

# 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:

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My biggest concern:

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#### 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”?

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Privacy concern I have:

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**Question 3: Adaptive Learning**

Should SchoolGuard learn from student behavior patterns to improve?

**My position:** [ ] Allow learning [ ] Prohibit [ ] Limit somehow

**Benefit I see:**

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**Risk I worry about:**

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**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:**

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**Limitation AI acknowledged:**

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**Question this raised:**

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**AI Insights on Activity Alerts**

**How AI would define “unusual”:**

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**What AI said it CAN’T determine:**

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**Privacy concern AI raised:**

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**AI Insights on Adaptive Learning**

**How learning would improve protection:**

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**Data AI would need to collect:**

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**Trade-off AI identified:**

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### 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:

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AI system would say:

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Parents would say:

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Teachers would say:

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Administrators would say:

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### Part 4: Reflection (5 minutes)

Where did AI's perspective change your thinking?

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Where did your policies balance AI capabilities with human values?

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

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

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