



BridgeAI WP3 Syllabus

By: Fthia in Action



Module 2 AI for Social Inclusion Lesson Plan 1



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Lesson procedure:

Date	
Teaching staff	
Term	
Week	
Year Level	Lower Secondary (10–14)
Time/length (in hours)	2 hours
Key Learning Area	Digital Literacy / Social Studies
Topic/focus	AI-powered accessibility tools
Lesson Name	When AI Removes Learning Barriers
Foreseen Outcomes	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> ● Explain the concept of accessibility in education ● Identify AI tools that support inclusive learning ● Critically evaluate AI tools in terms of usability and fairness ● Reflect on how technology can reduce inequality

Lesson Description

Short description:

This lesson introduces students to AI-powered accessibility tools such as translation, speech-to-text, text-to-speech, and adaptive learning systems. Students explore how these tools help learners with disabilities, language barriers, and different learning needs, using examples presented in the module presentation.

Prerequisites to this lesson plan:

- Computers/tablets (1 per group)
- Internet access
- Projector

- Worksheets (definitions & evaluation)
- BridgeAI Module 2 Presentation

The lesson plan

Duration: 2 hours

Opening: (20 minutes)

The teacher initiates a guided discussion:

- “Do all students learn in the same way?”
- “What difficulties might some students face in school?”
- “What could make learning easier for everyone?”

Students form groups of 4 and complete a task defining **accessibility**, giving at least two examples from everyday school life.

Introduction to New Material:

Using the BridgeAI Module 2 Presentation, the teacher explains:

- What accessibility means
- How AI tools work (basic, non-technical explanation)
- Examples of AI accessibility tools shown in the presentation

The teacher demonstrates one tool shown in the presentation (e.g. translation or speech-to-text) and encourages students to observe:

- Ease of use
- Who benefits most
- Possible difficulties

Guided Practice: (40 minutes)

Students work in groups to analyze different AI tools described in the presentation. Each group completes an evaluation focusing on:

- Target users (disabled learners, migrants, language learners)
- Advantages
- Limitations
- Classroom usefulness

The teacher circulates, supports discussion, and asks reflective questions.

Independent Practice: (20 minutes)

Each group creates an **infographic poster (Canva)** illustrating:

- One AI accessibility tool
- Who it helps
- Why it promotes inclusion

Closing:

Groups briefly present their posters.

Class reflection:

- “Should accessibility tools be available to everyone?”
- “Why is inclusion important in education?”