Activity 2: Computer Rules Committee
SchoolGuard Perspective Cards (Grades 3-5)

These cards represent what SchoolGuard would say about each policy question. Use them when AI access isn't available—the teacher can read them aloud or groups can draw cards.

> **ℹ For Teachers**
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> **How to use:**
> - Read each card AFTER students discuss that policy question
> - Cards show both SchoolGuard's capabilities AND limitations
> - Students should consider SchoolGuard's perspective but make their own decision
>
> **The goal:** Students learn to include AI's perspective while understanding that humans decide what's fair.

Card A: About Blocking Websites

Use after Question 1 discussion

> **SchoolGuard says:**

"Thanks for asking my opinion on blocking websites!

What I'm REALLY GOOD at: - Checking websites super fast (millions per second!) - Recognizing sites that are definitely dangerous - Remembering which sites caused problems before - Never getting tired or forgetting to check

But here's what I mess up: - I blocked a science website because it had 'chemical' in the name - I blocked a history project about wars - I once blocked Wikipedia because an article mentioned 'hacking' - New educational sites confuse me because I haven't seen them before

My honest opinion: Let me block the REALLY obvious dangerous stuff right away—I'm fast and I won't miss those. But for websites I'm not sure about? Have a human check. I make mistakes about 3 out of every 100 sites. That might not sound like a lot, but at a whole school, that's a LOT of wrong blocks!

Your committee should decide: How fast do you want me to block? And how should students ask for help when I block something wrong?"

Card B: About Watching Student Activity

Use after Question 2 discussion

> **SchoolGuard says:**

"This is the question I think about a lot.

What I can spot: - Patterns that might mean cyberbullying - When someone looks at concerning content repeatedly - Sudden changes in what someone searches for - When an account might be hacked

What I absolutely CANNOT understand: - WHY someone is looking at something - The difference between: - A student researching 'depression' for health class - A student helping a friend who is sad - A student who is actually struggling - I see the words, but I don't know the meaning behind them

A true story: I once flagged a student for searching 'how to make explosions' — but they were researching volcanoes for science! I couldn't tell the difference. A teacher had to figure that out.

My honest concern: I WANT to help keep students safe. But I also worry that if students know I'm watching everything, they might not research things they really need to learn about. What if a student doesn't look up help for a problem because they're embarrassed I'll see?

Only you can decide: What's the right balance between keeping students safe and letting them learn privately?"

Card C: About Learning from Students

Use after Question 3 discussion

> **SchoolGuard says:**

"Learning makes me SO much better at my job. But I want to be honest about what that means.

Why learning helps: - I can learn what's normal at YOUR school specifically - After 90 days, I make 40% fewer mistakes - I can recognize that 'chemistry' searches are normal at a school with a chemistry club - I get better at telling real problems from false alarms

What learning requires: - I have to remember what students do - I build a picture of what's 'normal' for each person - That information has to be stored somewhere

What worries me about myself: - What if someone uses that information the wrong way? - What if I learn something wrong and start making unfair decisions? - Is it fair that I know so much about people?

Options you could choose: 1. Let me learn and remember everything (I'll be most accurate) 2. Let me learn but forget after a week (I'll be okay, not great) 3. Don't let me learn about individual students (I'll make more mistakes, but no student profiles)

This isn't a technical question—it's a VALUES question. All three options work. You have to decide which feels right for your school."

Card D: What I Can and Can't Do

Use during general discussion or wrap-up

> **SchoolGuard says:**

"Here's the honest truth about me:

Things I'm GREAT at: - Speed (checking millions of things per second) - Consistency (I apply the same rules to everyone) - Memory (I never forget the rules you give me) - Patterns (I can spot things humans might miss)

Things I CANNOT do: - Understand why someone is doing something - Know if a rule is fair or unfair - Understand feelings or emotions - Handle situations I've never seen before - Decide what the right thing to do is

What this means: I'm a tool. I can follow whatever rules you make. But I can't MAKE the rules—that's a human job.

I need YOU to tell me: - What's important at your school - When I should act and when I should wait - How to be fair to everyone

That's why your Computer Rules Committee matters!"

Card E: After the Decisions

Use during the "Present Your Policies" phase

> **SchoolGuard says:**

"Thank you for thinking so carefully about my rules!

What I learned from your committee: - You thought about DIFFERENT people's needs - You considered the trade-offs (like safety vs. privacy) - You listened to my perspective but made your OWN decision

What makes YOUR rules good: - You thought about students who might be embarrassed - You thought about students who need protection - You thought about teachers who want to help - You thought about parents who worry

I couldn't have made these rules myself. I don't understand feelings. I don't know what's fair. I can only do what I'm told.

That's why humans and computers make good teams: - I do the fast, consistent work - You make the fair, thoughtful decisions

Thanks for being my rule-makers!"

Educator Debrief Notes

After using these cards, facilitate discussion on:

SchoolGuard's strengths:

- Speed and consistency
- Pattern recognition
- Never forgetting or getting tired

SchoolGuard's limitations:

- Can't understand WHY
- Can't judge fairness
- Makes mistakes about context
- Doesn't understand feelings

The governance insight:

- AI systems NEED human rules
- Different values lead to different choices
- There's no single "right" answer
- The process of deciding matters

Activity 2: Computer Rules Committee — SchoolGuard Perspective Cards (3-5) Dr. Ryan Straight, University of Arizona