



BridgeAI WP3 Syllabus

By: Fthia in Action



Module 2 AI for Social Inclusion Lesson Plan 3



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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	Social Studies / Citizenship Education
Topic/focus	Social inclusion and belonging through AI
Lesson Name	Does AI Help Everyone Belong?
Foreseen Outcomes	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> ● Explain what <i>social inclusion</i> means in a school context ● Identify groups that may feel excluded from learning ● Describe how AI tools can support inclusion and participation ● Recognize situations where AI may fail to include everyone ● Express inclusive values such as fairness, empathy, and belonging

Lesson Description

Short description:

This lesson focuses on social inclusion as a human and social issue, not just a technological one. Students explore who feels included or excluded in school, how AI tools can support participation and belonging, and why inclusion requires thoughtful and ethical use of technology. All examples and learning inputs come from the Module 2 presentation.

Prerequisites to this lesson plan:

- Computers or tablets (1 per group)
- Internet access
- Projector
- Worksheets
- BridgeAI Module 2 Presentation

The lesson plan

Duration: 2 hours

Opening: (20 minutes)

The teacher writes on the board:

“Everyone belongs in school.”

The teacher asks:

- “What does it mean to *belong* in a classroom?”
- “How does it feel when someone feels left out?”

Students give short oral responses.

The teacher explains:

“Today we will explore whether AI can help everyone feel included and able to participate.”

Introduction to New Material:

Using the **Module 2 presentation**, the teacher explains:

- The meaning of **social inclusion**
- Examples of students who may feel excluded:
 - Students with disabilities
 - Migrant or refugee students
 - Students who speak minority languages

The teacher reads aloud the following example from the presentation:

“A student cannot follow lessons because they do not understand the language. Another student cannot participate because reading is difficult.”

Teacher asks:

- “Is exclusion always visible?”
- “Can technology help people participate?”

Guided Practice: (40 minutes)

Students work in groups of 4.

The teacher projects or reads aloud **three inclusion situations**:

Situation 1:

“A student does not speak the classroom language well and avoids participating.”

Situation 2:

“A student understands the lesson but struggles to read long texts.”

Situation 3:

“A student feels embarrassed to ask for help and stays silent.”

For **each situation**, groups answer in writing:

1. Why might this student feel excluded?
2. How does exclusion affect learning and confidence?
3. Which AI tool from the presentation could help this student participate?
4. Would the student feel more included after using it? Why?

Teacher circulates and supports discussion.

Independent Practice: (20 minutes)

Each group writes a **short inclusion statement** (6–8 sentences):

“AI helps social inclusion when...”

The statement must include:

- One example of exclusion
- One way AI supports participation
- One reminder that inclusion is about people, not just technology

Closing:

Groups read one sentence from their statement.

Teacher summarizes:

- Inclusion means participation and belonging
- AI can support inclusion, but values matter
- Everyone deserves access to learning