



Lesson Plan 3

Field	Content
Date	[Date]
Teaching staff	[Teacher's Name]
Semester	[Semester]
Week	[Week number]
Grade	3 rd grade (Age: 9)
Duration (hours)	1 hour (50 minutes)
Key learning area	Civic Education / Media & Digital Literacy
Topic/focus	Civic Participation in the Digital Environment and the Responsible Use of Artificial Intelligence
Lesson Title	<i>Digital World: How AI Helps Us and How It Can Trick Us?</i>
Expected Learning Outcomes	Students will be able to: <ul style="list-style-type: none">• briefly explain what AI is;• give examples of online civic participation;• identify digital risks (fake news, manipulation, filter bubbles);• analyze information using critical thinking;• collaborate and take part in an interactive exercise.

Lesson Description

Short description:

This lesson aims to help students become responsible digital citizens, able to apply critical thinking when using technology. Children discover what artificial intelligence is, how it can help the community,





and what online risks there are, such as disinformation or manipulation. Through an interactive activity, “Digital Truth Detectives”, students analyze two news articles—a real one and a fake one—learning to verify information and justify their decisions. The lesson develops collaboration, attention to sources, and the ability to ask questions—essential skills for civic participation in the digital age.

Prerequisites:

- Devices: tablet / phone / laptop / interactive board (1–2 devices per group)
- Organization: students work in groups of 4
- Materials: printed worksheets, colored pencils, post-its
- Demonstration app: translator, idea generator, educational chatbot etc.

Lesson Flow & Activities (60 Minutes)

Time	Stage	Teacher Activity	Student Activity	Resources/Notes
5 min	1. Hook	Teacher asks: “Have you ever asked your phone for something?” “Can a computer make mistakes?” “Have you seen news that looked real, but... wasn’t?” A fictional message is projected (e.g., “A robot became the mayor of a Romanian city!”).	Students answer and share short experiences. Students vote: true or false?	Intro discussion
2 min	2. Announcing the Topic	Today we will discover how to apply critical thinking when using artificial intelligence, in order to be active and responsible digital citizens.	Students pay attention.	
15 min	3. Teaching New Content	Teacher shows an AI application (quick translation /	Students reflect:	On the board, it says:





		<p>answering a question). SIMPLIFIED CONCEPTS are introduced: ◆ digital civic participation ◆ public opinion ◆ fake news ◆ filter bubble (e.g., “we see only what we like, not necessarily what’s true”)</p>	<p>What can the app do?</p> <p>Where might it be wrong?</p> <p>Who could benefit from it?</p>	<p>What AI does well? / where it may fail? / who uses it?</p>
15 min	<p>4. Knowledge Consolidation – Interactive Exercise</p>	<p>INTERACTIVE EXERCISE <i>“Digital Truth Detectives”</i> Instructions: – Students are divided into groups of 4. – Each group receives a worksheet with two news articles:</p> <ul style="list-style-type: none"> • one real • one fake 	<p>Students identify which news is fake and answer:</p> <p>“What makes us think it’s true?”</p> <p>“How could we verify it?”</p> <p>“What biases might exist?”</p>	<p>Printed worksheets with News A & B;</p> <p>Colored pencils / markers or taking notes;</p> <p>Post-its for group ideas, group conclusions;</p> <p>Digital devices, phone, tablet, laptop to verify the news;</p> <p>Timer (for keeping time).</p>
10 min	<p>5. Reflection & Evaluation</p>	<p>Together with the students, teacher writes a mini civic code on the board 📄 <i>“The Responsible Digital Student Code”</i> ✓ I verify before I believe; ✓ I ask if I’m unsure; ✓ I don’t share information without checking it first ✓ I use technology to help, not to harm.</p>	<p>Students personalize their code and commit to following it from now on.</p>	<p>Colored cards; encourage applying rules in online games and discussions.</p>





3 min	6. Homework	<p>Create a small poster or drawing with the message:</p> <p>☞ “Apply critical thinking when using AI!”</p> <p>or</p> <p>☞ “Responsible digital citizen = information + attention!”</p>		
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EXAMPLES OF APPS FOR TEACHING NEW CONTENT

1. App: Google Lens

What it can do:

- recognize objects, plants, animals;
- translate text in real time;
- find quick information about anything.

Possible demonstration:

The teacher photographs a word from the textbook using Google Lens and the app translates/explains it.

Then the teacher asks:

“Can we always trust what the app tells us?”

“How can we check if the information is reliable?”

Students reflect:

What the app does well?

Quick translations

Where it may fail?

Not always accurate

Who it can help?

Students, tourists, teachers

2. Creative App: AI Music Generator / Voice AI

The teacher generates a short melody with a civic message:

“We think critically when we receive information!”

Students are impressed and then reflect:

- Who created this song?
- A human or a program?
- Can we say the program “thinks”?

Discussion follows: AI helps, but it has no emotions, morality, or critical thinking.

INTERACTIVE EXERCISE: “Digital Truth Detectives”

Goal: Learn to distinguish true information from false information and verify sources.

Organization: Groups of 4.

Duration: 15 minutes.

STUDENT WORKSHEET

Digital Truth Detectives

Read the two news articles below. **Only ONE is real!** Discuss in your group and answer the questions.

News A

“An 8-year-old student from Romania invented a robot that does homework for every child in the class. The robot was awarded by NASA and will be used in schools around the world!”





News B

“A school in Cluj used an artificial intelligence program to translate lessons into Ukrainian, helping refugee students understand the material better.”

GROUP TASKS

Decide which news is true and which is fake.

True: ____

Fake: ____

Explain your choice:

- What makes us think it is true?
- What makes us think it is false?

How can we verify a news story? Check the correct methods:

- Ask a friend
- Search online in several places
- Check if an official sources exist
- Ask the teacher / an adult
- Believe it without verifying

What does this exercise teach us about critical thinking?

Write one sentence:

CLASS PRESENTATION (optional)

Each group presents in one minute:

What did they discover? / How did they think? / What important rule did they learn?

CONCLUSION (on the board):

Together with the students, build the: **“Golden Rule of the Internet”:**
Not everything we read is true — VERIFY before you BELIEVE!





BridgeAI Syllabus Module 3 Lesson Plan 3



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