**Module 1 - Quiz & Reflection: The AI Lifecycle and the Governance Mindset**

**Quiz:**

**1. Understanding the Lifecycle**  
**Question:** Which of the following best describes the purpose of the AI lifecycle in a school setting?  
**Answer:** ✅ **C) To track how AI tools are selected, used, monitored and retired.**

**2. Scenario Thinking**  
**Question:** A teacher begins using a new AI tool to generate student report comments. Students do not see the tool, but the generated content is used directly in student records. What phase of the lifecycle is this?  
**Answer:** ✅ **B) Deployment and Use.**

**3. Human Oversight**  
**Question:** Why is human oversight important when using AI systems in education?  
**Answer:** ✅ **B) Because AI systems may make decisions that affect student rights or learning.**

**4. Documenting Risk**  
**Question:** Which of these would most likely be classified as a high-risk AI tool under the EU AI Act?  
**Answer:** ✅ **C) An AI system that identifies students for extra academic support.**

**5. Governance in Action**  
**Question:** True or False: If a school stops using an AI system, there is no need to update documentation or the AI inventory.  
**Answer:** ✅ **False.**

**Reflection Prompt:**

**Describe an AI tool you have seen or used in a school setting. Based on what you learned, how would you begin assessing its risk level and documenting its use?**

At our school, both students and staff commonly use Google Workspace tools like Gemini for writing, summarizing and classroom planning. Based on what I’ve learned, I would begin by identifying how students interact with the tool, especially if it contributes to learning outcomes. I would then determine whether it influences grades, access to learning support or other decisions. If yes, I’d classify it as high-risk and begin documenting its purpose, data use and oversight structure in the AI Inventory Template. Human judgment and clear communication to families would also be part of our governance response.