



## BridgeAI Syllabus

### Module 5: AI for Active Citizenship

# Lesson Plan 2: Co-designing AI-based civic projects with youth

**November 2025**

**By: SkillsLab21 (France)**



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

## Lesson procedure:

Date	17/11/2025
Year Level	Young students
Time/length (in hours)	2h30
Key Learning Area	Civic innovation and youth collaboration through AI
Topic/focus	Collaborative design of AI solutions to meet community needs
Lesson Name	Co-design AI solutions for our community
Foreseen Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand what 'co-design' means and its importance.</li> <li>• Identify a local civic problem and imagine an AI-supported solution.</li> <li>• Analyse the inclusivity and feasibility of their ideas.</li> </ul>

### Lesson Description

#### Short description:

The students develop in groups ideas for small civic initiatives based on AI addressing local issues (mobility, security, environment, services to young people). They analyse the needs of the community and develop an initial concept.

#### Prerequisites to this lesson plan:

- Computers, tablets or notebooks
- Design thinking sheet (user problem AI solution risks inclusion)
- Projector
- Groups of 4

### The lesson plan

**Duration:** (reminder of the duration)

2 hours and a half



### Opening:

Introductory questions:

- "What problems do you see in your community that technology could solve?"
- "Who should be involved in creating solutions?"

Groups complete a sheet with the definitions: co-design, civic AI, stakeholders, examples.

### Introduction to New Material:

The professor presents a real-life example of civic co-design using AI (e.g. chatbot designed by young people to inform citizens).

Students evaluate usage, target audiences, inclusion.

The professor then shows a simple demonstration (e.g. AI assistant for public services).

Students assess whether these tools really meet the needs of users.

### Guided Practice:

The groups identify:

1. A local problem
2. The people concerned
3. The role that AI could play
4. The risks
5. The necessary elements to ensure inclusivity

They fill out Sheet 2 (design thinking).

The teacher helps.

### Independent Practice:

Students create a conceptual poster on Canva featuring:

- The problem
- The AI solution
- The users concerned
- The aspects of inclusivity and accessibility





## BridgeAI Syllabus - AI for Active Citizenship - Lesson Plan 2

### **Closing:**

Each group presents their project (2 minutes).

The class establishes the links between these projects and the concepts of active citizenship and responsible AI.



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.