

Ethics Lab: AI on Trial

Activity Sheet 1

Name: _____

Date: _____

Engage:

Scenario: Who Gets the Spotlight?

A company called VibeSpark makes an AI tool to help young YouTubers get noticed. The AI looks at things like how many views, likes, and comments a video gets. Then it chooses which videos go on the app's "Spotlight" page. Being on the Spotlight page is a big deal — it means lots more people see your videos, you get more followers, and you can even make more money.

After a few weeks, some students notice that the same kinds of channels keep getting featured. They are usually loud and funny, doing pranks, playing fast-paced video games, or making reaction videos with big, silly faces.

But other types of channels aren't being shown to new viewers, like:



- A student who quietly shares cool science experiments you can do at home
- A soft-spoken artist who posts calming drawing lessons
- A group of friends who act out thoughtful skits with costumes and scripts



These videos don't get as many likes or comments right away, so the AI decides they aren't as popular and stops showing them to new people.

① Why do you think VibeSpark's AI tool keeps choosing the same kind of creators?

② Is this AI tool being unfair, or just doing what it is told? How do you know?

Be ready to share and discuss!

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Activity Sheet 2

Name: _____

Date: _____

AI Ethics – Vocabulary Chart

Word	Definition	Image of your own
Fair		
Equitable		
Ethical		

Explore:

How to Evaluate a Case File: Each time you review a Case File, follow these steps as a team:

- ① **Read the scenario aloud together.**
Make sure everyone understands what the AI did.
- ② **Place the scenario card on the track.**
- ③ **Discuss and decide: Was this an ethical AI decision?**
Ask yourselves:
 - Was this decision fair and equitable?
 - Who was helped? Who might have been treated unfairly?
 - Does anything need to be changed?

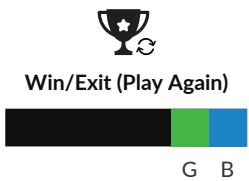
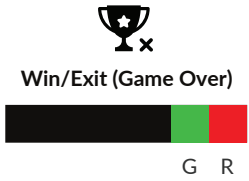
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Activity Sheet 3

Name: _____

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- ④ Place a Color Code on the Decision Strip to show your evaluation.
Your Color Code programs Ozobot to communicate what you believe as an AI Ethicist.

Your Decision	What It Means	Color Codes
Yes - the AI acted ethically	The decision was fair, equitable, and respectful to all. No changes are needed.	 Left at Intersection G BK R  Win/Exit (Play Again) G B
Somewhat ethical - small changes needed	The decision was partially fair and equitable, but could be improved to be even more inclusive.	 Straight at Intersection B BK R  Win/Exit (Game Over) G R
No - the AI did not act ethically	The decision was unfair, harmful, or excluded someone. It needs a large fix.	 Right at Intersection B R G  Win/Exit (Play Again) G B

Be ready to share your decision and rationale using the terms **fair**, **equitable** or **ethical**.

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Activity Sheet 4

Name: _____

Date: _____

Evaluate – Exit Ticket

- ① How can bias show up in an AI system?
Explain in your own words and include an example from today's activity.

- ② Why is it important to notice bias in technology?

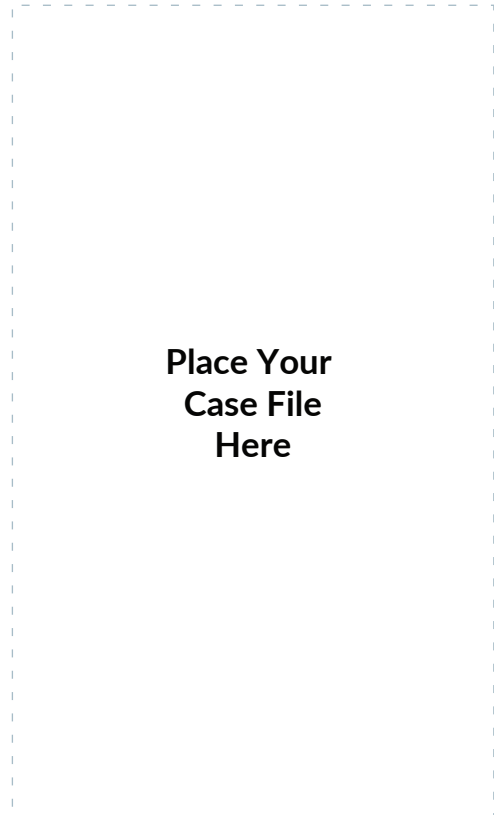
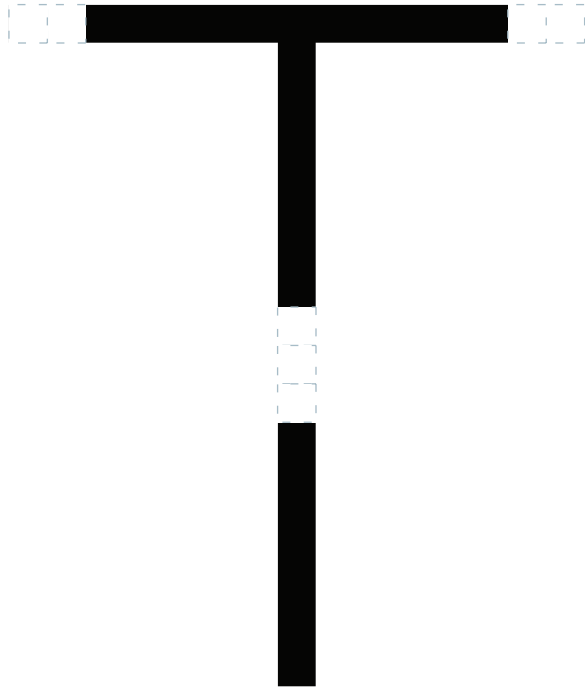
- ③ What is one thing you would tell a friend about how AI can be unfair?

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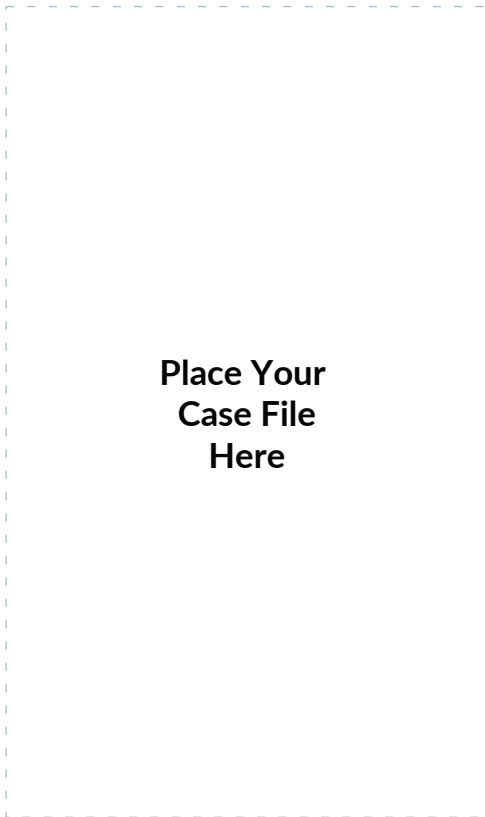
Activity Sheet 5

Name: _____

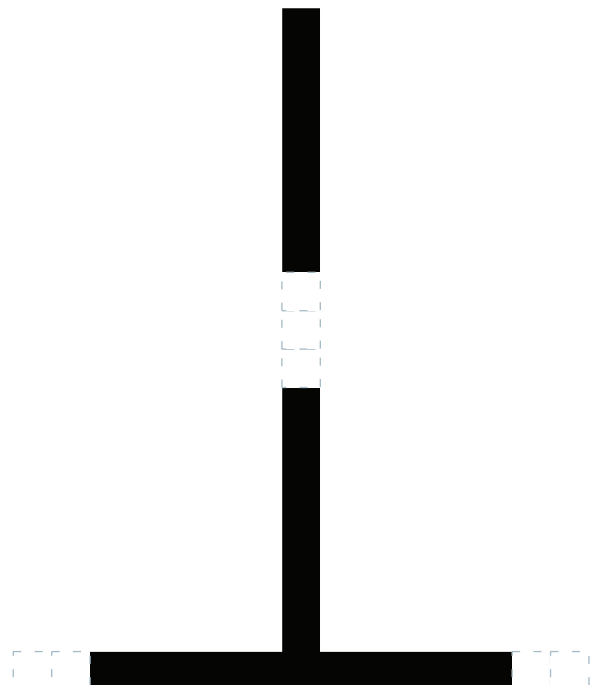
Date: _____



**Place Your
Case File
Here**



**Place Your
Case File
Here**



Ethics Lab: AI on Trial

Teacher Resource

Name: _____

Date: _____

Case File 1: BookBot The school library gets a new AI tool that helps students pick books. The AI learned which books to recommend by looking at the most-checked-out books from the last five years. After a while, students notice something strange. The bot mostly suggests action and adventure stories with boy main characters. It almost never recommends books with girl main characters, nonbinary characters, or main characters of color.	Case File 2: Hall Monitor 3000 The school gets a new AI tool that watches the hallway cameras and tells teachers if it sees students “acting suspicious.” The idea is to help stop bullying before it happens. After a while, students notice something odd. The AI flags some kids more than others, especially kids who walk fast, talk loudly, or wear hoodies. But some of the students it flags haven’t done anything wrong at all.	Case File 3: Lunch Line Bot The school gets a new AI tool to help organize groups in the cafeteria. It tries to be “efficient” by putting students in order based on how fast they usually move through the line. Soon, kids notice that the students who move more slowly are always put at the very end. This means they have less time to eat. Some move slowly because they use wheelchairs or walkers. Others take more time because they have special diets and need to check their food. And some are just joking around and not paying attention.
Case File 4: ArtBot A big digital art contest uses an AI tool called ArtBot to help the judges pick a winner faster. The AI was trained by looking at lots of professional art to “learn what good art looks like.” After a while, students notice something strange. ArtBot starts removing entries that have bright, bold colors, anime-style characters, or art that doesn’t look realistic. Many students use those styles to share their culture or show their creativity, but their work isn’t even making it to the judges.	Case File 5: The Homework Helper AI The school starts using an AI chatbot to give students hints on their homework. It only gives help after the student tries a problem on their own. Homework Helper changes the way it gives hints based on each student’s needs. For example, if a student is still learning English, it might explain the hint using simpler words or show a picture. If a student has trouble reading, it might read the hint out loud whereas if the student reads at a higher level, it might give a more challenging hint. Everyone gets help, but it’s not always the exact same kind of help.	Case File 6: The Reading Partner AI A classroom starts using an AI tool that listens as students read aloud and gives feedback. It might say things like “Great job!” or “Try sounding that out again.” Many students find it helpful, and it often improves their pronunciation. But some bilingual students notice something frustrating. Sometimes, the Reading Partner marks their words wrong, even when they read them correctly. This happens more often when their accent makes the word sound a little different. It doesn’t happen all the time, but when it does, it can be discouraging.