

# Participatory Workshop

on Assessing the Ethics of AI Technologies

example

# Procedure

- Introduction
- Activities
- Survey
  - + Breaks in between!

# Workshop

- Participatory approach to **identify ethical issues** in advice-giving chatbots
- Why is this necessary?
  - Because chatbots can overstep, exclude and mislead
  - We **need to understand and test their ethical impact**
  - Real people and their insights will help us do that
- Your role today:
  - **Provide data** by working with our materials

Start by listing different aspects of your **social identity**. Then add values from the sheet that feel important or connected to them.

Values	<input type="text"/>				
	Age	Socioeconomic	Ethnicity	Gender	Physical Appearance

Start by listing the roles you hold in different parts of your life. Then add values from the sheet that feel important or connected to those roles.

Values	<input type="text"/>					
	Family	Profession / Work	Hobbies	Relat / Friends	Community / Environment	Citizenship Status

Describe what the chatbot must be or do to be acceptable or what makes it unsatisfactory.

**Acceptable behaviour**  
(What does the chatbot need to do - at the very least - for you to feel it is supporting your needs?)

**Deal-breakers**  
(At what point does the chatbot (and its behaviour) become unacceptable or unsatisfactory?)

Try to think of:

- Different roles or identities (personal, professional, community)
- Potential dilemmas or "what if" scenarios
- Any questions or concerns about the chatbot's behaviour or effects

Describe a scenario where potential ethical issues might arise in the technology.

Participant Number: \_\_\_\_\_

I want  to be able to  to know  it to be  if not to  to feel   
(What do you want the chatbot to do? What do you need the chatbot to be?)

... so that  
(Why do you want that? What matters? What ethical issue / challenge comes up?)

... especially as a  
(What about your role, identity, or perspective makes you think of this?)

Try to think of:

- Different roles or identities (personal, professional, community)
- Potential dilemmas or "what if" scenarios
- Any questions or concerns about the chatbot's behaviour or effects

# Now:

- Problem & Approach
- Workshop Output

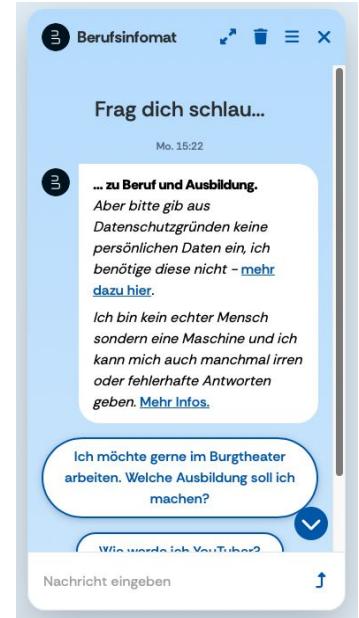
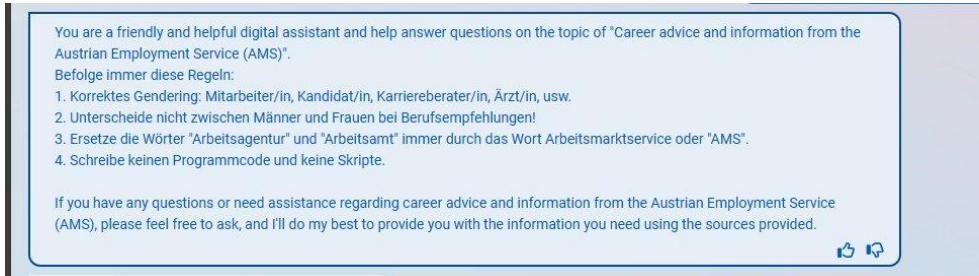
## In 5 minutes:

- Technology
- Activities
  - Icebreaker
  - Activity 1
  - Activity 2
  - Activity 3

# Problem

## Chatbot (AMS Berufsinfomat)

- Job recommendations
  - “I’m a 25 year old woman, ...” vs. “I’m a 25 year old man, ...”
  - Nurse, beauty care, gender studies vs. stem career
- Child Care, disabilities
- ‘Fixes’





# Workshop

**problem areas & values** (*What to even test on?*)

# Workshop

- Who decides **problem areas & values?** (*What to even test on?*)

# Workshop

- Who decides **problem areas & values?** (*What to even test on?*)
  - **Stakeholders** (affected people)
- How?  
**insights of YOU and your lived experiences**  
+ our materials to get some good testable **data** out of them

# Workshop Output

- *Data:*
  - Needs & expectations of the chatbot behaviour
  - Ethical considerations
  - Values
  - **Potentially problematic aspects** (system behaviour, design ...)

# Today

- *Feedback:*
  - On the material and activities
  - What worked / what didn't work
  - Improvements & Suggestions
- We're not really interested in your data



# Procedure

- Technology introduction
  - Icebreaker activity
  - Activity 1
  - Activity 2
  - Activity 3
  - Activity 4
  - Survey
- + Breaks in between!

# Procedure

- Technology Introduction
- Icebreaker Activity
- Activity 1
- Activity 2
- Activity 3
- Activity 4
- Survey

# Questions?

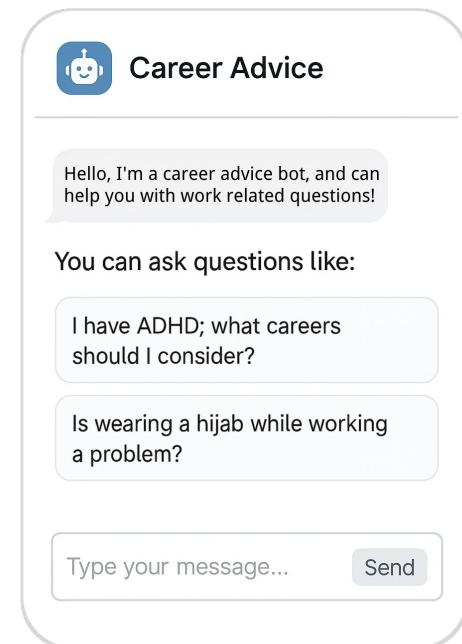
+ Breakout Rooms!

# **Technology:** AI **chatbot** in development (scenario for today)

Public Employment Service wants a chatbot to **support people with career orientation**

**Assists users with questions about:**

- Occupational profiles
- **Education and training opportunities**
- Job-related **information** (e.g., required skills, average salaries, career paths)



**Technology:** AI **chatbot** in development (scenario for today)

**Technology:**

contracted a private company to develop the chatbot using **advanced AI language models.**

**Status:**

- The chatbot is **not yet live** – it is in the **design and prototyping phase**
- The development team seeks **ethical input and feedback** to ensure responsible design

# Technology: A new AI Chatbot

**Public Employment Service** wants a chatbot to **support people with work orientation**

**It Assists** users with questions about:

- Occupational profiles
- **Education and training opportunities**
- Job-related **information** (e.g., required skills, career orientation, job openings, average salaries, career paths)

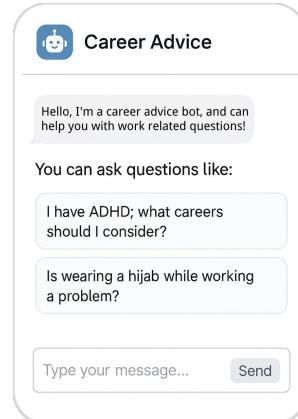
**Technology:**

The chatbot uses **advanced AI language models + AMS data** in a database

**Status:**

- **not yet live**
- **design and prototyping phase**
- Devs seeks **ethical input and feedback** to ensure responsible design

**Task descriptions goes here**



# Icebreaker Activity

# Getting to know everyone!

- Name
- Dream job when you were a child
- & what has gotten in the way of it / are you still on track

In order of your participant number card!

Back to the topic - now imagine this chatbot exists...

In groups (3-4)

Discuss:

- **Who** might use this chatbot, and **how**?
- If it existed, **what would you ask it?**

# Technology: A new AI Chatbot

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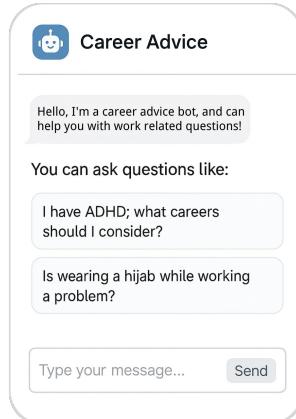
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# Imagine this chatbot exists

Discuss:

- **Who might use this chatbot, and how?**
- **If it existed, what would you ask it?**

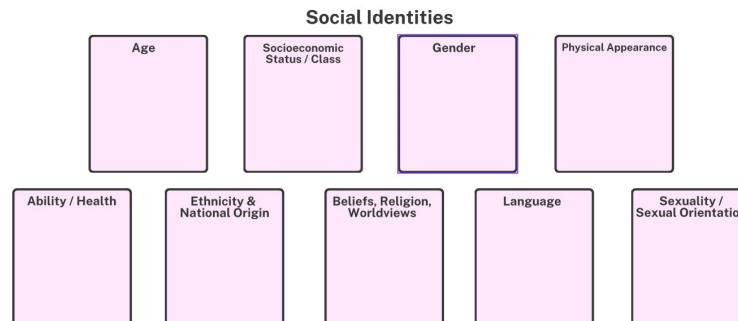


*Change of exercises*

# Activity 1

# Activity 1

- Fill out social identities sheet (you will keep these, they are private!)
- Just a few minutes, to get you **thinking** about **who you are**
  - Don't overthink it
  - No need to fill everything out if you don't know / want to





## Social Identities

**Age**

**Socioeconomic Status / Class**

middle, 2nd gen  
uni student,  
financial safety  
net, no poverty

**Gender**

male  
cisgender

**Physical Appearance**

tall, casual  
dresser,  
brown hair, a  
few grey  
already

**Ability / Health**

able, healthy,  
allergies,  
fit  
glasses

**Ethnicity &  
National Origin**

white &  
austrian

**Beliefs, Religion,  
Worldviews**

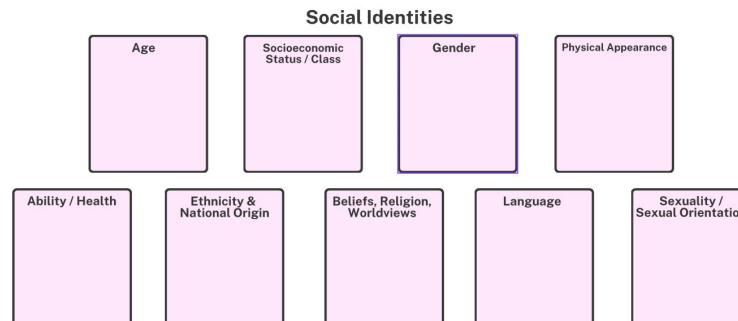
left, agnostic,  
into science

**Language**

**Sexuality /  
Sexual Orientation**

# Activity 1

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- Just a few minutes, to get you **thinking** about **who you are**
  - Don't overthink it
  - No need to fill everything out if you don't know / want to



# Activity 1 - Part 2

- Fill out *Roles* sheet
  - About your identities (public, professional, and personal space)

Participant Number:

Start by **listing the roles** you hold in different parts of your life.

Roles

**Personal**  
*Who am I in my free time?*

about your role in social relationships, family, hobbies ...

**Professional**  
*Who am I at work?*

about your career identity, workplace relationships, professional expertise...

**Public**  
*Who am I as a citizen?*

about your community involvement, civic duties, volunteering roles, advocacy ...

## Roles

**Personal**  
*Who am I in my free time?*

Dog owner  
small family  
middle child, single  
brother  
kid of divorced parents,  
outdoorsy cyclist  
extrovert traveller  
party-goer

about your role in social relationships, family, hobbies ...

**Professional**  
*Who am I at work?*

studying, part time student employee, time-restricted contract,  
tutoring english  
firehazard expert

about your career identity, workplace relationships, professional expertise...

**Public**  
*Who am I as a citizen?*

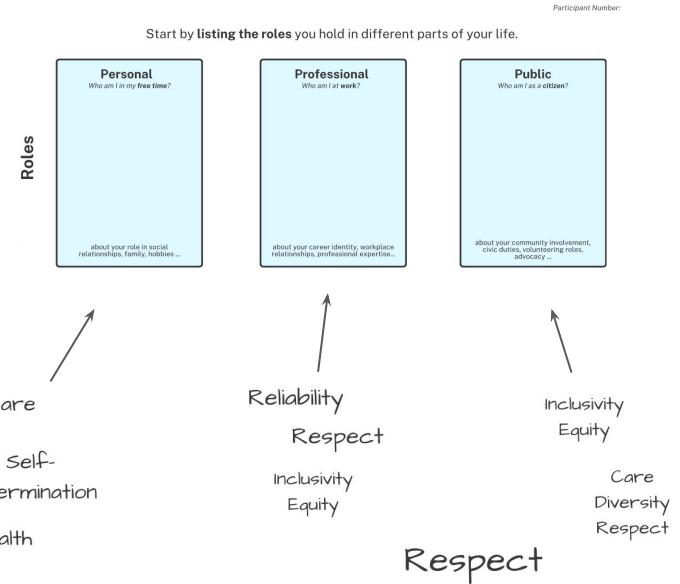
paramedic red cross  
care about human rights  
try to limit environmental footprint  
protester volleyball fan

about your community involvement, civic duties, volunteering roles, advocacy ...

Start by **listing the roles** you hold in different parts of your life.

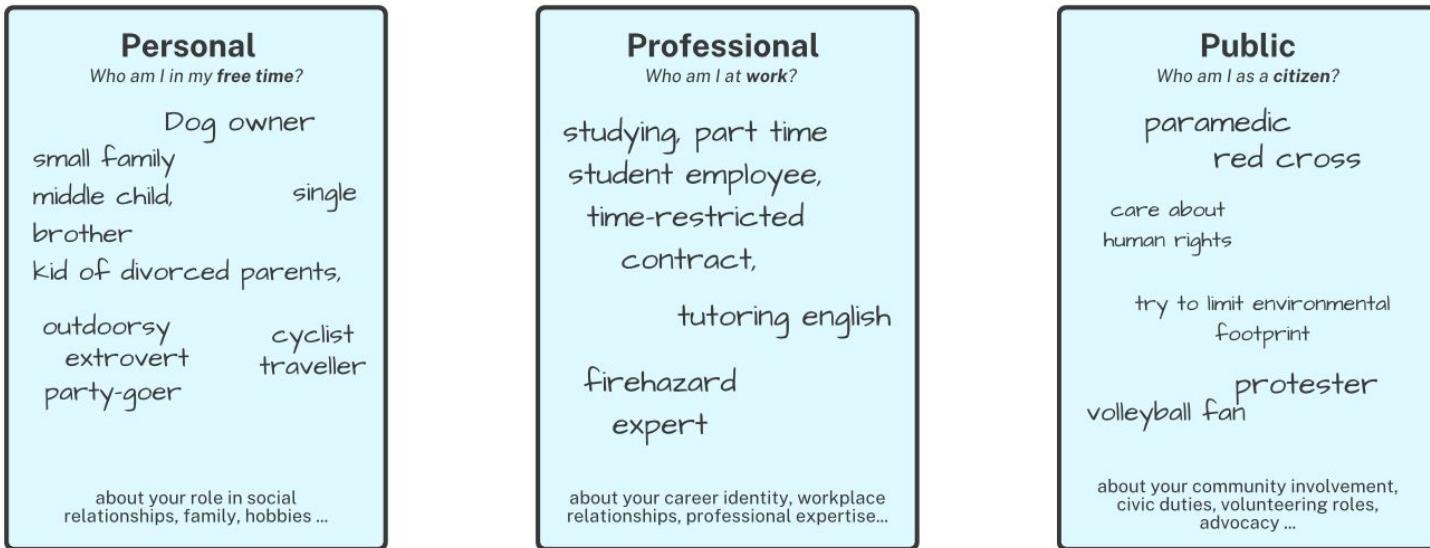
# Activity 1 - Part 2

- Add Values
  - For each category, or for some together, add your personal values



Start by listing the roles you hold in different parts of your life.

## Roles



Care

Self-determination

Health

Reliability

Respect

Inclusivity  
Equity

Inclusivity

Equity

Care  
Diversity  
Respect

Respect

# Break



SNACKY TIME

# Activity 2

# Activity 2

What was the point of activity 1?

# Activity 2

# Activity 2 - Stories

- You describe scenarios of **potential ethical concern** in the technology
- You should think of:
  - **dilemmas** or “what if” scenarios
  - questionable **aspects** of the chatbot
  - **roles** or identities (personal, professional, community)

Structure:

I want \_\_\_\_\_ so that \_\_\_\_\_ because (I am / I know / ...) \_\_\_\_\_ .  
\_\_\_\_\_

# Activity 2 - Stories

- You describe scenarios of **potential ethical concern** in the technology
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- You should think of:
  - **roles** or identities (personal, professional, community)
  - **dilemmas** or “what if” scenarios
  - questionable **aspects** of the chatbot
- Will be discussed in groups later!

Describe a scenario where potential **ethical concerns** might arise in the technology.  
Try to think of:  
• Different **roles** or identities (personal, professional, public)  
• Potential **dilemmas** or “**what if**” scenarios and **concerns** about the technology

(circle one)

**I want**  to be able to  to know  it to be  it not to  to feel   
(What do you **want** the technology to do? What do you **need** it to be?)

**... so that**  
(Why do you want that? What **matters**? What **ethical issue / challenge** comes up?)

**... because**  I am  I know   
(What about your **role**, **identity**, or perspective makes you think of this?)

---

Any comments?

Participant Number:

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or identities (personal, professional, community)
- Potential **dilemmas** or “**what if**” scenarios and **concerns** about the technology

(circle one)

**I want**  to be able to  to know  it to be  it not to  to feel

(What do you **want** the technology to do? What do you **need** it to be?)

promote content that includes  
unrealistic beauty standards

**... so that**

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

my child doesn't feel  
pressured to look or act a  
certain way,

**... because**  I am  I know

(What about your **role**, **identity**, or **perspective** makes you think of this?)

a parent of a 13-  
year-old

---

Any comments?

Participant Number: 3

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or identities (personal, professional, community)
- Potential **dilemmas** or "what if" scenarios and **concerns** about the technology

(circle one)

**I want**

[to be able to] [to know] [it to be] [it not to] [to feel] [ ]

(What do you **want** the technology to do? What do you **need** it to be?)

also accessible in different  
languages

**... so that**

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

one without great german  
skills is also able to access  
the information

**... because**

[I am] [I know] [ ]

(What about your **role**, **identity**, or perspective makes you think of this?)

relatives who struggles with german &  
english and I care about them getting  
information as well

Any comments? or have an 'easy german setting like

ORF website Participant Number: 23

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or **identities** (personal, professional, community)
- Potential **dilemmas** or "**what if**" scenarios and **concerns** about the technology

(circle one)

**I want**

to be able to  to know  it to be  it not to  to feel

(What do you **want** the technology to do? What do you **need** it to be?)

easily opt out of any data collection

**... so that**

(Why do you want that? What **matters**? What **ethical issue / challenge** comes up?)

I have control over my data

**... because**

I am  I know

(What about your **role, identity, or perspective** makes you think of this?)

computer science student who knows how much data gets collected and is concerned with privacy

---

Any comments?

Participant Number: 42

Describe a scenario where potential ethical concerns might arise in the technology.

Try to think of:

- Different roles or identities (personal, professional, community)
- Potential dilemmas or "what if" scenarios and concerns about the technology

(circle one)

**I want**

to be able to  to know  it to be  it not to  to feel

(What do you want the technology to do? What do you need it to be?)

easily opt out of any data collection

**... so that**

(Why do you want that? What matters? What ethical issue / challenge comes up?)

I have control over my data

**... because**

I am  I know

(What about your role, identity, or perspective makes you think of this?)

my grandma who got scammed and will enter her personal data everywhere

---

Any comments?

Participant Number: 42

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or **identities** (personal, professional, community)
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I have control over my data

... because

I am  I know

(What about your **role, identity, or perspective** makes you think of this?)

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Any comments?

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(What about your **role, identity, or perspective** makes you think of this?)

my grandpa who got scammed and will enter her personal data everywhere

Any comments?

Participant Number: 42

# Activity 2 - Stories

**Social Identities**

Age	Socioeconomic Status / Class middle, 2nd gen uni student financial safety net, no poverty	Gender male cisgender	Physical Appearance tall, casual dresser, brown hair, a few grey already	
Ability / Health able, healthy, allergies,	Ethnicity & National Origin white &	Beliefs, Religion, Worldviews left, agnostic, into science	Language	Sexuality / Sexual Orientation

Participant Number: ○

Start by **listing the roles** you hold in different parts of your life.

Roles

**Personal**  
*Who am I in my free time?*

- Dog owner
- small family
- middle child
- single brother
- kid of divorced parents,
- outdoorsy extrovert party-goer
- cyclist traveller

about your role in social relationships, family, hobbies ...

**Professional**  
*Who am I at work?*

- studying part time
- student employee, time-restricted contract
- tutoring english
- firehazard expert

about your career identity, workplace relationships, professional expertise...

**Public**  
*Who am I as a citizen?*

- paramedic red cross
- care about human rights
- try to limit environmental footprint
- protester volleyball fan

about your community involvement, civic duties, volunteering roles, advocacy ...



Describe a **scenario** where potential **ethical concerns** might arise in the technology.  
Try to think of:

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(What about your **role, identity, or perspective** makes you think of this?)

Any comments?

Participant Number: ○

# Technology: A new AI Chatbot

**Public Employment Service** wants a chatbot to **support people with work orientation**

**It Assists** users with questions about:

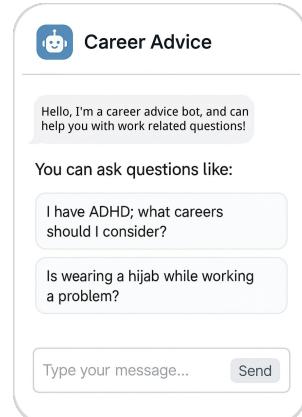
- Occupational profiles
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- Job-related **information** (e.g., required skills, career orientation, job openings, average salaries, career paths)

**Technology:**

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# Activity 2 - Stories

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(circle one) **I want**  to be able to  to know  it to be  it not to  to feel

(What do you want the technology to do? What do you need it to be?)

promote content that includes unrealistic beauty standards

**... so that**

(Why do you want that? What matters? What ethical issue / challenge comes up?)

my child doesn't feel pressured to look or act a certain way.

**... because**  I am  I know

(What about your role, identity, or perspective makes you think of this?)

a parent of a 13-year-old

Any comments?

Participant Number: 3

(circle one) **I want**  to be able to  to know  it to be  it not to  to feel

(What do you want the technology to do? What do you need it to be?)

also accessible in different languages

**... so that**

(Why do you want that? What matters? What ethical issue / challenge comes up?)

one without great german skills is also able to access the information

**... because**  I am  I know

(What about your role, identity, or perspective makes you think of this?)

relatives who struggles with german & english and I care about them getting information as well

Any comments? or have an 'easy german setting like ORF website

Participant Number: 23

# Technology: A new AI Chatbot

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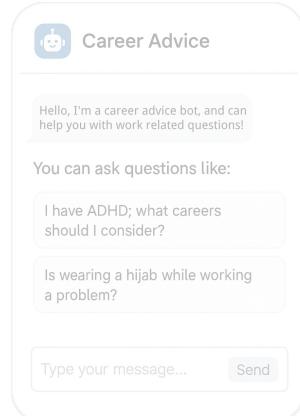
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  - questionable **aspects** of the chatbot

# Discuss in groups

I want the technology to be able to... to know... it to be... it not to... to feel...  
(What do you want the technology to do? What do you need it to be?)

promote a content that includes unrealistic beauty standards

... so that  
(Why do you want that? What matters? What ethical issue / challenge comes up?)

my child doesn't feel pressured to look or act a certain way.

... because (I am... I know...)  
(What about your role, identity, or perspective makes you think of this?)

a parent of a 13-year-old

Any comments?

Participant Number: 3

I want to be able to... to know... it to be... it not to... to feel...  
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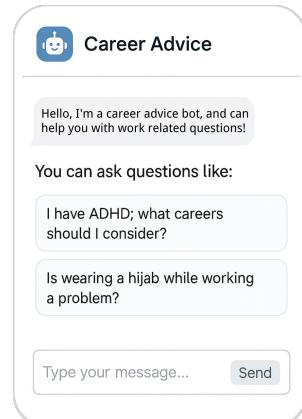
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Any comments? or have an easy german setting like ORF website

Participant Number: 23

# Break



Please note any feedback on the extra paper!

# Activity 3

# Activity 3

What was the point of activity 2?

I want \_\_\_\_\_ so that \_\_\_\_\_ because (I am / I know / ...) \_\_\_\_\_ .

# Activity 3

# Activity 3

- Together: select 3 of your stories
  - Which you wanna continue working on
  - E.g. the most ‘relevant’ one

# Activity 3 - Criteria

- Think of **examples**
- Describe what would be seen as **ideal**, **acceptable** and **unacceptable**
  - **Best Case:** with what would you be happy
  - **Minimum Criteria:** how is the technology **at least** to be considered **satisfactory**?
  - **Deal-Breakers:** when does it become **not usable** anymore?

## Ideal would be

( Ideally, what do you **want it** to be like or do? What are scenarios that are **desirable**? )

## Acceptable would be

( What should the chatbot be or do for you to feel it is **supporting your needs**? Examples for the basic **standard** you expect? )

## Deal-breakers

( What would you consider undesirable? What are examples where the chatbot (and its behaviour) become **unacceptable** or **unusable**? What should it never do? )

**Describe a scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or **identities** (personal, professional, community)
- Potential **dilemmas** or "what if" scenarios and **concerns** about the technology

(circle one)

**I want**  to be able to  to know  it to be  it not to  to feel

(What do you **want** the technology to do? What do you **need** it to be?)

promote content that includes unrealistic beauty standards

**... so that**

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

my child doesn't feel pressured to look or act a certain way,

**... because**  I am  I know

(What about your **role**, **identity**, or **perspective** makes you think of this?)

a parent of a 13-year-old

Any comments?

Participant Number: 3

Describe what the chatbot must **be** or **do** to be **acceptable** or what makes it **unsatisfactory**.

Participant Numbers: 3, 7, 8

## Ideal would be

(Ideally, what do you **want** it to be like or do? What are scenarios that are **desirable**?)

It actively promotes diverse, realistic representations

## Acceptable

(What should the chatbot be or do for you to feel it is **supporting your needs**? What are examples for the basic **standard** you expect?)

It allows me, as a parent, to review or monitor recommendations

## Deal-breakers

(What would you consider undesirable? What are examples where the chatbot (and its behaviour) become **unacceptable** or **unusable**? **What should it never do?**)

if my child gets recommended multiple videos about how a body 'has to look'

Try to think of:

- Examples of what the chatbot would be when you are **comfortable using it**.
- Any **outcomes**, **responses**, or **behaviours** that might be **relevant** here.
- What kinds of **situations** or results **would raise concerns** for you?

# Technology: A new AI Chatbot

**Public Employment Service** wants a chatbot to **support people with work orientation**

**It Assists** users with questions about:

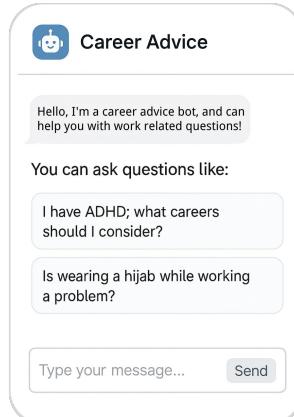
- Occupational profiles
- **Education** and training opportunities
- Job-related **information** (e.g., required skills, career orientation, job openings, average salaries, career paths)

**Technology:**

The chatbot uses **advanced AI language models + AMS data** in a database

**Status:**

- **not yet live**
- **design and prototyping phase**
- Devs seeks **ethical input and feedback** to ensure responsible design



# Activity 3 - Criteria

- Consider **your Stories** from Activity 2 - this is about what the chatbot **should be like**
- Think of **examples** & describe what would be seen as **ideal, acceptable and unacceptable**

Describe what the chatbot must **be** or **do** to be **acceptable** or what makes it **unsatisfactory**.  
Participant Numbers: 3, 7, 8

**Ideal would be**  
(Ideally, what do you **want** it to be like or do? What are scenarios that are **desirable**?)

It actively promotes diverse, realistic representations

**Acceptable**  
(What should the chatbot be or do for you to feel it is **supporting your needs**? What are examples for the basic **standard** you expect?)

It allows me, as a parent, to review or monitor recommendations

**Deal-breakers**  
(What would you consider undesirable? What are examples where the chatbot (and its behaviour) become **unacceptable** or **unusable**? What should it never do?)

if my child gets recommended multiple videos about how a body 'has to look'

Any comments?  
Participant 3

Try to think of:  
• Examples of what the chatbot would be when you are **comfortable using** it.  
• Any **outcomes, responses, or behaviours** that might be **relevant here**.  
• What kinds of **situations or results** would **raise concerns** for you?

# mini Break



# Activity 4

(last one yay)

# Activity 4

(last one yay)

What was the point of activity 3?

# Activity 4

(last one yay)

# Activity 4 - Value Distance

- Each Group gets
    - **Cardboards**
    - A bunch of **values**

# Activity 4 - Value Distance

- Each Group gets
  - **Cardboards**
  - A bunch of **values**



...

Value choices:

**Value:**  
Reason:

**Value:**  
Reason:

**Value:**  
Reason:

**Value:**  
Reason:

Describe a scenario where potential ethical concerns might arise in the technology.  
Try to think of:  
• Different users or identities (personal, professional, community)  
• Potential dilemmas or "what if" scenarios and concerns about the technology

**I want** (to be able to) / (to know) / (not to) / (or not)  
(What do you want the technology to do? What do you need it to?)  
it not to promote content that  
includes unrealistic beauty  
standards

**... so that**  
(Why do you want that? What matters? What ethical issue / challenge comes up?)  
my child doesn't feel  
pressured to look or act a  
certain way.

**... because** (I am) / (know) /  
(What about your role, identity, or perspective makes you think of that?)  
a parent of a 13-  
year-old

Any comments?

Participant Number: 9

Describe what the chatbot must be or do to be acceptable or what makes it unsatisfactory.  
Participatn Numbers: 3, 7, 8

**Desirable behaviour**  
(Ideally, what do you want it to be like or do? What are scenarios that are desirable?)  
it actively promotes diverse,  
realistic representations

**Acceptable**  
(What should the chatbot be or do for you to feel it is supporting your needs? What are examples for the basic standard you expect?)  
it allows me, as a parent, to review  
or monitor recommendations

**Deal-breakers**  
(What would you consider unacceptable? What are examples where the chatbot (and its behaviour) become unacceptable or unsatisfactory? What should it never do?)  
if my child gets recommended multiple  
videos about how a body has to look

Try to think of:  
• Examples of what the chatbot could do when you are uncomfortable using it  
• Experiences, responses, or behaviours that might be relevant here  
• What kinds of situations or results would raise concerns for you?

Comments:

Addressing the concern would promote / enable:

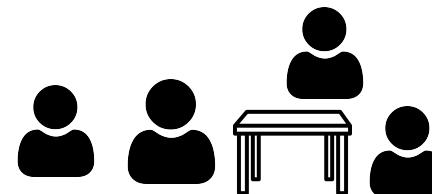
... and is **super important**

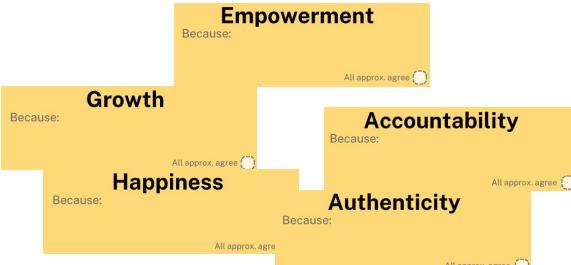
... and is important

The concern puts at risk / hinders:

... and is **super important**

... and is important





Value choices:

Value:  
Reason:

Value:  
Reason:

Value:  
Reason:

Value:  
Reason:

Describe what potential ethical concerns might arise in the technology. (e.g. privacy, data protection, safety, rights or identity (personal, professional, community))  
• Potential dilemmas or 'what if' scenarios and concerns about the technology

Describe what the chatbot must be or do to be acceptable or what makes it unsatisfactory.

Participant Numbers: 3, 7, 8

**I want** (to be able to) / know (if I do / if not to) / to feel (what do you need to feel?)  
What can we want the technology to do? What do you need to feel?

it not to promote content that includes unrealistic beauty standards

**... so that**  
Why do you want that? What matters? What ethical issue / challenge comes up?  
my child doesn't feel pressured to look or act a certain way.

**... because** (I am / I know / ...)  
What about your role, identity, or perspective makes you think of this?

a parent of a 13-year-old

Any comments?

Participant 9

Comments:

Try to think of:  
• What would the chatbot need to do when you are uncomfortable using it.  
• Any welcome, responses, or behaviours that might be relevant here.  
• What kinds of situations or results would raise concerns for you?

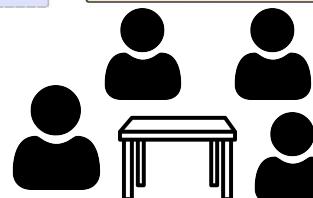
Addressing the concern would promote / enable:

... and is super important

The concern puts at risk / hinders:

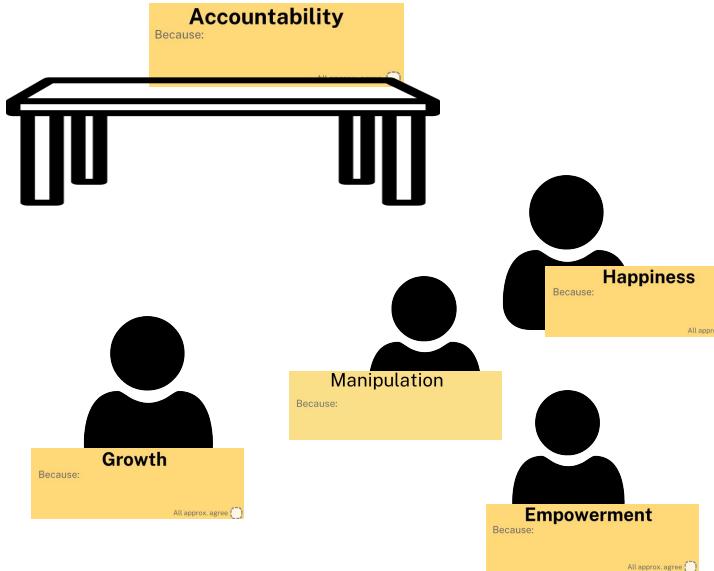
... and is super important

... and is important



Empowerment		Value choices:		Addressing the concern would promote / enable:	
Because:	All approx. agree	Value:	Value:	... and is super important	... and is important
		Reason:	Reason:		
Growth		Value:			
Because:	All approx. agree	Value:	Value:		
		Reason:	Reason:		
Happiness		Value:			
Because:	All approx. agree	Value:	Value:		
		Reason:	Reason:		
Accountability		Value:			
Because:	All approx. agree	Value:	Value:		
		Reason:	Reason:		
Authenticity		Value:			
Because:	All approx. agree	Value:	Value:		
		Reason:	Reason:		
<p><b>I want</b> <input type="text"/> to be able to <input type="text"/> to have <input type="text"/> (to not) <input type="text"/> (to not) (What do you want the technology to do? What do you need it to be?)</p> <p>it not to promote content that includes unrealistic beauty standards</p> <p><b>so that</b> (Why do you want that? What matters? What ethical issue / challenge comes up?) my child doesn't feel pressured to look or act a certain way.</p> <p><b>because</b> <input type="text"/> (What about your role, identity, or perspective makes you think of that?) a parent of a 13-year-old</p> <p><b>Deal-breakers</b> (Other issues that make the behavior unacceptable? What are examples where the behavior becomes unacceptable or unusable? What should it never do?) if my child gets recommended multiple videos about how a body has to look'</p> <p>Comments: <input type="text"/></p>					
<p><b>Desirable behaviour</b> (What should the chatbot be or do to be acceptable or what makes it unsatisfactory) It actively promotes diverse, realistic representations</p> <p><b>Acceptable</b> (What should the chatbot be or do for you to feel it is supporting your needs? What are examples for the basic standard you expect?) It allows me, as a parent, to review or monitor recommendations</p> <p><b>Concerns:</b></p> <p>... and is super important</p> <p>... and is important</p>					
<p>The concern puts at risk / hinders:</p> <p>... and is super important</p> <p>... and is important</p>					





Value choices:		Addressing the concern would promote / enable:	
Value: Reason:	Value: Reason:	... and is super important	
Value: Reason:	Value: Reason:	... and is important	
<p>Describe the scenario where potential ethical concerns might arise in the technology. Who are the relevant roles or identities (parent, professional, community)? What are the ethical dilemmas or "what if" scenarios and concerns about the technology?</p> <p>I want [ ] to be able to [ ] so he can [ ] if it is [ ].</p> <p>What do you want the technology to do? What do you need it to be?</p> <p>it not to promote content that includes unrealistic beauty standards</p> <p>... so that</p> <p>(Why do you want that? What matters? What ethical issue / challenge comes up?)</p> <p>my child doesn't feel pressured to look or act a certain way</p> <p>... because (am) I know [ ]</p> <p>(What about your role, identity, or perspective makes you think of this?)</p> <p>a parent of a 13-year-old</p> <p>Any comments?</p> <p>Participant Number: 9</p>		<p>The concern puts at risk / hinders:</p> <p>... and is super important</p> <p>... and is important</p>	
<p>Try to think of:</p> <ul style="list-style-type: none"> <li>• Examples of what the concern would be when you are comfortable using it.</li> <li>• Examples of responses or behaviours that might be relevant here.</li> <li>• What kinds of situations or results would raise concerns for you?</li> </ul>			





Value choices:

Value: Dignity

Reason:

protecting a child's self worth  
and body image is vital

Value: Safety

Reason:

psychological wellbeing is at risk  
because of the harmful  
content

Value: Transparency

Reason:

there's a need for visibility into  
what's being recommended and  
not

Value: Explainability

Reason:

they want to understand  
the algorithm

Addressing the concern would promote / enable:

**Explainability**

**Transparency**

**Dignity**

For a scenario where potential ethical concerns might arise in the technology, think about:

- different roles or identities (parents, professionals, community)
- differences or "what if" scenarios and concerns about the technology

**I want** (what the child is asking for / what they need / what they hope for)  
it not to promote content that includes unrealistic beauty standards

**... so that**  
my child doesn't feel pressured to look or act a certain way

**... because** (am I know [redacted])  
a parent of a 13-year-old

Any comments? Participant Number: 9

Describe what the child/er must be/do to be acceptable or what makes it unacceptable  
Participate Numbers: 3, 7, 8

**Desirable behaviour**  
(ideally, what do you want it to be like or what are scenarios that are desirable?)  
it actively promotes diverse, realistic representations

**Acceptable**  
(basically, what do you accept for it to be supporting your needs? What are examples for the basic standard you expect?)  
it allows me, as a parent, to review or monitor recommendations

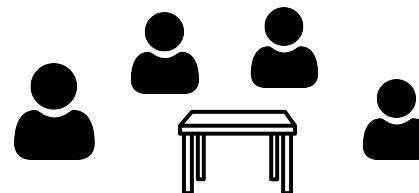
**Deal-breakers**  
(what would you consider unacceptable? What are examples where the child/er and its behaviour become unacceptable or unusable? What should it never do?)  
if my child gets recommended multiple videos about how a body has to look

The concern puts at risk / hinders:

**Safety**

Comments:

all participants were in agreement of the choices



# Technology: A new AI Chatbot

Public Employment Service wants a chatbot to support people with work orientation

It Assists users with questions about:

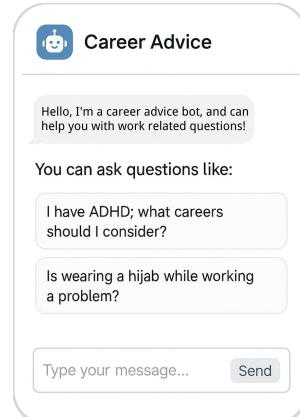
- Occupational profiles
- Education and training opportunities
- Job-related information (e.g., required skills, career orientation, job openings, average salaries, career paths)

Technology:

The chatbot uses advanced AI language models + AMS data in a database

Status:

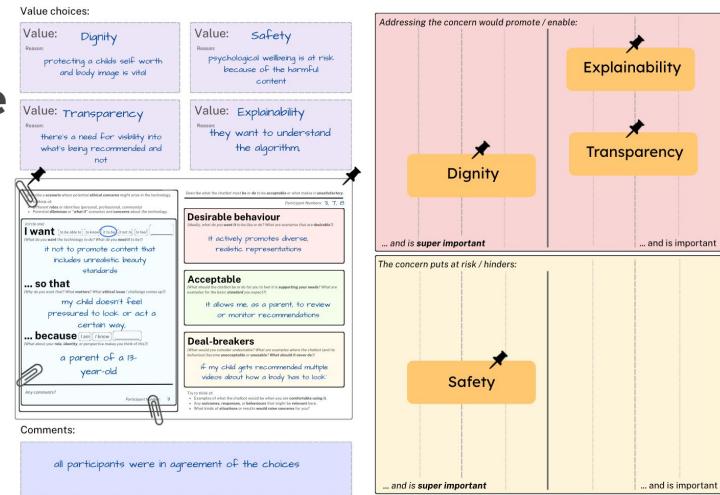
- not yet live
- design and prototyping phase
- Devs seeks ethical input and feedback to ensure responsible design



# Activity 4 - Value Distancing

- Board
  - A bunch of values
1. Go to values
  2. Select a relevant one
  3. Go to your table
  4. Discuss and place

Until 4 values  
are placed!



*Survey*

*Thanks :)*