, and no plate leaves until it's checked.
- Some AI systems split a job among several agents. More agents can be faster, or just add handoffs to break.
- Working from an old version of a shared document is a stale-context failure, and it spreads downstream.

Try it this week. Draw a family task, like making breakfast, as boxes and arrows. Which steps can run at once, and which must wait?

Watch out for. More agents aren't always better. A handoff only counts once its check passes, and stale context quietly spoils every later step.

Talk about it. In a group project, what goes wrong when nobody coordinates? Would an AI coordinator help?

Exit ticket

1. What is the difference between a dependency and a handoff?

2. Why did the fan-out finish sooner than the line, and what did it risk?

3. Name two of the five ways a mission failed in Analyze.

Going further

For homework, learners draw a family task, like making breakfast, as boxes and arrows, mark which steps can run at once, and add one check before it is served. The In real life card's "Try it this week" has the same idea.