



BridgeAI Syllabus

Module 1: Introduction to AI

Lesson Plan 3: Opportunities and Risks: bias, accessibility, democracy

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Lesson procedure:

Date	
Year Level	Young students
Time/length (in hours)	1.5 hours
Key Learning Area	Ethics, Inclusion & Democracy
Topic/focus	Bias, accessibility, and democratic values in AI
Lesson Name	Opportunities and risks: bias, accessibility, democracy
Foreseen Outcomes	<p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none">• Define algorithmic bias and explain its causes (data quality).• Discuss the risks of deepfakes and misinformation for democracy.• Demonstrate how AI can increase accessibility (tools for visual/hearing impairments).• Create a "Code of Ethics" for safe AI use.
Lesson Description Short description: <p>A critical look at AI technologies. Students engage in scenarios where AI goes wrong (bias) and where it goes right (inclusion), fostering critical thinking about technology's impact on democracy and fairness.</p> Prerequisites to this lesson plan: Projector Computers with internet Case Study Cards (prepared by teacher)	



- Canva

Groups of 4

The lesson plan

Duration: (reminder of the duration)

1.5 hours

Opening:

The teacher gives an introduction by asking: "**Do computers treat everyone equally, or can they be unfair?**" and "**How do we know if a video online is real?**"

The teacher asks students to work in groups of 4 and complete a Worksheet in order to record the definitions of **Algorithmic Bias, Deepfake, Accessibility, and Digital Ethics** with examples.

Introduction to New Material:

The teacher uses a real-time application (e.g., an accessibility tool like a screen reader OR a demonstration of a biased search result) and demonstrates how it works.

He/She asks the students to observe and evaluate its strengths and weaknesses. Questions: "Who is excluded by this tool?", "Who benefits most?"

Then he/she provides students with access to different tools (or case studies of tools) asking them to evaluate each system. In this way, the teacher helps them observe practical examples of ethical dilemmas.

Guided Practice:

he teacher divides the students into groups of 4 and asks them to write reports about the AI tools/scenarios they analyzed earlier, presenting their own views on the functionality and flexibility of these tools.



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Students by using another Worksheet are asked to write the advantages (opportunities) and disadvantages (risks), paying attention to the main principles they discussed to meet the needs of diverse users and communities (fairness, transparency).

He/she monitors their performance and provides immediate feedback on their ethical reasoning.

Independent Practice:

Students are also asked to create an infographic poster using Canva that illustrates the "**Principles of Ethical AI**" (e.g., Fairness, Privacy, Human Control). They should present it as a rulebook for the class.

Closing:

The students present their reports and infographic posters as well and relate their presentations to the earlier discussion on the subject of the course, concluding on the importance of human oversight in AI.



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