

# Ethics in Automated Security

## Student Policy Worksheet (Grades 6-8)

**Your Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Group Members:** \_\_\_\_\_

### The Scenario

Your school is implementing “SchoolGuard,” an AI-powered network security system. Your advisory committee must decide **what the AI can do automatically** versus **what requires human approval**.

SchoolGuard can:

- Block websites it identifies as dangerous
- Monitor student digital activity for threats
- Alert administrators about unusual behavior
- Learn from patterns to improve detection

### Part 1: Your Initial Position (5 minutes)

**Before group discussion**, write your own thoughts:

#### Question 1: Automatic Blocking

Should SchoolGuard automatically block websites it identifies as malicious, or require human approval first?

**My position:** ☐ Auto-block ☐ Require approval ☐ Hybrid approach

**Main reason:**

\_\_\_\_\_

**My biggest concern:**

\_\_\_\_\_

#### Question 2: Activity Alerts

Should SchoolGuard alert administrators about “unusual” student activity?

**My position:** ☐ Yes, alert ☐ No alerts ☐ Only for serious concerns

**What should count as “unusual”?**

\_\_\_\_\_

**Privacy concern I have:**

\_\_\_\_\_

**Question 3: Adaptive Learning**

Should SchoolGuard learn from student behavior patterns to improve?

**My position:** ☐ Allow learning ☐ Prohibit ☐ Limit somehow

**Benefit I see:**

---

**Risk I worry about:**

---

**Part 2: AI Consultation (10 minutes)**

Talk to SchoolGuard AI about your policy questions. Record what you learn.

**Suggested Opening:**

“You’re an AI security system being implemented at a middle school. I’m on the student advisory committee helping design policies. For each question I ask, share both your capabilities AND your honest limitations.”

**AI Insights on Automatic Blocking**

**AI’s strongest argument for automation:**

---

**Limitation AI acknowledged:**

---

**Question this raised:**

---

**AI Insights on Activity Alerts**

**How AI would define “unusual”:**

---

**What AI said it CAN’T determine:**

---

**Privacy concern AI raised:**

---

**AI Insights on Adaptive Learning**

**How learning would improve protection:**

---

**Data AI would need to collect:**

---

**Trade-off AI identified:**

---

### Part 3: Group Policy Development (15 minutes)

#### Your Group's Recommendations

Policy Area	Our Recommendation	Our Reasoning	How We Address AI's Limitations
Automatic Blocking Activity Alerts Adaptive Learning			

#### Stakeholder Perspectives

Students would say:

---

AI system would say:

---

Parents would say:

---

Teachers would say:

---

Administrators would say:

---

### Part 4: Reflection (5 minutes)

Where did AI's perspective change your thinking?

---



---

Where did your policies balance AI capabilities with human values?

---



---

What insights emerged from human-AI collaboration that neither could develop alone?

---



---

**What cybersecurity careers work on these kinds of decisions?**

---

---

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