



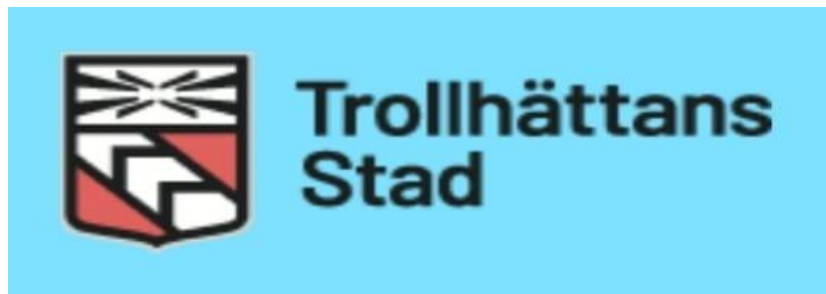
BridgeAI Syllabus

Module 4: Ethics, Diversity, and Human Rights in AI

Lesson Plan 3: **AI and Democracy: Balancing Power and Ethics**

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Lesson Plan 3

Date	
Teaching staff	Teacher
Term	
Week	
Year Level	7-9 grade (13-15 years old)
Time/length (in hours)	60 minutes
Key Learning Area	Social Studies / Digital Citizenship / Ethics
Topic/focus	AI and Democracy – Preserving Rights and Freedoms
Lesson Name	AI and Democracy: Balancing Power and Ethics
Foreseen Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none">● Explain benefits and risks of AI in democratic processes● Debate AI in elections/public decision-making● Reflect on ethical and human rights implications● Explain how AI affects democracy and human rights.● Evaluate the risks and benefits of using AI in public decision-making.● Write a debate preparation report.● Create an infographic summarizing their position.



Lesson Description

Short description:

Students investigate the role of AI in democratic processes, including elections, political information, and decision-making. They discuss risks and benefits, participate in a structured debate, and reflect on how AI can support or threaten human rights and freedoms.

Prerequisites to this lesson plan:

- Devices and Internet access
- Ai access
- Demo AI tools (recommended: misinformation detectors, translation tools, recommendation systems)
- Worksheets A & B
- Canva access
- Groups of four

The lesson plan

Duration: 60 minutes

Opening:

Teacher asks:

- *“Should AI have any role in democracy?”*
- *“Could AI make elections more fair or less fair?”*
- Discuss: “How do you get political info/news?”

Students complete **Worksheet A**, defining:

- Democracy
- Human rights
- Manipulation
- Misinformation



Introduction to New Material:

Teacher shows a real-time application such as:

- Teacher shows AI in news, ads, deepfakes
 - Students analyze pros/cons
 - A misinformation-detection tool
 - A translation AI for public services
 - A content recommender
- Students evaluate:
- Was it accurate for everyone?
 - Easy to understand?
 - Could it influence people unfairly?
- Teacher then assigns other tools for group evaluation

Guided Practice:

In groups of four, students use **Worksheet B** to write a mini-debate report:

- Advantages of AI in elections
- Disadvantages & risks (bias, manipulation, deepfakes, privacy issues)
- Ethical principles affected
- Their group's final stance

The teacher circulates and gives feedback and clarifies misconceptions.

Independent Practice:

Students create a **Canva infographic poster** titled:
“Should AI Be Used in Elections? Our Position”

The poster must include:

- Their chosen side (YES or NO)
- Three main arguments





- One ethical concern
- A concluding statement

Closing:

- Groups quickly present their reports and infographics.
- The teacher ties presentations back to democracy, rights, and the importance of accountable AI.
- Reflection/Exit ticket: “One thing I learned about AI and democracy”
- Optional: write one rule AI should follow to protect human rights

