

# AI Response Cards

## Activity 3: AI-Assisted Incident Response (Low-Resource Option)

### How to Use These Cards

For classrooms without AI access, use these pre-written AI responses. The teacher can read them aloud, or teams can draw cards at appropriate moments in the activity.

**Important:** These cards preserve the learning experience—students still hear AI perspectives and must interpret them critically.

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### Grades 9-12: SentinelAI Analysis Reports

#### Initial Triage Report

#### SentinelAI Analysis Report #7291-A

**Classification:** CRITICAL **Confidence:** 94%

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#### Pattern Analysis:

Lateral movement pattern indicates credential-based attack. Service account `svc_backup` shows authentication anomaly:

- Normal operation: 02:00-03:00 AM
- Current activity: 06:58-07:12 AM
- Statistical deviation: 99.7th percentile

#### Attack Chain Mapping (MITRE ATT&CK):

Initial Access (T1566.001) → Execution (T1204.002) →  
Persistence (T1547.001) → Credential Access (T1078.002) →  
Lateral Movement (T1021.002) → Collection (T1074.001) →  
Command and Control (T1071.001)

#### Risk Assessment:

- 94% probability: Active compromise in progress
- Estimated impact if delayed 2 hours: 800GB additional data staging
- Potential OT system access via HVAC-CONTROLLER-01

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#### LIMITATION NOTICE:

This analysis does not account for:

- Manufacturing production schedules
- Employee shift patterns
- Business-critical deadlines
- Stakeholder communication requirements
- Reputational impact assessment

**Human decision authority required for all containment actions.**

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## Threat Intelligence Correlation

### SentinelAI Threat Intelligence Report

**Query:** Threat actor correlation for indicators

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#### Attribution Assessment:

Indicators correlate with APT29/Cozy Bear with moderate-high confidence (78%).

#### Campaign Match:

MANUFACTURING-AUTUMN campaign targeting industrial sector (first observed September 2024).

#### Typical Objectives:

- Industrial espionage
- Supply chain intelligence
- Intellectual property theft
- Long-term persistent access

#### Expected TTPs:

1. Spearphishing with macro-enabled documents
2. Service account credential abuse
3. Data staging before exfiltration
4. Low-and-slow data transfer via encrypted channels

#### Prediction:

If this matches APT29 pattern, data exfiltration likely planned for nighttime hours when monitoring is reduced.

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#### LIMITATION NOTICE:

Attribution is probabilistic. Sophisticated actors can false-flag. Business decisions should not rely solely on attribution confidence.

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## Response Recommendation

### SentinelAI Response Recommendation

#### Recommended Actions (ranked by urgency):

1. **IMMEDIATE:** Authorize endpoint isolation for affected workstations
    - Impact: Manufacturing floor disruption
    - Risk if delayed: Additional lateral movement
  2. **IMMEDIATE:** Reset service account credentials
    - Impact: Brief service interruption
    - Risk if delayed: Continued unauthorized access
  3. **PRIORITY:** Network segmentation for OT systems
    - Impact: IT overhead increase
    - Risk if delayed: Potential OT compromise
  4. **STANDARD:** Executive notification
    - Impact: Low
    - Risk if delayed: Trust erosion
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#### WHAT I CANNOT ASSESS:

- Whether production deadlines justify delayed containment
- Impact on employee morale from sudden shutdowns
- Political dynamics between IT and operations leadership
- Legal implications of various response options
- Whether partial measures might be sufficient

I optimize for security metrics. You must optimize for organizational outcomes.

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## Grades 6-8: School Incident AI Responses

### On Ransomware Discovery

#### AI Security Advisor Response

**Your Question:** What are we dealing with?

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##### Analysis:

The symptoms you describe—encrypted files with ransom notes—indicate ransomware infection. Based on the evidence:

- **Entry point:** Likely the suspicious email opened Friday
- **Spread timing:** Weekend allowed time for encryption
- **Scope:** 30% of systems suggests partial containment possible

##### My Recommendations:

1. **Immediate:** Isolate affected systems from network
  2. **Priority:** Check if backups are intact and unaffected
  3. **Consider:** Whether Thursday's backup covers critical data
  4. **Prepare:** Communications for staff, students, parents
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##### What I can't tell you:

- Whether paying the ransom would actually work
- How students and parents will react to data loss
- Whether the backup has everything teachers need
- How long recovery will actually take

These are human judgment calls.

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### On Grade Database Breach

#### AI Security Advisor Response

**Your Question:** How bad is this?

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##### Analysis:

This appears to be an insider threat or compromised credentials scenario. Key indicators:

- Unauthorized admin account creation suggests privilege escalation
- Pattern of grade changes (F→passing) indicates specific motivation
- Multiple IP addresses could mean shared credentials or VPN use

##### My Recommendations:

1. **Immediate:** Disable the unauthorized account
  2. **Priority:** Audit all grade changes in affected timeframe
  3. **Consider:** Whether student records were accessed beyond grades
  4. **Prepare:** Notification plan for affected students/parents
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##### What I can't tell you:

- Whether this was a student, staff member, or external actor
- Whether the original grades can be trusted
- How to handle the academic integrity questions

- What disciplinary actions are appropriate

**Security and academic integrity are both your concerns—I can only address the first.**

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## On Social Media Compromise

### AI Security Advisor Response

**Your Question:** What should we do about the hacked accounts?

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#### Analysis:

This is a coordinated account takeover. Foreign IPs and ignored password resets suggest:

- Attackers likely had access for days before acting
- Multiple platforms indicate credential reuse or password spraying
- Staff data exposure creates identity theft risk
- Viral spread means reputational damage is already occurring

#### My Recommendations:

1. **Immediate:** Contact platforms to report compromise and request takedown
  2. **Priority:** Secure all other school accounts with password resets
  3. **Consider:** Whether to make public statement before or after recovery
  4. **Prepare:** Identity protection information for affected staff
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#### What I can't tell you:

- Whether deleting accounts or recovering them is the right call
- How to handle media inquiries appropriately
- What legal obligations you have for the data breach
- How to rebuild trust with the community

**Communication strategy is a human decision. I can help with technical recovery.**

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## Grades 3-5: Computer Problem AI Responses

### About the Pop-ups

### AI Helper Response

**Your Question:** What are these pop-ups?

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Pop-up messages claiming you won a prize are almost always fake, especially if they have spelling mistakes. Real contests don't work this way!

These are usually caused by **malware**—programs that got on your computer without permission.

#### How it probably happened:

Someone clicked a link in a tricky email. The email looked real, but it wasn't!

#### Important clue:

The spelling mistakes ("Congradulations!") tell us this is fake. Real companies check their spelling!

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## About How It Spreads

### AI Helper Response

**Your Question:** How did the bad program get on the computers?

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Bad programs usually get on computers when someone:

- **Clicks links** in emails that look real but aren't
- **Downloads** games or apps from unsafe websites
- **Opens attachments** from people they don't know

Once on one computer, the bad program can sometimes spread to others on the same network—like catching a cold!

**Why only Mrs. Chen's class?**

Someone in that class probably clicked something on Friday. The other classrooms didn't click it, so they're okay!

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## About Fixing It

### AI Helper Response

**Your Question:** How do we fix this?

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This isn't something students should try to fix themselves! Here's why:

The school's **IT team** has special tools to:

- Remove bad programs safely
- Check if the bad program spread
- Make sure it doesn't come back

**What students should do:**

1. **Tell an adult** right away
2. **Don't click** on any pop-ups
3. **Remember** this experience so you can avoid tricky emails in the future

**The most important fix:** Learn from this so it doesn't happen again!

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## Grades K-2: Robot Helper Responses

### What Sparky Found

#### Sparky the Robot Helper Says:

“Beep boop! I checked some things!

The computers are plugged in The power strips have lights Wait! The main switch is OFF!  
I found the problem! But I'm not allowed to flip the switch without a person saying it's okay.”

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### Why Sparky Needs Permission

#### Sparky Explains:

“Even though I found the problem, I need a person to decide if it's safe to fix it.

What if someone's stuff was in the way? What if there was a reason it was turned off? What if I make a mistake?

That's why people and robot helpers work together!”

*From “True Teamwork: Building Human-AI Partnerships” — NICE K12 2025 Dr. Ryan Straight, University of Arizona • ryanstraight@arizona.edu*