



# LESSON:

# AI FOR SOCIAL INCLUSION AND EDUCATIONAL INNOVATION

### PREPARED BY: EURASIA



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## Table of Content

INTRODUCTION- PAGE 3
THEME 1: AI FOR SOCIAL INCLUSION, CIVIC ENGAGEMENT, AND EQUALITY- PAGE 5

LESSON: AI For Social Inclusion Purposes And Civic

Engagement: Equality- PAGE 6-13

LESSON: Understanding the Impact of Migration Through Al-

PAGE 14-22

LESSON: AI For Social Inclusion Purposes - Citizenship and

Democracy- PAGE 23-31

LESSON: Evaluating the Impact of AI on Social Inclusion and

Civic Engagement: Migration and AI- PAGE 32-40

LESSON: Evaluating the Impact of AI on Social Inclusion and

Civic Engagement : Contributing to Equality PAGE 41- 49

LESSON: Evaluating the Impact of AI on Social Inclusion and Civic Engagement in Citizenship and Democracy PAGE: 50-58 LESSON: Writing for Vulnerable Social Groups Using Artificial

Intelligence" PAGE: 59-71

### THEME 2: LEGAL AND ETHICAL DIMENSIONS OF AI PAGE - 72

LESSON: What are Ethics In AI? PAGE 73-85

LESSON: Ethical Challenges in AI Systems PAGE: 86-97 LESSON: Building Ethical AI Frameworks PAGE 98-106

LESSON: Regulatory Challenges and Ethical Considerations

in AI Development PAGE 107 -121

LESSON: Advanced Exploration of AI and Legal Issues PAGE

122-134

LESSON: Legal Aspects of Al Implementation PAGE 135-145

LESSON: Understanding and Engaging in AI Development

PAGE 146-158



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#### THEME 3: LANGUAGE, LITERACY, AND COMMUNICATION THROUGH A



**PAGE 159** 

LESSON: Using AI as Scaffolding for Vocabulary Building PAGE 160-172

LESSON: Composing Poetic Verses: Limericks and Haikus Using AI PAGE:

173-182

LESSON: Creative Script Writing Using Chatgpt PAGE:183-189

LESSON: A Song About Human Rights PAGE 190-196

LESSON: "Languages and Religions" Presentation of My Homeland PAGE 197-

211

#### THEME 4: EDUCATION, HEALTH, AND WELL-BEING PAGE 212

LESSON: Food and Health PAGE 213-226

LESSON: Developing a Healthy Lifestyle with AI Assistance PAGE:227-235

LESSON: Learning English through evaluating AI systems for Diverse Users

and Communities PAGE -236- 247

# THEME 5: AI IN GEOGRAPHY, ECONOMICS, AND ENTREPRENEURSHIP PAGE: 248

LESSON: Exploring Asia: Harnessing Artificial Intellingence in Geography

PAGE:249-257

LESSON: The Rational Consumer: Navigating Economic Choices with AI PAGE:

258- 266

LESSON: The AI Revolution: Navigating Social and Economic Changes PAGE

267-274

LESSON: Exploring AI: Empowering Entrepreneurs and Consumers PAGE 275-

281

#### THEME 6: AI, FAIRNESS, AND CRITICAL THINKING PAGE: 282

LESSON: Critical Thinking in Daily Life AI in the Modern World PAGE: 283-300 LESSON: A 6th Grade Exploration of Bias and Fairness in AI Communication

PAGE: 301-308

#### THEME 7: INTERCULTURAL EXCHANGE AND CREATIVE EXPRESSION

PAGE: 309

LESSON: Building Bridges: Refugee and Greek Students Talk about Their

Countries PAGE:310-316



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### INTRODUCTION



In today's world, due to rapid advancements in the field of technology, Artificial intelligence (AI) came to the point of affecting the way we live and connect. In that regard, our Erasmus Plus Ka2 Project titled:" The Next Generation of Al Policy Makers: Innovative Approaches to Al Education for A Diverse Society (2023-EL01-KA220-SCH-000152718)" is designed to develop an education package that aimed at using AI for social inclusion of newcomer students into the society. To strengthen the profiles of the teachers on how to use AI for integrating newcomer students. Empower students aged 10-18, including refugees, migrants, and marginalized individuals, to shape the norms, values, and rules of Al. Increase student literacy in Al-related technical, ethical, and legal issues. Create documents outlining the principles for the development and use of AI. Foster a meaningful dialogue between natives and nonnatives and create a supportive environment for such a dialogue. Ensure social inclusion and equal digital education opportunities for sustainable growth and development. Likewise, this e-book, designed under the framework of "The Next Generation of Al Policy Makers: Innovative Approaches to AI Education for A Diverse Society (2023-EL01-KA220-SCH-000152718)" Erasmus Plus project, aims for a positive change in society.

This collaborative endevaor is the result of a dynamic project management consortium team from Türkiye, Czech Republic, Romania, Greece and Hungary. This work would not be possible without each partners' unique expertise and contributions. The lesson contents compiled in this e-book are the outcomes of months of dedicated work by teachers, youth workers, curriculum developers, and students. Each chapter reflects how AI can be used not just as a technological tool, but as a means to inspire empathy, creativity, fairness, and civic responsibility.

We have a strong belief in, at the end of the publication, readers will also gain a deeper understanding of how AI can be used promote inclusive values in diverse learning environments besides our lesson-based insights (ethics, geography, health and citizenship).

Hence, this is an open call for educators, students and policymakers to explore this compilation and join us in shaping a future where AI serves all people—fairly, ethically, and inclusively.



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# THEME 1: AI FOR SOCIAL INCLUSION, CIVIC ENGAGEMENT, AND EQUALITY

Before we delve into AI, we should first and foremost examine how artificial intelligence can be a strong tool for promoting civic engagement, social inclusion and fostering equality. The following lesson contents present diverse approaches to leveraging AI for building inclusive societies and democratic participation.

LESSON: AI For Social Inclusion Purposes And Civic Engagement: Equality- **PAGE 6-13** 

LESSON: Understanding the Impact of Migration Through Al-PAGE 14- 22

LESSON: AI For Social Inclusion Purposes - Citizenship and Democracy-PAGE 23- 31

LESSON: Evaluating the Impact of AI on Social Inclusion and Civic Engagement: Migration and AI **PAGE 32-40** 

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# THE NEXT GENERATION OF AI POLICY MAKERS:

INNOVATIVE, APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

AI FOR SOCIAL INCLUSION PURPOSES AND CIVIC ENGAGEMENT: EQUALITY

Prepared by:

# PARTNER EURASIA



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# Introduction Welcome to the ATHENA LESSON CONTENT!

This book primarily targets students coming from disadvantaged backgrounds and to familiarize them with how AI can be used to promote social inclusion & civic engagement. This book would like to introduce this subject by using the concept of "equality". Throughout the book, multiple ways of learning will be promoted to be used by the students such as: real-life examples, digital tools and interactive discussions. As a result, it is aimed that students will develop an understanding of fairness, diversity, and the role of technology in achieving equality & social inclusion.

# **Key Learning Objectives:**

- Understand what equality is.
- Use and correlate different materials to prevent inequality.
- Get an introduction about different tools related to AI





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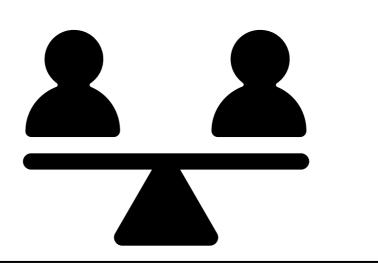












#### **Understanding Equality**

#### What is Equality?

#### **Equality:**

It refers to having same opportunities, resources, rights, regardless of everyone's ethnicity, background and gender.

#### **Social Inclusion:**

It stands for the process of improving dignity, opportunities, and participation of disadvantaged groups.

#### Diversity?

Diversity acknowledges value differences in culture, language, abilities, and experiences among people.

#### Suggested Activity For this Section:

Students will discuss real-life examples of equality and inequality among themselves for 10 minutes.



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#### What is Artificial Intelligence (AI)?

Al is the general name of the computer systems perform tasks that usually needs human intelligence like decision making, problem solving etc.

#### **How Can AI Promote Social Inclusion?**

This can happen in several ways. They namely are:

Through personalized learning experiences. Via real-time translation and text-to-speech services.

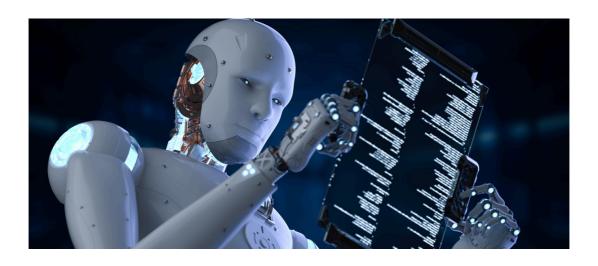
Assisting students with disabilities through adaptive technologies.

#### **Suggested Activity For this Section:**

Students will be assigned with the duty of exploring some AI tools and discuss their benefits:

- 1. MagicSchool
- 2. Teachable







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#### **AI Tools for Equality**

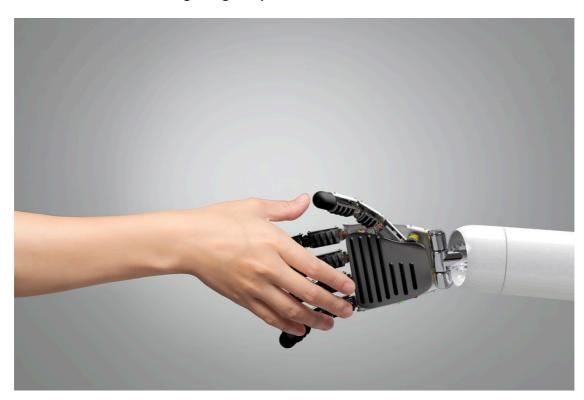


#### Some Al tools applicable to the inclusive education:

- MagicSchool: Al-powered learning platform.
- Teachable: Al-assisted class creation.
- Google Translate & Speech-to-Text: Supporting multilingual education.

#### **Suggested Classroom Activity:**

Students in the classroom are separated from their usual friend groups. Max group of 6 students. They chose one disadvantage as: Visually impaired, person with one arm, refugee etc. and uses one AI search tool for creating a game that will include all of these disadvantaged groups and discuss the results.



In the end, students should appoint one person from each of their groups to present results.



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# Ethical Challenges of AI in Education: Some AI related risks:

- Bias in AI algorithms can lead to unfair outcomes.
- Privacy concerns regarding student data.

#### **Suggested Classroom Activity:**

Students use the Internet and search engines for some jobs like nurse, soldier and discusses search results in terms of gender bias and ethical aspect of this situation.

-Students use the same AI tool that they have used from the beginning of this course and ask it to draw them based on the information given since the beginning of this course. Discussion on the topic of this phenomenon: The more information they share with these type of tools, more they might be exposed to risks in terms of leakage of personal information.



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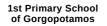




### Some assignments to earn additional points

ldea 1:	Students use the Magicschool platform and do the homeworks that have been previously assigned them by their teachers.
Idea 2:	Creating class newsletters on the topic of what we have learned this week in this lesson and disseminating to the families.
ldea 3:	Enroll to the online course via the Teachable platform that has been designed and assigned to you by your teacher.

















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# THE NEXT GENERATION OF AI POLICY MAKERS:

INNOVATIVE, APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

# UNDERSTANDING THE IMPACT OF MIGRATION THROUGH AI

Prepared by:

## PARTNER EURASIA



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# Page 1: Introduction Welcome to the ATHENA LESSON CONTENT!

This book primarily targets students coming from disadvantaged backgrounds and to familiarize them with how AI can be used to understand impact of the Migration. Throughout this book, multiple ways of learning will be promoted to be used by the students such as: real-life examples, digital tools and interactive discussions. As a result, it is aimed that students will develop an understanding of migration and related challenges.

# Key Learning Objectives:

- Understand what Migration is.
- Use and correlate different materials to understand how Al can be used in understanding Migration.
- Understand the role of AI in addressing migration issues.
- Correlate different aspects of migration with AI applications.
- Get an introduction to various tools that support social inclusion for migrants.





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# Understanding Migration What is Migration?

#### **Migration:**

The word stands for depicting movement of people from one place to another. This movement can be both within the country or across the borders. Reasons for this movement varies from people and their backgrounds. To illustrate, they might be seeking for safety, education opportunities, better jobs and/or reuniting with family.

#### What is AI?:

Al enables computers to realize various top level functions like translate languages, analyzing data, making recommendations etc. Al is used to refer this set of technologies.

#### **Suggested Activity for this Section:**

The teacher draws an empty bubble on the board. In it, each student names an artificial intelligence tool they know/use. Group activity to do brainstorming on the topic of Migration and how these AI tools might help to the challenges faced by migrants today.



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# How AI Can Help Understanding Migration:

- It can Track Migration Patterns: Via analysing social media posts, satellite images and governmental data it might also collect statistical data for revealing why and where people are moving.
  - It might help migrants to find jobs via AI fostered job searching platforms.
  - It might help immigrants to overcome language barriers.









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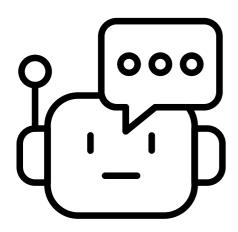
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# How AI Can Help Understanding Migration:

- Al can play facilitating role in the migration process via Chatbots and virtual assistants
- Via providing fast and 24/7 Al-powered education platforms.
- Collecting data regarding migration patterns and helping governments & humanitarian organizations to allocate resources accordingly.





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#### Al and Migration:

#### **Suggested Activity For this Section:**

Students will be assigned with the duty of downloading some technological tools and discuss their benefits:

- **MigApp:** That can provide migrants option for money transfer services, securing documents, gathering information about global incidents etc.
- -Delving deep into project's like: **GeoMatch** which is designed for helping governments and resettlement agencies find the locations where refugees and migrants are most likely to thrive.
- -Discussion on the topic of Pros and Cons of Al usage in Migration based on the following **IOM report**. Also can be accessed via QR Code:



99

"AI is becoming a bridge over troubled waters for migrants, helping them navigate language barriers, job searches, and social integration."

-ChatGpt.



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#### Homework activity:

Students will construct groups and will present their works on one of the following topics:

- In what ways can technology help bridge cultural gaps?
- How can AI be a tool for social change in migration?
- What responsibilities do we have as global citizens regarding migration?
- How can we ensure that technology serves all people equitably?

#### **Suggested Classroom Activity:**

Watch the following video on Migration and discuss. https://www.youtube.com/watch?v=yW9zC81poDc

QR code is also available:





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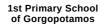




### Some assignments to earn additional points

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Idea 2:	Creating class newsletters on the topic of what we have learned this week in this lesson and disseminating to the families.
Idea 3:	Enroll to the online course via the Teachable platform that has been designed and assigned to you by your teacher.













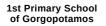




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# THE NEXT GENERATION OF AI POLICY MAKERS:

INNOVATIVE, APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

AI FOR SOCIAL INCLUSION PROPOSES - CITIZENSHIP AND DEMOCRACY

Prepared by:

# PARTNER EURASIA



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# Introduction Welcome to the ATHENA LESSON CONTENT!

This book primarily targets primary school students coming from disadvantaged backgrounds and aims to familiarize them being digital citizens which is essential to understand how AI works and how it can either include or exclude certain groups in society Thus, throughout this book, multiple ways of learning will be promoted, to be used by the students such as: real-life examples, digital tools and interactive discussions.

# **Key Learning Objectives:**

- The basic principles of AI and its applications.
- The relationship between AI, citizenship, and democracy.
- The importance of social inclusion in a digital society.
- How to use technology responsibly to engage in civic activities.





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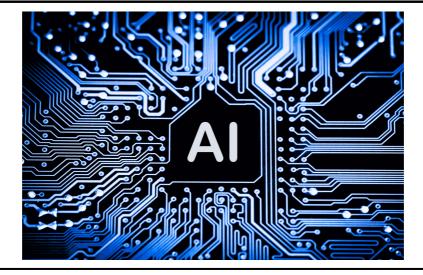


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#### Understanding Artificial Intelligence (AI)

#### What is AI?

#### AI:

AI is the general name of computer systems and/or machines that mimic human actions like learning,problem-solvinf and reasoning. It is getting widely used via smart assistants, educational platforms and recommendation systems.

#### Suggested activity for this section:

The teacher draws an empty bubble on the board. In it, each student names an artificial intelligence tool they know/use.

Additionally, teacher uses one AI tool online to ask AI itself the forms of AI for their usage on this topic and shows on the screen.



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# Why Does Al Matter for Citizenship and Democracy?

Al has prominent effects on the relationship between citizens and governments. It can detect corruption and/or inequality while helping governments to distribute public services efficiently. Moreover, it can provide marginalized people a great help to empower and equalize via enabling them to acquire access to information & digital participation tools. To illustrate, Al related translation tools enable to provide information on the topic of legal systems, voting rights etc. to immigrants.



#### **Group Activity**

"Choose one community issue—how could AI help solve it?"





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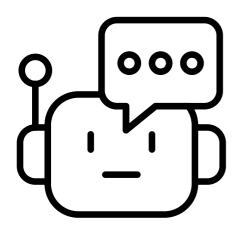






# Being a Responsible Citizen in a Digital Age

Digital citizenship stands for the ability of understanding how Artifical intelligence affects our duties and rights. In order to understand, students need to be knowledgable on the topic of digital literacy, critical thinking and ethical thinking.



#### Group Reflection

"What responsibilities do we have when using AI?"





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#### Al and Ethics:

In case of copy-paste style usage, without critical thinking, AI systems can reinforce biases. To illustrate, some facial recognition systems were detected to be misidentifying people of color more often than others which leads to unfairness.

#### Some other key concerns are:

- Data Privacy
- Access Inequality

#### **Questions to discuss:**

- "Should AI decide who gets into college?
- "How can we prevent AI from becoming discriminatory?"

#### Classroom Activity: Teacher's Storytelling:

- Aim: Helping kids to imagine how prejudices of AI can affect real life.
- Activity: Teacher creates a hypothetical AI robot making biased decisions (e.g., only helping people wearing black shoes).
   Classroom discusses how the robot could have learned to make fair decisions. Teacher lets kids write their own version of the story, where the robot learns to be inclusive.



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#### A Collective Creative Project Attempt – Al for Change

#### **X** Activity Description

Teacher forms groups of students and assign them a community problem for finding probable solutions via the AI. This would promote active citizenship as well as empathy and innovation.

#### Suggested Topics

- Bullying
- Disabilities
- Discrimination



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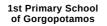




### Some assignments to earn additional points

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Idea 2:	Creating class newsletters on the topic of what we have learned this week in this lesson and disseminating to the families.
Idea 3:	Enroll to the online course via the Teachable platform that has been designed and assigned to you by your teacher.

















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# THE NEXT GENERATION OF AI POLICY MAKERS:

INNOVATIVE, APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

EVALUATING THE IMPACT OF AI ON SOCIAL INCLUSION AND CIVIC ENGAGEMENT: MIGRATION AND AI

Prepared by:

### PARTNER EURASIA



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# Page 1: Introduction Welcome to the ATHENA LESSON CONTENT!

This book primarily targets students coming from disadvantaged backgrounds and invites them evaluating the impact of AI on social inclusion and civic engagement on the topic of migration and AI. Throughout this book, multiple ways of learning will be promoted to be used by the students such as: real-life examples, digital tools and interactive discussions. As a result, it is aimed that students will develop an understanding of migration and related challenges.

# **Key Learning Objectives:**

- Understand the role of AI in addressing migration issues.
- Correlate different aspects of migration with Al applications.
- Explore how Al can promote social inclusion and improve civic engagement for migrants.
- Use different digital tools and platforms to learn about migration and AI solutions.





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#### Starting with a question:

• Have you ever moved to a new place due to necessity and as a result, had to learn a new language or change your whole social environment?

According to 2020's data, Around 281 million people living in a country other than their countries of birth in total. This lesson is dedicated to make their lives easier with the help of AI- also known as migrants.

#### **Primary Goals:**

- Understand what AI is.
- Learn the meaning of migration.
- See how AI helps people feel included in their new homes.
- Create your own ideas to help migrants using technology.



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#### 

#### **Meaning of Migration:**

It means moving from one place to another. This might stem from various reasons like searching for work, better life, and/or safety.

#### • Activity:

Think-Pair-Share: "Why do people move? Talk with a friend and write 3 reasons." Then present it to other friends.





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Ali is 18 years old and he is from Türkiye. He just moved to a new city in South East for an internship. Discuss what kind of problems he might be encountering.

**Suggestion for class activity:** This comics was generated by using "comicsmaker.ai". Teacher and students also create one in classroom environment via this type of AI platform and writes a 3-5 pages long story about personal challenges of migration.



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### What is AI?

Al stands for artificial intelligence, refers machines or computers that can learn and think.

Here are some examples: Siri, Chatbots, Google Translate, ChatGPT, Deepl, Youtube recommendations etc.

## How is AI related with Migrants? How does it help?

There are some primary fields that migrants need the assistance in various degrees.

**Language:** Online translators like Deepl and Google Translate are helpful for migrants to communicate in other languages.

**Jobs:** All is helpful for migrants to find work related with their skills.

**Health:** All helps connecting people with doctors online.

**Legal Help:** People might acquire instant information about their rights and help via the chatbots.



"AI is the digital bridge where new voices cross into belonging."
-ChatGpt.





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## **Case Study:**

"What would you say to someone new in your class who doesn't speak your language? Use Google Translate to try!"

#### Homework:

Make a group of 2-3 people. Choose one of the above-mentioned areas (language,jobs,doctors or law). Find an AI tool and fill out the following information related.

- Tool name
- What does it do?
- How does it help migrants?



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## Some assignments to earn additional points

ldea 1:	Create an "AI Helper for Migrants" Comic Strip. Objective: Show how an AI tool helps a migrant child solve a problem. Format: Hand-drawn
Idea 2:	Design a Poster: "Al for Everyone" Objective: Create a poster showing how Al makes life easier for different people, especially migrants. Tools: Canva, Google Slides, or handmade with paper and markers.
Idea 3:	Present all these AI tools in the field of helping migrants & social inclusion in the format of "breaking news" via using the following free platform: vidnoz ai



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## THE NEXT GENERATION OF AI POLICY MAKERS:

INNOVATIVE, APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

EVALUATING THE IMPACT OF AI ON SOCIAL INCLUSION AND CIVIC ENGAGEMENT : CONTRIBUTING TO EQUALITY

Prepared by:

PARTNER EURASIA



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## Key Learning Objectives:

- Understand how Al can contribute to or challenge social equality and inclusion.
- Analyze how Al can influence civic engagement, democratic participation, and equal access to resources.
- Identify both the positive and negative consequences of Al in various social contexts (e.g., education, healthcare, public services).
- Use digital tools to engage with Al-based applications that promote equality and fairness.
- Correlate the role of AI in addressing issues like discrimination, inequality, and bias.

# Introduction Welcome to the ATHENA LESSON CONTENT!

This book primarily targets students coming from disadvantaged backgrounds and invites them evaluating the impact of AI, contributing equality. Throughout the book, multiple ways of learning will be promoted to be used by the students such as: real-life examples, digital tools and interactive discussions. As a result, it is aimed that students will develop an understanding of equality under the social sciences framework.







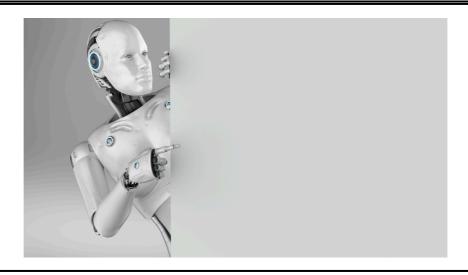


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## Starting with a question:

- How do we use AI in daily life?
- Education (e.g., reading apps that help students learn better)

  Healthcare (e.g., robots that remind old people to take medicine)
- 👤 Law Enforcement (e.g., cameras that try to stop crime)

Draw lines between correlated responses of the following chart, prepared by Chatgpt 😌

Al Tool
Siri / Alexa
Health Robot
Smart Cane
Job-Matching App



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## **Can Al Contribute to Make Life More Fair?**

Students will be divided into groups (5 person per group)

## **Cases for group discussion:**

Case 1: Al voice assistant which doesn't understand accents

Case 2: A teaching app that aligns with different learning speeds

Case 3: A job hiring bot that picks mostly women



#### **Discuss:**

- Do above-mentioned AI applications sound fair? Please ellaborate more.
- Who does it help or exclude?





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A company uses AI to recruit new workers, but it keeps choosing women. Why do you think this is the case?

## Answer

This is the case because AI learns from the old data. In this scenerio old data belonged mostly to female employees, and this paved the way for biased recruits. AI systems would persist inequality until we fix them.



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Our next aim is to fix this inequality within AI systems.

**Mission: Fix the Bias** 

## **Assign roles:**

- Job Applicants
- Colleagues fixing the AI
- Company managers

Role-play how the company can change the AI to be fair to everyone.

"Today, we're going to help AI put on its fair glasses!
Because just like people, AI sometimes needs help to see clearly and treat
everyone right." -ChatGpt.



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### Fair or Not? - Al Detectives Game

## Which one of these AI tools are Fair / Unfair:

- 1. A tutoring app that supports students with dyslexia
- 2. A job bot that skips anyone without wearing glasses
- 3. A smart helper that speaks many languages
- 4. A voting info app that only works on expensive phones





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## Some assignments to earn additional points

	ldea 1:	<ul> <li>Drawing</li> <li>Draw your own robot friend that helps people equally.</li> <li>Write a short story (4–5 sentences) based on this drawing. Tell us more about your robot and how it helps someone who feels being discriminated.</li> </ul>
	Idea 2:	<ul> <li>Create a Poster – "Fairness for All!". It can be a drawing.</li> <li>Include at least one way AI can help people and inclusion.</li> <li>Use drawings, symbols, or simple words to express your ideas.</li> </ul>
(ds. A	Idea 3:	Present all these AI tools for promoting fairness in the format of "breaking news" via using the following free platform: vidnoz ai  1st Primary School of Gorgopotamos  EAAHNIKH AHMOKPATIA YTOUPYGIO TRUBELOG, OPPOREUJAG



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## THE NEXT GENERATION OF AI POLICY MAKERS:

INNOVATIVE, APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

EVALUATING THE IMPACT OF AI ON SOCIAL INCLUSION AND CIVIC ENGAGEMENT IN CITIZENSHIP AND DEMOCRACY

Prepared by:

PARTNER EURASIA



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## Key Learning Objectives:

- Understand the concept of AI (Artificial Intelligence) and its role in shaping society.
- Explore the intersection of AI, social inclusion, and civic engagement.
- Evaluate how Al can either promote or hinder citizenship and democracy.
- Use and correlate different tools to assess the social impact of AI on marginalized groups.
- Engage in discussion and reflection about the ethical implications of AI on social justice and democratic participation.

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# Introduction Welcome to the ATHENA LESSON CONTENT!

This book primarily targets students coming from disadvantaged backgrounds and invites them evaluating the impact of AI on social inclusion and civic engagement via citizenship and democracy. Throughout the book, multiple ways of learning will be promoted to be used by the students such as: real-life examples, digital tools and interactive discussions. As a result, it is aimed that students will develop an understanding of social inclusion under the social sciences framework.









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## Let's start with a question:

"What machines can think or make decisions like humans?"

Al means artificial intelligence when machines are intelligent as people. Some examples are, Alexa, Siri, Youtube recommendations, smart traffic lights. Discuss furthermore this question in the classroom environment.





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## Al and Our Society - Is Al Fair to All of Us



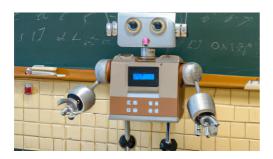
Examine the pictures on this page.

"Who do you think these robots are helping? Is there anyone excluded?



## **Discussion Questions:**

- Can AI help people with disabilities or to disadvantaged youth?
- Can everyone use AI? Why or why not?









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## What is Citizenship, Civic Engagement and Democracy?

- Citizenship = Being a good member of your country or community.
- Civic Engagement = Helping your community via voting, helping others and sharing ideas etc.
- Democracy: a manner to make decisions where everyone has a voice. In a democratic country, everyone's voice matters—no matter how big or small!

## A pop-up question:

Ali and Ayşe developed a project idea, a robot that cleans the recreational areas, for example; parks. Is that an example of civic engagement? Discuss in the classroom environment.



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## **Activity:**

Students are divided into group of 4 people.

They are assigned to explore one of the following topics:

- 1. Al in Education
- 2. Al in Healthcare
- 3. Al in Social Media
- 4. AI in Democracy
- **Each** group prepares a simple poster answering the following questions:
  - What does AI do in this area?
  - Who does it help?
  - Could it be unfair sometimes?





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## Some assignments to earn additional points

# Do you think AI helps or hurts your community? Depict your answer by drawing. Students write: 2 new things they learned One idea they have for making AI more fair Present all these AI tools for promoting citizenship and democracy in the format of "breaking news" via using the following free platform: vidnoz ai



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## THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

"WRITING FOR VULNERABLE SOCIAL GROUPS USING ARTIFICIAL INTELLIGENCE"

Prepared by:

DIEFTHINSI PROTOBATMIAS EKPAIDEFSIS FTIOTIDAS



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### Introduction

The critical role of artificial intelligence (AI) in transforming daily life and education, emphasizing the need for thoughtful design that accommodates diverse users and communities. With the integration of AI into various applications, such as smart assistants and chatbots, it is essential to follow guiding principles outlined in the European Action Plan for Digital Education. These principles promote a high-performance digital education ecosystem and the development of digital skills. AI can enhance teaching by identifying individual learning needs and allowing for personalized educational experiences. However, educators must carefully consider factors like reliability, fairness, and data privacy when selecting AI systems.



## **Key Learning Objectives:**

- •Understanding the importance of effective communication in expressing thoughts and experiences
- •Using vocabulary and grammar accurately to convey messages
- •Reflecting on personal experiences to enhance writing
- •Tailoring language to suit the intended audience
- •Emphasizing empathy and understanding towards individuals from vulnerable social groups



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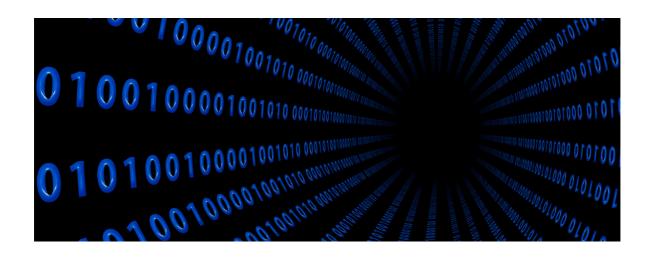








Furthermore, the design of AI systems must prioritize accessibility, ethical considerations, and human-centered approaches to ensure inclusivity and respect for cultural diversity. Basic design principles should address barriers, discrimination, and the varying needs of users, while ethical guidelines should promote transparency, accountability, and social well-being. As technology continues to evolve, the design of AI should focus on personalization and interculturalism, fostering environments that empower all individuals. By adopting a holistic approach centered on inclusion and ethical considerations, designers can create AI systems that enrich lives across different backgrounds.





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#### Lesson:

"Our Romani friends"-write a composition or a social story

**Subject:Language-Anthology of Literary Texts** 

**Duration: 2 hours** 

Theme: Languages, Religions, and Cultures through AI Tools

**Target Group: Mixed groups (Greek + Roma students)** 



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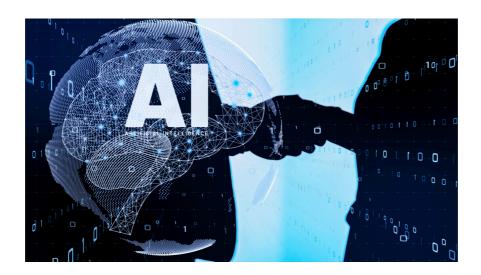


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## At the end of the lesson, students are expected to be able to:

- Reflect on their personal experiences to improve written expression
- Choose the right tools to adapt language to fit the audience's needs
- Enhance acceptance and understanding of the culture of individuals belonging to vulnerable social groups
- Understand the importance of meaningful and effective communication in fostering relationships of trust and respect
- Practice accurate use of vocabulary and grammar for conveying messages





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### **Materials:**

- Computers/tablets
- Internet access
- Interactive whiteboard
- Al tools: MagicSchool, Translate It!, Content Creator
- UNICEF website: Romani Children in Greece
- Presentation software (Google Slides, Canva, PowerPoint, etc.)







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# I. Lead-In & Introduction (15 mins) Goal: Spark curiosity and frame the topic Activity:Display a question on the interactive whiteboard:

➤ "Why is it important to listen to and amplify the voices of vulnerable social groups in our society?"

Brief discussion using think-pair-share method.

## **Key Concepts:**

What is a "vulnerable social group"?
Who are the Romani people? (Use images, UNICEF videos)





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## II. Introduction to Artificial Intelligence (20 mins)

Goal: Build AI awareness and introduce supportive tools

#### **Mini-Lecture with Demos:**

Define AI and its role in communication and inclusion.

Showcase tools such as:

- MagicSchool AI writing assistance, prompts
- Google Translate bridging language gaps
- Voice Typing (Google Docs)

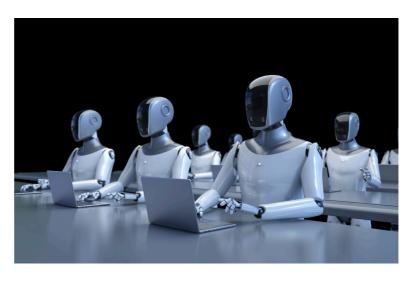
#### **Discussion Prompt:**

• "How might AI help a Romani student express their story more clearly?"

## **Critical Thinking Task:**

- In groups, evaluate tools based on:
  - Usability
  - Accessibility
  - Transparency
  - Cultural sensitivity







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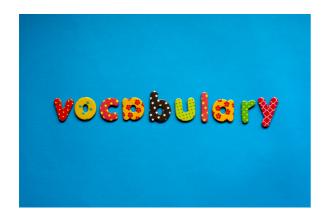


## III. Guided Practice (25 mins) Goal: Explore AI application in writing Group Work:

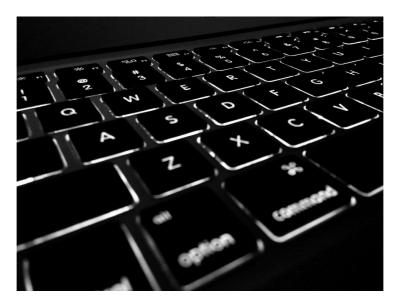
- Each group (2 Greek students + 2 Rom students) brainstorms and selects a social issue:
- ➤ Examples: school inclusion, language barriers, cultural misunderstanding
  - Use AI tools to generate writing prompts or translate ideas.

### Support:

• Teachers rotate to scaffold questions, guide vocabulary use, and facilitate tool interaction.









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## IV. Independent Practice (30 mins)



Goal: Create a short composition or social story

#### Task Instructions:

- Title: "Our Romani Friends"
- Use ICT/AI tools to:
  - Write (in Greek, then translate to English)
  - Check grammar and coherence
- Topics should reflect empathy and personal or imagined experiences of inclusion/exclusion.

## **Student Output:**

- 1-page story or composition
- Description of the AI tool(s) used and why they were chosen





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- Students pair up and share their stories
- Volunteers present group stories to the class



## **Discussion Questions:**

- How did AI help you express your ideas?
- What did you learn about Romani culture?
- Why is empathy important in storytelling?

## Wrap-Up:

Highlight how technology can promote respect and equality





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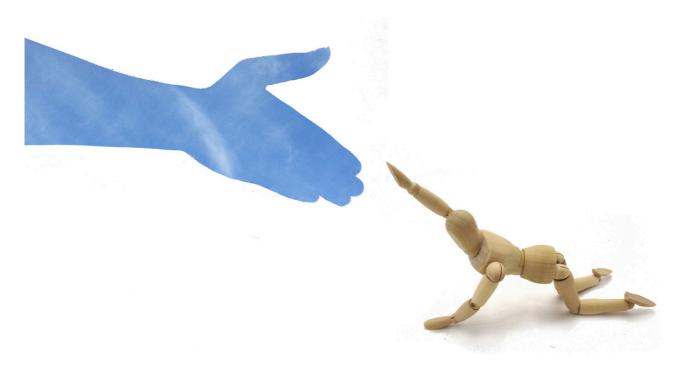




## **Optional Extension (Homework)** Explore:

➤ How does UNICEF use technology to support the rights of vulnerable children?

Write a brief paragraph or draw a comic explaining one example.





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### THEME 2: LEGAL AND ETHICAL DIMENSIONS OF AI

As AI and technology in general became integrated into society, understanding the legal, ethical, and regulatory issues is essential. The following lesson contents examine the complexities and responsibilities involved in AI development and implementation.

-LESSON: What are Ethics In AI? PAGE 73-85

-LESSON: Ethical Challenges in AI Systems PAGE: 86-97

-LESSON: Building Ethical AI Frameworks PAGE 98- 106

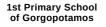
-LESSON: Regulatory Challenges and Ethical Considerations in Al Development **PAGE 107 -121** 

LESSON: Advanced Exploration of AI and Legal Issues **PAGE 122-134** 

-LESSON: Legal Aspects of AI Implementation PAGE 135- 145

-LESSON: Understanding and Engaging in AI Development **PAGE 146-158** 

















# THE NEXT GENERATION OF AI POLICY MAKERS: "INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

## LESSON

WHAT ARE ETHICS IN AI

Prepared by:

Bercsényi Miklós Elementary School



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#### **Foreword**



Artificial Intelligence is transforming our world in ways that were once the stuff of science fiction. From virtual assistants like Siri and Alexa to selfdrivingcars and medical diagnosis systems, AI is playing an increasing role in our daily lives. But as AI becomes more powerful, it also raises important ethical questions. Should AI be allowed to make life-and-death decisions in healthcare? How do we ensure that AI is fair and unbiased? Can we trust AI to make choices that align with human values? These questions lie at the heart of AI ethics Ethics, at its core, is the study of what is right and wrong. It helps individuals and societies determine how to behave and what principles should quide decision-making. Just as humans must navigate ethical dilemmas in everyday life, AI systems must be programmed with ethical considerations to ensure they operate responsibly. The challenge is that AI does not "think" or have moral reasoning like humans—it follows patterns and rules set by its developers. This means the ethical responsibility falls on those who create and deploy Al systems. One key ethical issue in Al is fairness. Al systems should not discriminate against certain groups or individuals, but this can be difficult to ensure. Forinstance, an AI system used to approve loans might unintentionally favor one demographic over another if it is trained on biased data. Ensuring fairness in AI requires diverse and representative datasets, as well as constant monitoring to prevent discriminatory outcomes.



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Lesson Title: What are Ethics in Al

In this lesson students will explore the concept of ethics in general, then

apply it to Artificial Intelligence (AI). They will define AI ethics and examine its importance in shaping AI systems that benefit society.

Duration: 45 minutes

Grade Level: 8th-12th grade













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#### **INTRODUCTION (10 minutes)**



**Objective:** Engage students in thinking about ethics in everyday life to build a

foundation for AI ethics.

#### Greeting & Warm-Up (2 min)

- Teacher welcomes students and writes the question on the board: "What does it mean to do the right thing?"
- Students take 30 seconds to silently reflect on the question.

#### Think-Pair-Share (3 min)

- Students turn to a partner and share their thoughts for one minute each.
- Teacher walks around, listens, and picks a few students to share their ideas
   with the class.

#### Class Discussion on Ethics (5 min)

- Teacher asks students: "Can you think of a time when you had to decide between right and wrong?"
- Students raise hands and share examples.

Teacher introduces the definition of ethics and writes it on the board.Quick brainstorm: "Where do we see ethical decisions in daily life?" (e.g., sports, school, social media, technology, etc.)



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#### 2. EXPLORATION (15 minutes)

**Objective:** Introduce students to AI ethics through reading and group work.

<u>Introduction to AI Ethics</u> (2 min)

- Teacher asks: "What is Artificial Intelligence?"
- A few students share their understanding.
- Teacher provides a simple definition and writes it on the board.
- Connection: "Just like people, AI can also make decisions. But should it always be trusted?" insight to class.

#### Reading Activity (8 min)

- Teacher distributes printed copies of "What Is AI Ethics?" article. (see on page 7-8)
- Students form small groups
   (3-4 students per group).
- Each group reads and highlights key points.
- Teacher walks around, assisting as needed.

#### Group Discussion & Insights (5 min)

- Each group shares one key insight from the article.
- Teacher writes student responses on the board under three categories:
- Fairness
- Accountability
- Transparency



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#### **DISCUSSION AND DEBATE (15 minutes)**



**Objective:** Students compare ethical and unethical AI examples and engage in critical thinking.

#### Ethical vs. Unethical AI Examples (5 minutes)

- Teacher presents two cases:
- Unethical AI: A hiring algorithm that rejects female applicants more often than male applicants.
- Ethical AI: A medical AI that helps diagnose diseases accurately for all patients.
- Students discuss: "What makes one ethical and the other unethical?"
- Teacher facilitates discussion and summarizes key points.

Debate activity: "Should AI always prioritize fairness over

efficiency?" (10 min)



- Classroom splits into two teams (one argues for fairness, the other for efficiency).
- Students take 3 minutes to prepare arguments.
- Each team presents their arguments in a structured debate format.
- Teacher moderates, ensuring all voices are



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#### 4. CONCLUSION (5 minutes)

**Objective:** Reinforce key takeaways and assess student understanding.

#### Summarizing Key Principles (2 min)

- Teacher asks: "What are the three key ethical principles in AI?"
- Students answer: Fairness, Accountability, Transparency.
- Teacher writes them on the board and reviews their importance.

#### Exit Ticket Activity (3 min)

- Teacher hands out index cards.
- Students write a one-sentence definition of ethics in Al.
- Teacher collects cards as students leave.

#### Materials & Equipment Needed:

- Whiteboard & markers
- Printed copies of "What Is AI Ethics?" (see p.7-9)
- Highlighters for students
- Index cards for exit tickets



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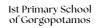


#### What is AI Ethics



Artificial Intelligence (AI) is a powerful technology that helps computers make decisions, learn from data, and solve problems. We see AI in everyday life, from virtual assistants like Siri and Alexa to recommendation systems on YouTube and Netflix. But as AI becomes more advanced, it raises important questions about fairness, responsibility, and trust. This is where AI ethics comes in.











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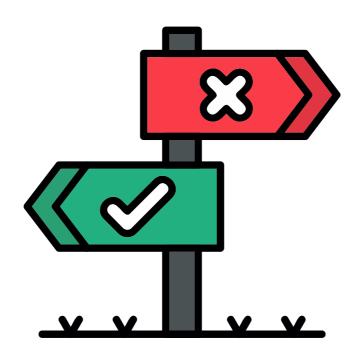


#### What Are Ethics?

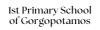
Ethics is the study of what is right and wrong. People use ethics to decide how they should act in different situations. For example, if you find money on the ground, should you keep it or try to return it? Ethics helps us answer these kinds of questions.

#### Why Do We Need Ethics in AI?

All makes decisions that can affect people's lives, so it must be designed and used in a fair and responsible way. Without ethical guidelines, All could make mistakes or be used unfairly. Here are some key ethical principles that All should follow.













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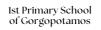
#### 1. Fairness

All should treat everyone equally. If an All system is used to hire employees, it should not favor one group of people over another. Unfortunately, some All systems have been found to be biased. For example, an All used by companies to review job applications was unfairly rejecting female applicants because it had learned from past hiring decisions that favored men. Ethical All must be fair to all.

#### 3. Accountability

Someone must be responsible for AI decisions. If an AI system makes a mistake, such as recommending the wrong medical treatment, we need to know who is responsible and how to fix the problem. Companies and programmers must ensure that AI systems are tested properly and that mistakes can be corrected.











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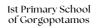


#### 3. Transparency

People should be able to understand how AI makes decisions. If a self-driving car gets into an accident, we need to know why it happened. AI should not be a "black box" that makes secret decisions. Instead, it should be designed in a way that allows people to see and understand how it works.













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#### **Examples of Ethical and Unethical Al**

#### **Ethical AI Example:**

Al in healthcare can help doctors diagnose diseases. A fair and transparent Al system can analyze medical scans and detect illnesses more accurately and quickly than humans. This helps doctors save lives.

#### **Unethical AI Example:**

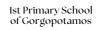
Some social media platforms use AI to recommend content, but they sometimes show false information or harmful content to keep people engaged. This can spread misinformation and negatively impact society. Ethical AI should prevent this from happening.



#### Conclusion

All is a powerful tool, but it must be used responsibly. Ethical All follows principles like fairness, accountability, and transparency to ensure that it benefits everyone. As All becomes more common in our daily lives, it is important to think about how we can use it in a way that is fair and just.











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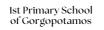
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# THE NEXT GENERATION OF AI POLICY MAKERS: "INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

## LESSON

### ETHICAL CHALLENGES IN AI SYSTEMS

Prepared by:

Bercsényi Miklós Elementary School



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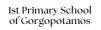




#### **Foreword**

As Artificial Intelligence continues to evolve, its impact on society becomes increasingly profound. At is now embedded in critical healthcare, law enforcement, finance, sectors such as education. While these advancements bring immense benefits, they also raise significant ethical challenges. How can we ensure that Al-driven systems remain fair, unbiased, and transparent? What happens when AI makes mistakes that affect people's lives? Who is responsible when an autonomous system fails? These are some of the pressing ethical questions that must be addressed. One of the biggest concerns in AI ethics is bias in AI models. AI systems learn from historical data, but if that data reflects societal biases, the AI may reproduce and even amplify discrimination. For example, AI used in job hiring has, in some cases, favored male applicants over female candidates because it was trained on past hiring patterns that were biased. Without intervention, AI risks reinforcing existing inequalities rather than eliminating them.











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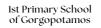






Another major challenge is privacy and data security. Many Al systems rely on vast amounts of personal data to function effectively. Social media platforms, for instance, use AI to personalize content, but this often comes at the expense of user privacy. If AI is to be used ethically, it must respect privacy rights and ensure data protection. Accountability is another fundamental determining issue. The challenge is who should be held responsible: the developer, the company deploying the AI, or the AI system itself? Current legal frameworks struggle to address these dilemmas, making it essential to establish clear accountability structures in AI deployment.











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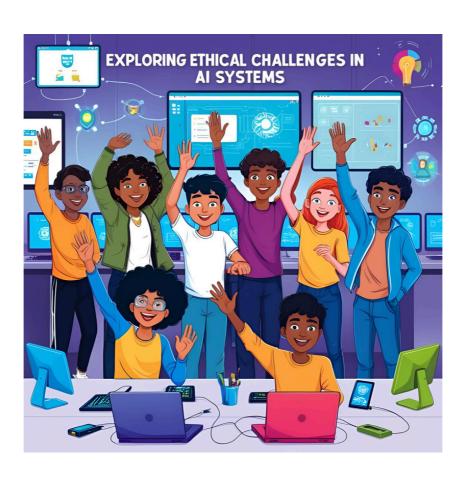


#### Lesson Title: Ethical Challenges in Al Systems

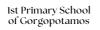
This lesson explores ethical dilemmas in artificial intelligence, such as bias, privacy concerns, and accountability. Students will analyze real-world scenarios, discuss implications, and propose ethical solutions.

Duration: 2 x 45 minutes

Grade Level: 8th-12th grade













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#### **SESSION 1: 45 minutes**



#### **Objectives:**

By the end of the lesson, students will:

- 1. Identify ethical challenges in AI.
- 2. Analyze real-world case studies and their societal impact.
- 3. Propose solutions to mitigate ethical dilemmas.

#### **Materials Needed:**

- Whiteboard and markers
- Projector and computer
- Video clip: Al Bias in Hiring (https://www.youtube.com/watch?v=ETLbypgFVvs&t=286s)
- Printed case study worksheets (see p. 6-8)

#### Introduction (10 min)

- Teacher: "Can machines make biased decisions? Why or why not?"
- Students: Share ideas; teacher writes responses on the board.
- Video Clip (5 minutes): Play a short news clip about AI bias in hiring.

#### Think-Pair-Share (7 min):

- Students jot down immediate reactions.
- Pair up and discuss their thoughts.
- Share key takeaways with the class.





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#### <u> Case Study Analysis (30 min)</u>



#### Group Work Setup (5 minutes)

- Divide students into small groups (4–5 students per group).
- Assign case studies (see p. 6-7)
  - Al Bias in Hiring
  - Privacy Violations in Data Collection
  - Accountability in Autonomous Vehicles
- Assign roles: Reader, Recorder, Presenter, Timekeeper.
- Groups complete a worksheet:
  - What happened?
  - What ethical issues arose?
  - Who was affected?
  - How could this issue be prevented?
- Groups create a poster or digital slide summarizing their findings.

#### End of Session 1

 Homework: Research another real-world AI ethics case and bring one key insight to class.



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#### SESSION 2: 45 minutes



#### **Group Presentations** (20 min)

- Each group presents their case analysis
- Teacher-led discussion: After each presentation, ask:
  - How does this ethical challenge relate to society at large?
  - What are possible consequences if left unaddressed?



#### Whole-Class Debate (15 min)

- Debate Prompt: "Should AI systems be strictly regulated to prevent ethical issues?"
- Assign two teams: one for regulation and one against strict regulation.
- Each team gets 5 minutes to prepare arguments.
- Debate Format:
  - Each team presents their stance (3 min each).
  - Open discussion and rebuttals (4 min).
  - Teacher summarizes key points.



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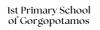


#### **Reflection Activity (10 min)**

- Students write: "Which ethical challenge in AI do you think is the most urgent and why?"
- Collect reflections to assess comprehension.













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#### Case Study 1: Al Bias in Hiring

#### Scenario:

A company decides to use an AI-based hiring system to screen job applicants. The AI was trained using past hiring data, which favored male candidates over female candidates. As a result, the AI starts rejecting more female applicants, even if they are equally qualified.

#### **Discussion Questions:**

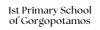
- 1. Why do you think the AI system became biased?
- 2. How might this bias impact job applicants and the company?
- 3. What changes could be made to ensure fairness in AI hiring systems?

#### **Activity:**

Imagine you are a policymaker. Write three rules that companies should follow to prevent AI bias in hiring.













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#### Case Study 2: Privacy Violations in Data Collection



#### Scenario:

A social media platform collects user data to improve recommendations. However, users are unaware that their private messages and search history are being stored and sold to advertisers. Some users find out and feel their privacy has been violated.

#### **Discussion Questions:**

- 1. Should companies be allowed to collect and sell user data without clear permission? Why or why not?
- 2. What risks arise when companies store too much personal information?
- 3. How can laws or regulations help protect user privacy?

#### **Activity:**

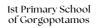
Work in pairs to create a "Fair Data Policy" for a social media platform.

Your policy should explain:

- What data can be collected?
- How should it be protected?
- How should users be informed?

Write down your Fair Data Policy.











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#### Case Study 3: Accountability in Autonomous Vehicles



#### Scenario:

A self-driving car is involved in an accident where a pedestrian is injured. The AI in the car made the decision to swerve to avoid a collision with another vehicle, but in doing so, it hit a pedestrian. The car company, the programmer, and the car owner all claim they are not responsible.

#### **Discussion Questions:**

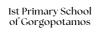
- 1. Who do you think should be held responsible for the accident?

  The company, the programmer, or the owner? Why?
- 2. Should self-driving cars follow ethical rules in decision-making? If so, what should those rules be?
- 3. How can we make sure autonomous vehicles are safe for everyone?

#### **Activity:**

Design a set of ethical guidelines for self-driving cars. Consider how the AI should prioritize safety and decision-making in critical situations.











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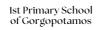
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THE NEXT GENERATION OF AI POLICY MAKERS: "INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

## LESSON

**BUILDING ETHICAL AI FRAMEWORKS** 

Prepared by:

Bercsényi Miklós Elementary School



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#### **Foreword**



As Artificial Intelligence becomes increasingly integrated into everyday life, its ethical implications are becoming more important. At is no longer just a futuristic concept; it influences everything from healthcare and transportation to social media and criminal justice systems. With At making decisions that affect millions of people, questions about fairness, accountability, and transparency have never been more pressing.

The development of ethical AI frameworks is critical to ensuring that AI systems are designed and used responsibly. Ethical AI aims to prevent biases, protect individual rights, and uphold moral values that reflect the best interests of humanity. However, defining what is ethical in AI is complex, as different cultures, industries, and stakeholders may have varying perspectives on what constitutes ethical behavior.

One of the most significant challenges in AI ethics is addressing bias in algorithms. AI models learn from historical data, which can contain biases that are unintentionally embedded into AI systems. When unchecked, these biases can lead to discrimination in areas such as hiring, law enforcement, and access to financial services. For example, studies have shown that facial recognition software often performs less accurately for people of color, leading to concerns about racial bias in law enforcement applications. Ethical frameworks help mitigate such risks by requiring developers to regularly audit Al systems and ensure diverse. representative datasets.



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Another key issue in AI ethics is accountability. Who is responsible when an Al-driven decision causes harm? Should the blame fall on the programmers, the companies deploying the AI, or the AI system itself? Traditional legal systems were not designed to handle the complexities decision-making, making it necessary to establish accountability frameworks. This ensures that when AI fails or leads to unintended consequences, there are clear pathways for recourse and correction. Transparency is another cornerstone of ethical Al. Many Al models function as "black boxes," where their decision-making processes are not easily understood, even by the engineers who created them. This lack of transparency makes it difficult to challenge Al-driven decisions, especially in high-stakes situations like credit scoring or medical diagnoses. Ethical AI development prioritizes explainability, ensuring that AI decisions can be interpreted, justified, and challenged when necessary. The urgency of AI ethics has led governments, technology companies, and academic institutions to develop guidelines that promote trustworthy Al. Organizations such as UNESCO, the European Union, and leading AI research institutes have proposed ethical principles that emphasize human oversight, fairness, privacy, and sustainability. These principles serve as a foundation for responsible AI development, ensuring that AI technologies align with fundamental human rights and societal values.



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#### Lesson Title: Building Ethical AI Frameworks

In this lesson, students will collaborate to create their own Al Code of Ethics, synthesizing their understanding from previous lessons.

Duration: 45 minutes

Grade Level: 8th-12th grade













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#### 1.INTRODUCTION (15 minutes)

#### **Brainstorming Activity** (5 min)

- Teacher writes on the board: "What makes an AI system ethical?"
- Students share their thoughts in a quick popcorn-style discussion. Teacher writes their responses on the board.
- Prompt students with guiding questions:
  - "What does fairness in AI mean?"
  - "Can AI make mistakes? What kind?"
  - "Who should be responsible when AI fails?"
  - "Can AI systems make ethical decisions?"

#### Introduction to Ethical Frameworks (10 min)

- Teacher distributes a sample AI Code of Ethics (UNESCO, EU guidelines, or a company's ethical guidelines).
- Quick class discussion: "Why do organizations create ethical frameworks?"
- Highlight key principles (fairness, accountability, transparency, privacy, non-discrimination).
- Transition: "Today, you will design your own AI Code of Ethics to guide AI developers."
- Show a short video clip (3-4 min) on an AI ethical dilemma (e.g., biased facial recognition, AI in hiring).



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#### 2.COLLABORATIVE ACTIVITY (30 minutes)

#### **Group Formation & Instructions** (5 min)

- Divide students into groups of 4-5.
- Each group will create an AI Code of Ethics with 3-5 key principles.
- They must provide one real-life example for each principle.
- Provide materials (chart paper, markers, or access to Google Slides).
- Hand out real-world AI ethical dilemma case studies for inspiration.

#### Group Work (20 min)

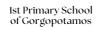
- Teacher circulates, prompting groups with questions:
  - "How does your principle prevent AI bias?"
  - "How would you apply this principle in a real AI system?"
  - "Would this principle work in all AI applications?"
- Groups work collaboratively, defining principles and writing explanations.
- Additional Task: Students research a recent AI ethics controversy (provided articles) and discuss how their framework would address the issue.

#### **Preparing for Presentations** (5 min)

- Groups finalize their AI Code of Ethics.
- Assign one speaker or
- multiple presenters per group.













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#### 5. PRESENTATION & FEEDBACK (20 minutes)

#### Group Presentations (10 min total, ~2-3 min per group)

- Each group presents their AI Code of Ethics.
- Teacher encourages students to take notes on similarities/differences.

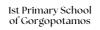
#### Peer Feedback & Discussion (10 min)

- After each presentation, one group suggests an additional principle or example.
- Teacher facilitates reflection:
- "Which principles were the most important?"
- "Would these frameworks work in the real world?"
- "What are the biggest ethical threats of AI today?"

#### **Bonus Question:**

"If you were a government official, how would you regulate AI?"











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#### 4. CONCLUSION (5 minutes)

**Objective**: Reinforce key takeaways and assess student understanding.

#### Class Reflection Discussion

- "What did you learn about building ethical AI frameworks?"
- "How do these frameworks reflect our values as a community?"
- "Would these principles help prevent real AI problems?"

#### **Exit Ticket Activity**

- Students write a short response (3-5 sentences):
   "What is the most important ethical principle for AI and why?"
- o Collect responses as formative assessment.



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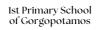
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### THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

## LESSON:

Regulatory Challenges and Ethical Considerations in Al Development

PREPARED BY:

Obchodní akademie s.r.o.



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#### Introduction



#### Regulatory Challenges and

#### **Ethical Considerations in AI Development**

Artificial Intelligence (AI) is transforming every aspect of our lives, from healthcare and education to finance and entertainment. However, this rapid development raises serious ethical and legal questions. Can we trust AI to make decisions? What happens when AI causes harm? How can governments regulate technologies that evolve faster than the law?

In this lesson, students will:

- Explore key ethical dilemmas in AI development, such as fairness, transparency, accountability, and privacy.
- Investigate current regulatory frameworks, including GDPR and the Al Act.
- Discuss real-world examples to understand how regulations protect society.
- Develop critical thinking and decision-making skills concerning AI technologies.

This lesson will prepare students to engage thoughtfully with AI technologies as future citizens, professionals, and innovators.

Regulatory Challenges and Ethical Considerations in Al Development

Target Group: Secondary School Students (Ages 15)

**Duration**: 3 hours 30 minutes

#### **Learning Objectives**

By the end of this lesson, students will be able to:

- Explain the key ethical issues surrounding AI.
- Describe major regulatory efforts related to AI.
- Analyze real-world cases involving AI ethics.
- Apply ethical frameworks to propose solutions to AI challenges.
- Communicate their ideas clearly in discussions and presentations.



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# Step 1 Warm-up and Lead-in Discussion

#### **Duration**

20 minutes

# **Activity**

• Quick brainstorm:

"Where do you encounter AI in daily life?"

o Discuss initial thoughts:

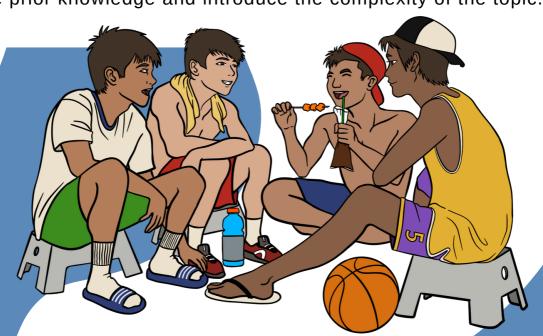
"Can AI be trusted?" "Should AI be regulated?"

#### **Materials Needed**

Board and markers.

#### Goal

Activate prior knowledge and introduce the complexity of the topic.





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#### Step 2

#### Introduction to Key Ethical and Regulatory Challenges in Al

#### **Duration**

30 minutes

#### **Activity**

- Teacher-led presentation explaining:
  - **Ethical principles**: fairness, transparency, accountability, privacy.
  - Regulatory initiatives: GDPR, AI Act.
  - Famous ethical issues: biased algorithms, lack of transparency, data breaches.
- Show short video (3-5 minutes) introducing GDPR and AI regulations The
   EU's AI Act Explained

<u>Link</u>: https://www.youtube.com/watch?v=s\_rxOnCt3HQ&t=28s

#### **Materials Needed**

Presentation slides, video clip.

#### Goal

Students acquire foundational knowledge.



#### **Explanatory notes**

**GDPR** (General Data Protection Regulation) is a European Union law that protects individuals' personal data and privacy by regulating how organizations collect, store, and use personal information.

**Al Act** (Artificial Intelligence Act) is a proposed regulation by the European Union aiming to ensure that Al systems used in Europe are safe, transparent, and respect fundamental rights such as privacy and non-discrimination.

**Biased algorithms** refer to AI systems that produce unfair or discriminatory outcomes because of biased training data or flawed design.

**Lack of transparency** in AI means that the decision-making processes of AI systems are not clear or understandable to users, making it difficult to trust or challenge their decisions.

**Data breaches** occur when sensitive, protected, or confidential data is accessed or disclosed without authorization, often leading to privacy violations and security risks.



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### Step 3

### **Case Study Analysis (Real-World Scenarios)**

# **Duration**40 minutes



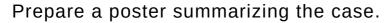
#### **Activity**

Split students into groups of 3-4.

Each group receives a different case study (examples: biased hiring algorithms, autonomous vehicles, AI surveillance systems).

# **Groups answer guided questions**

What ethical issue is presented?
Which regulations are relevant?
How could the issue be prevented or solved?



#### **Materials Needed**

Printed case studies, poster paper, markers.

#### Goal

Develop collaborative problem-solving and ethical reasoning.

#### **Explanatory notes**

**Biased hiring algorithms** are AI systems used in recruitment that may favor or discriminate against candidates due to biases present in the training data. **Autonomous vehicles** are self-driving cars or machines that navigate and operate without human intervention by using sensors, AI, and decision-making systems. **AI surveillance systems** use artificial intelligence technologies, such as facial recognition and pattern analysis, to monitor individuals or environments, raising concerns about privacy and ethical use.



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# Step 4 Ethical Dilemma Role Play

#### **Duration**

30 minutes

# **Activity**

Assign roles (e.g., Al developer, policymaker, activist, citizen).

#### **Scenario**

A city plans to implement facial recognition AI.

#### **In-character discussion**

Should the system be launched? Under what conditions?

#### **Materials Needed**

Role cards, scenario description.

#### Goal

Foster empathy, debate skills, and multi-perspective thinking.

#### **Instructions for Student**

- Take a role card and scenario descriptions (see next pages)
- Think: What does your character believe about AI?
- Discuss or act out the dilemma from your character's point of view.

# **Example Dilemma**

"Should AI surveillance cameras be used in schools and public places?"



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#### **Role Cards**

Al Developer 🎎

Creates AI technology. Believes AI can solve big problems.

**Business Owner** 

Wants AI to make work faster and cheaper.

Policymaker 👳 🟛

Writes laws about Al. Wants Al to be safe and fair.

Doctor 💀 💉

Hopes AI can save lives, but worries about mistakes.

Activist 🖈 🦯

Protects human rights. Thinks AI could be dangerous.

Journalist 🗐 🥷

Reports news about AI. Wants people to know the truth.

Citizen 😨 🏛 💿 🏠

Uses AI every day. Cares about privacy and jobs.

Student \*\*

Uses AI to learn. Worries about fairness and cheating.

Teacher 🏭 🧛

Wants AI to help students, but worries about real human connection.

Environmentalist \( \gamma \)

Wants AI to protect nature, but fears that AI can cause pollution.



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### **Scenarios**

#### Al Developer 🎎

"Your company made a new AI that can replace some workers. How will you explain that it is a good idea?"

#### Business Owner iii

"You want to use AI instead of human workers. How will you explain it to your employees?"

### Policymaker 😨 🟛

it?"

"A new AI app can track people's movements. Should the government allow Doctor 💀 💉

A hospital wants to use AI to decide treatments. Is it safe for patients?"

#### Activist

"An AI system is unfair to some people. How will you fight against it?"

#### Journalist 🗐 🥷



"A company hides problems with its AI. What questions will you ask?"

#### Citizen 😨 🏛 💿 🏠

"Your city wants to put AI cameras everywhere. Are you happy or worried?"

#### Student \*\*\*

"You use AI to write homework. Is it fair or is it cheating?"

#### Teacher image



"A school wants AI to grade tests. Should teachers agree?"

#### Environmentalist You

"A new AI helps factories work faster but makes more pollution. Will you support it?"



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# Step 5 Exploration of Societal Impacts of AI

#### **Duration**

30 minutes

### **Activity**

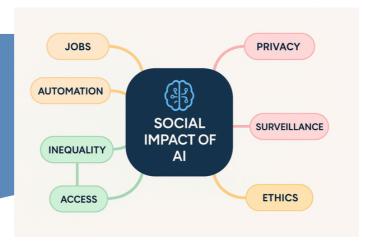
- Watch a short documentary excerpt (e.g., "Coded Bias" or similar).
- Group discussion: How does AI affect different communities? Who benefits? Who may be harmed?
- Students create mind maps showing societal benefits and risks of AI.

#### **Materials Needed**

Documentary clip, mind map templates. Students may write their own ones or use AI such as: MindMeister, Miro, Whimsical, Lucidchart, XMind, Coggle, Mindomo, Canva (mind map tool), Ayoa, GitMind

#### Goal

Understand broader societal implications.





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# Step 6 Group Presentations and Peer Feedback

#### **Duration**

30 minutes

# **Activity**

- Each group presents their case study analysis and mind maps.
- Peers give feedback using a "Two Stars and a Wish" method (two positive comments, one suggestion for improvement). See next page.

#### **Materials Needed**

Presentation area, feedback forms.

#### Goal

Practice public speaking and critical peer evaluation.





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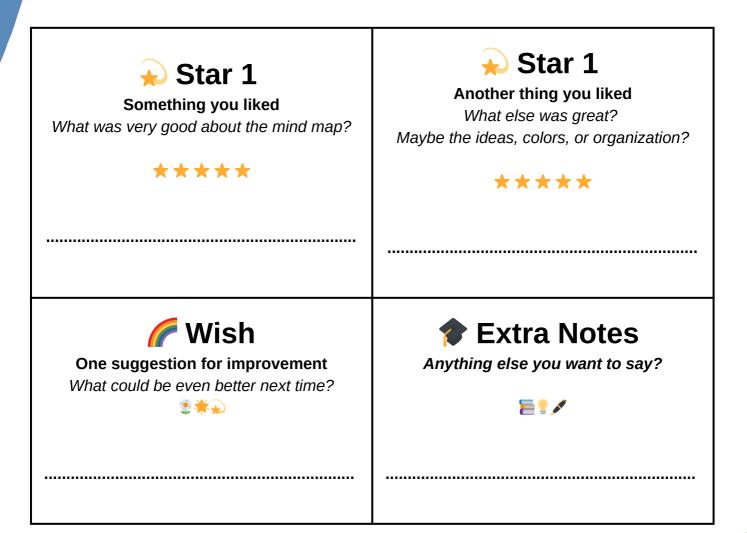
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### **Feedback Forms**





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# Step 7 Reflection and Interactive Q&A Session

#### **Duration**

30 minutes

# Final activity

- Open discussion: What was the most surprising or worrying thing you learned?
- Q&A: Students can ask final questions about AI ethics and laws.
- Students write a short paragraph: "One ethical principle I think is most important for AI and why."

### **Materials Needed**

Reflection sheets.

#### Goal

Consolidate learning and encourage personal engagement.





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Throughout this unit, students engage in various assessment methods designed to develop their critical thinking, collaboration. and reflection skills regarding the impacts of artificial intelligence. By creating group case study posters, participating in discussions and role-plays, designing mind maps, and writing reflective paragraphs, they deepen their understanding of the ethical challenges posed by AI.

To extend their learning beyond the classroom, students are encouraged to complete additional tasks such as researching new AI regulations, creatively designing an ethical AI system for a hospital or school, writing an essay on whether the benefits of AI outweigh the risks, and participating in a debate on AI surveillance and privacy concerns. These activities aim to foster a broader and more thoughtful perspective on the future of technology and its ethical responsibilities.

#### **Assessment Methods**

- Group Case Study Posters.
- Participation in discussions and role-play.
- Mind maps evaluating societal impacts.
- Reflective writing paragraph.

#### **Suggested Extensions and Homework**

- Research Project: Investigate a new AI regulation proposed in any country.
- Creative Task: Design an ethical AI system for a hospital or school. Draw it and explain how it ensures fairness, privacy, and transparency.
- Essay: "Do the benefits of AI outweigh the ethical risks?"
- **Debate:** Organize a debate on "AI Surveillance: Protection or Invasion of Privacy?"



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#### Conclusion

Al promises to revolutionize industries and improve lives, but it also raises difficult ethical and legal questions. Without thoughtful regulation and ethical consideration, Al systems can cause harm, discriminate unfairly, and undermine trust in technology.

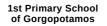
This lesson encourages students to think critically about these issues and to see themselves as future leaders who will shape how AI serves society. Their creativity, empathy, and sense of justice are key to building a fair AI-powered future.



Remember: "Technology is neither good nor bad; nor is it neutral." — Melvin Kranzberg













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#### <u>Images</u>

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# THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON:

**Advanced Exploration of AI and Legal Issues** 

PREPARED BY:
Obchodní akademie s.r.o.



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#### Introduction

Artificial Intelligence (AI) is transforming every aspect of modern life, from communication and healthcare to transportation and education. As AI technologies rapidly advance, it is crucial that students not only understand what AI is, but also recognize the legal and ethical implications connected to its use. This topic is becoming an essential part of digital literacy and responsible citizenship education.

The activities presented in this chapter are designed to help students aged approximately 15 years and to develop a basic yet meaningful understanding of how AI interacts with legal frameworks.

The primary goals of the activities are to:

- Build students' awareness of the legal challenges associated with AI technologies.
- Foster critical thinking and discussion around ethical and privacy concerns.
- Encourage the development of basic research, analysis, and argumentation skills.
- Promote responsible attitudes towards the future use and governance of AI.

Teachers are encouraged to adapt the activities based on the specific needs and levels of their students. The use of digital tools, group work, and class discussions is highly recommended to maximize participation and deepen understanding. Some activities include suggestions for extension projects, debates, or simple research tasks that can be integrated across different subjects (e.g., social studies, computer science, English).

In preparing to deliver these lessons, teachers are advised to familiarize themselves with the basic principles of the GDPR, the main elements of the EU AI Act, and the general ethical concerns surrounding AI. This background knowledge will help guide classroom discussions, answer students' questions, and highlight the real-world importance of these emerging legal issues.

Through these activities, we aim to empower students to become thoughtful users and future creators of AI technologies, aware of the rights, responsibilities, and risks involved in this exciting and evolving field.



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# Activity 1 What is AI?

# **Objectives**

Understand what AI is.

Recognize examples of AI in daily life.

#### **Goals**

Identify AI and non-AI devices.

Explain AI examples in simple English.



#### **Materials needed**

Examples of devices (printed, online - optional)

Markers or pens

Board or projector for class discussion and watching the video

AI = machines that think, learn, make decisions.

#### **Tasks**

Identify if the device is AI or not.

Link: https://www.youtube.com/watch?v=D83VL

Find 3 more examples of AI.

Discuss why AI can be useful or dangerous.





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# Activity 2 Everyday Al

# **Objectives**

Explore common uses of AI.

Connect AI to personal experiences.

#### **Goals**

List and describe 5 daily AI uses. Write a paragraph about one example.



### **Materials needed**

Student notebooks

Board for brainstorming

Images of common AI applications (optional)

# Al helps in shopping, entertainment, medicine.

#### **Tasks**

List 5 uses of AI.

Choose and describe one.

Discuss life with and without A





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# **Activity 3**

What is the AI Act?

### **Objectives**

Learn about basic AI regulations (AI Act).

Understand why rules for AI are necessary.

#### **Goals**

Summarize a rule from the AI Act.

Create a poster about AI rules.

#### **Materials needed**

Short text about the AI Act (simplified - see next page)

A3 paper, colored pencils

Internet access (optional)

#### Tasks

Read and explain one rule.

Make a poster showing the rule.

Discuss who should control Al.

#### EU made laws to make AI safer.



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#### What is the Al Act?

The AI Act is a new law created by the European Union. Its main goal is to make sure that Artificial Intelligence (AI) is used in a safe and fair way. Today, AI is everywhere – in our phones, cars, and even in games. AI can be very helpful, but if it is not used correctly, it can also be dangerous. That is why we need clear rules to protect people.

The AI Act says that safety is the most important thing. AI systems must not harm people. The rules for AI depend on how risky the system is. If an AI system is very risky, it has to follow very strict rules. Also, AI must respect people's rights and privacy. Some types of dangerous AI, like systems that spy on people without their permission, are completely banned.

The AI Act divides AI systems into different groups. Low-risk AI, like chatbots, must give users clear information. High-risk AI, like systems that decide who gets a job or a loan, must be carefully checked and controlled. Banned AI includes any system that manipulates or discriminates against people.

The AI Act will start working step by step in all countries of the European Union from 2025. It will help make sure that AI is a good tool for everyone and that it does not harm people.

What is the AI Act?
Why is it needed?
What does the AI Act say?
How is AI divided?
When will it start?



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# ANSWER SHEET What is the Al Act?

#### What is the AI Act?

The AI Act is a new law made by the European Union. Its goal is to make rules for using Artificial Intelligence (AI).

#### Why is it needed?

Today, AI is everywhere – in phones, cars, and games. It helps us, but it can also be dangerous. That's why it must be safe and fair.

#### What does the AI Act say?

- Safety is most important AI must not hurt people.
- Rules depend on risk The more dangerous the AI is, the stricter the rules are.
- Protection of people AI must respect our rights and privacy.
- Bad AI is banned Some dangerous types of AI will be forbidden (for example, AI that spies on people without permission).

#### How is AI divided?

- Low-risk AI like chatbots (like me!) must give clear information.
- High-risk AI like AI that decides who gets a job or a loan must follow very strict rules.
- Banned AI AI that manipulates or discriminates against people.

#### When will it start?

The AI Act will start in the European Union in 2025.



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# Activity 4 Good or Bad? Ethical Dilemmas

# **Objectives**

Understand ethical challenges in AI use.

Express opinions clearly.

### **Goals**

Write short arguments about ethical dilemmas.Role-play an ethical situation.

#### **Materials** needed

Printed ethical dilemma cards Board for writing arguments

#### **Ethical dilemmas**

=

no easy answers.

<u>Tasks</u> - Discuss AI decisions (loans, jobs). Write a short opinion. Act out a mini role-play.



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# Activity 5 Al in the Future

# **Objectives**

Imagine future uses of AI. Develop creative thinking.

### **Goals**

Create a future AI invention.

Write and draw the invention.

#### **Materials needed**

A4 paper Colored pencils Imagination!

#### What could AI do in 2050?

#### **Tasks**

Write about a future invention.

Draw the invention.

Discuss possibilities and risks.





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Activity 6
Quiz Time!

# **Objectives**

Review key facts about AI and laws. Practice memory recall.

#### **Goals**

Complete a 10-question quiz correctly (see next page). Discuss answers with a partner.

#### **Materials needed**

Printed quiz sheets Pens

# Time to test your knowledge!

#### Tasks

Answer 10 quiz questions. Check answers in pairs. Discuss hardest questions.





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#### **Quiz Time!**

#### 1. What does AI stand for?

- a) Automatic Internet
- b) Artificial Intelligence
- c) Advanced Information

### 2. Where can you find AI in everyday life?

(Write two examples.)

### 3. What is the name of the law about AI in Europe?

- a) GDPR
- b) Al Act
- c) Robot Law

#### 4. True or False:

Al can sometimes make mistakes.

### 5. What does GDPR protect?

- a) Your money
- b) Your personal data
- c) Your school marks

# 6. Name one possible problem (ethical dilemma) with Al.

(Write one short sentence.)

#### 7. True or False:

Self-driving cars use AI technology.

# 8. Why are rules for Al important?

- a) To make AI faster
- b) To make AI safer and fairer
- c) To make AI bigger

# 9. What can AI NOT do?

- a) Make a pizza
- b) Think like a human
- c) Solve a math problem

# 10. If you had an Al robot at home, what would you want it to do?

(Write one or two sentences.)



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#### Conclusion

As we guide students through the complex relationship between Artificial Intelligence and legal frameworks, it becomes clear that technical literacy alone is not enough. Students must also develop an understanding of the societal, ethical, and legal impacts that arise from the use of AI technologies.

The activities in this lesson provide students with a foundation for critical thinking about real-world applications of AI and the legal protections designed to manage its risks. By exploring the AI Act, GDPR, and ethical dilemmas, students begin to see the connection between innovation and responsibility.

At the conclusion of the lesson, teachers are encouraged to facilitate a reflective discussion with students, prompting them to consider questions such as:

- What surprised you most about the legal challenges of AI?
- What rules would you create if you could design a new AI law?
- How can young people today contribute to the responsible use of AI in the future?

Additionally, teachers may choose to extend the learning experience by assigning simple research projects, inviting guest speakers working in AI or law, or connecting the topic with other areas of the curriculum, such as civics, ICT, or media literacy. By fostering awareness, discussion, and responsible thinking about AI, we prepare students not just to use technology but to shape the digital future with informed and ethical decision-making.



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# THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON:

**Legal Aspects of AI Implementation** 

PREPARED BY:

Obchodní akademie s.r.o.



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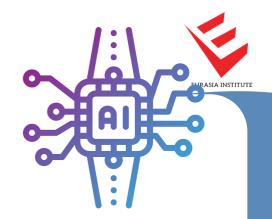




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#### Introduction

Artificial Intelligence (AI) is no longer a futuristic concept—it is a present reality influencing every aspect of modern life. As AI technologies grow more powerful and widespread, the need for legal frameworks to regulate their development and deployment becomes increasingly crucial. This lesson is designed to equip secondary-level students with an understanding of the core legal principles that govern AI systems today. Students will explore foundational regulations such as the General Data Protection Regulation (GDPR) and the emerging AI Act. Through interactive activities, including case studies and group discussions, students will learn to identify legal challenges in AI applications, analyze

The goal of this session is to foster critical thinking about the legal and ethical responsibilities that developers, companies, and users must consider when creating and applying AI systems. By the end of the lesson, students should be able to recognize compliance requirements, understand the importance of transparency and accountability in AI, and propose strategies for aligning AI technologies with both current and future legal standards.

real-world examples, and reflect on the ethical implications of AI

This lesson also encourages collaboration, critical analysis, and practical application, providing students with tools necessary for responsible engagement with AI in their future academic and professional endeavors.



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technologies.







Activity 1
Introduction and Group Brainstorming

# **Objective**

Students will understand why legal regulations for AI are necessary.

#### **Procedure**

Teacher explains basic ideas: What is GDPR? What is the AI Act?

Short examples: face recognition at airports, AI deciding on loans, chatbots collecting data (see next page).

Students are divided into small groups (3–4 students) and brainstorm answers to:

- Why do we need laws for AI?
- What could go wrong without regulations?

Each group shares one idea with the whole class.

#### **Materials**

- Whiteboard or flipchart
- Markers



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# **GDPR**









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# Activity 2 Mini Case Study – "The Biased Robot"

# **Objective**

Students will recognize legal and ethical problems in AI.

#### **Procedure**

Teacher presents a simple story (see next page):

"A company created a robot to help hire new workers. But the robot only chose men, even if women had better skills. The company was sued for discrimination."

# **Groups answer guiding questions**

- What went wrong?
- What law(s) might have been broken?
- What mistake did the robot make?
- How can the company fix the problem?
- How can companies make sure robots are fair?

Short class discussion.

#### **Materials**

- Printed story (or shown on screen)
- Guiding questions



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#### **Story**

The Biased Robot

A company called TechHire made a robot to help find new workers.

The robot's job was to look at applications and choose the best people for an interview.

At first, the company was happy. The robot worked fast and saved a lot of time.

But after a few months, the company saw a problem:

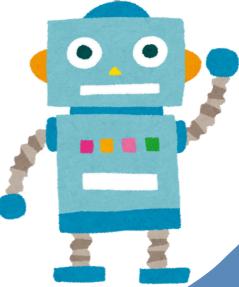
The robot chose almost only men.

Many women with good skills were not invited for interviews.

The company checked the robot. They found that it learned from old company data. In the past, the company hired more men than women.

Because of this, the robot thought men were better workers. Some women made a complaint. They said the company used the robot in a wrong and unfair way.

The company had to stop using the robot. They also had to pay money and change their way of hiring people.





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# Activity 3 Research Break – Exploring Real Al Laws

# **Objective**

Students find out basic facts about AI regulations.

#### **Procedure**

Students (individually or in pairs) use a computer/tablet.

Quick research task:

- What is the GDPR?
- What is one rule in the AI Act?

Students write down 3 important facts they discover.

Volunteers share their findings briefly.

#### **Materials**

- Computers/tablets
- Internet access

# **Explanations**

GDPR = A law in Europe that protects your personal information. It says companies must keep your data safe and give you rights over your data.

Al Act = A new law that says Al systems must be safe, fair, and explained clearly, especially when they make important decisions.



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Activity 4
Future Thinking – How Should AI Be Controlled?

# **Objective**

Students think creatively about the future of AI laws.

#### **Procedure**

Small group work

- o Imagine it is 2040. Al controls many parts of life.
- What new law would you create to make sure AI is safe and fair?

Each group designs a simple "poster" with their law idea. Groups present their posters to the class.

#### **Materials**

- Paper, markers, crayons
- Optional: Canva or PowerPoint for digital posters





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# Activity 5 Reflection and Final Q&A

### **Objective**

Students reflect on what they learned.

#### **Procedure**

Teacher leads an open discussion:

- What did you find most interesting?
- Why is it important to regulate AI?
- What open questions do you still have?

# Students write one sentence answering

"In my opinion, the biggest challenge with AI and the law is..."





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#### Conclusion

At the end of this lesson, students will have a deeper understanding of the legal frameworks that regulate Artificial Intelligence. They will learn about essential regulations such as the General Data Protection Regulation (GDPR) and the AI Act, and explore how these laws influence the development and application of AI technologies.

Through group discussions, case study analysis, and creative activities, students will develop critical thinking skills, legal awareness, and the ability to recognize ethical and compliance challenges in AI systems. They will practice using legal research tools and learn how legal standards protect individuals' rights and ensure fairness, transparency, and accountability in AI applications.

This knowledge is crucial for young people living in a digital world where AI technologies are becoming more common. By understanding the legal and ethical dimensions of AI, students are better prepared to become responsible users, informed citizens, and potential innovators who respect the rules and values that shape the future of technology.

The lesson encourages students not only to understand current regulations but also to think about how laws must evolve as AI continues to grow and impact society. It promotes active engagement, collaboration, and an awareness of the importance of legal compliance in the digital age.







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### THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

UNDERSTANDING AND ENGAGING IN AI DEVELOPMENT

Prepared by: 1 Dhmotiko Sxoleio Gorgopotamou & DIEFTHINSI PROTOBATMIAS EKPAIDEFSIS FTIOTIDAS



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### Challenges and Prospects of Participatory Approaches in Artificial Intelligence

Participatory approaches in the development and deployment of artificial intelligence (AI) present significant opportunities for inclusive and democratic innovation. However, they also face a range of complex challenges

### **Ensuring Equal Participation**

Access to technology and information remains unequal, making it difficult for all stakeholders to participate fully. Inclusive platforms, digital literacy initiatives, multilingual support, and accessibility features are necessary to bridge participation gaps.

### Ethical and Human Rights Issues

Al systems must respect data privacy, avoid algorithmic bias, and promote accountability. Regulatory mechanisms should protect sensitive groups, ensure transparency, and prevent manipulative practices while maintaining user autonomy.

### **Technological Progress and Scientific Uncertainty**

Rapid advancements and scientific uncertainty around Al's societal and environmental impacts require ongoing monitoring and interdisciplinary research that incorporates social, environmental, and ethical considerations.

### Polyphonic Decision-Making Processes

Transparent and democratic participation from diverse stakeholders is crucial. Deliberative forums should integrate feedback from all groups to build socially acceptable AI solutions.

### **Cultural Differentiation and Adaptation**

All systems should be adapted to local cultures and values. Cultural sensitivity and collaboration with community leaders are essential to ensure responsible and respectful implementation.

### Social Justice and Equality

Al should promote fairness and equitable access. Developers must address systemic biases in data and algorithms to ensureall groups benefit from Al technologies.



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### **Education and Understanding**

Public and professional education on AI is key. Programs should raise awareness of AI's potential and risks, emphasizing both technical literacy and ethical understanding.

### Continuous Evaluation and Improvement

Feedback loops and data collection on Al's social impacts are necessary for ongoing refinement. A lifecycle approach ensures Al remains relevant and responsible over time.

### **Building Interdisciplinary Teams**

Teams should include technologists, ethicists, sociologists, legal experts, and community representatives to bring diverse perspectives into AI development.

### Policy Development and Regulatory Frameworks

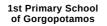
Governments should enforce stakeholder participation, public consultation, and impact assessments. Clear guidelines on ethics, transparency, and accountability are crucial.

### Addressing Power Imbalances

Targeted measures are needed to empower marginalized groups and ensure equitable participation. Mechanisms must also hold powerful actors accountable. Community-Led Al Initiatives

Supporting local, community-driven AI projects fosters empowerment and tailored solutions. These initiatives showcase the potential of grassroots, participatory development.

















### Lesson

"Understanding and Engaging in AI Development"

Grade: 6th | Duration: 2 x 45 min sessions

Tools Needed: Laptop/tablet, projector, Scratch, internet access

#### Introduction

Teacher's Part: Ask students if they've ever used an app that 'knew' what they wanted.

Example Discussion: Voice assistants, YouTube recommendations, etc.

Objective: Engage curiosity about AI in everyday life.









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### What is Artificial Intelligence?

Explain basic concepts of AI: learning, decision-making, problem-solving. Or AI is when computers or machines try to act smart—like a brain.

Examples: voice assistants, game bots, face filters, YouTube suggestions

Optional Resource: Short video introducing AI for kids.

### **Teacher Notes:**

Use simple language. Compare AI to a brain that learns patterns.

Show a short, age-appropriate video clip explaining AI basics (e.g., from Common Sense Media or YouTube Kids).





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### Why Should Everyone Help Build AI?

Al affects our lives—so many different people should help make it! Everyone has different needs and ideas.

- Explain why we need people from different backgrounds to help create AI.
  - Tiscussion: How might AI affect different people differently?
    - Teacher Notes: Encourage inclusivity and fairness

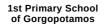
Explain "participatory design": the idea that developers should listen to different voices (kids, parents, people from various backgrounds).

Ask: "Who would you include in making a helpful AI?"























### Al Can Be Smart... But Not Always Fair (Ethics in Al)

Al can sometimes make mistakes.

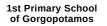
Example: It might show only certain types of faces, or make wrong decisions

Discuss issues like bias, privacy, and fairness.

Ask: Should a robot be able to make decisions for people? Why or why not?

Teacher Notes: Encourage open, respectful dialogue.
Introduce the term bias in simple terms.
Ask: "What could go wrong if an AI isn't fair?"



















### Let's Build Something Together!

We'll use a fun tool called Scratch.

Let's create a mini-project where the computer makes a choice based on input!

Use Scratch (or similar tool to build a simple decision-making project.)Do this as a class activity, step-by-step.

### Teacher Notes:

Guide students in opening Scratch and following along.

Example project: a character that reacts based on a student's answer ("What's your favorite sport?" → gives a response).



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### **Time for Team Projects!**

Students work in teams to design their own AI idea.
Ask: Who could your project help?
Who will use it?
What problem does it solve?
How will others help build it?



Teacher Notes:
Form groups of 3–4.
Distribute a worksheet with guiding questions.
Walk around to support and encourage creativity.



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#### **Present Your Ideas!**

Groups present their project ideas and explain their thinking.

Tell us:

- What your AI does
- Who it helps
- What's fair or ethical about it



Teacher Notes: Give each group 2–3 minutes to present.

Celebrate every group's effort.



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### Let's Reflect!



What did we learn today? Why is teamwork important in AI? How can AI be helpful—and fair?



Teacher Notes:

Facilitate a class discussion. Use the essential questions:

What is AI?
Why involve many people?
What ethical issues matter?



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### **Summary and Homework**

Marticipation in technology.

★ Summary: Community involvement and ethical thinking are key in AI.

듣 Extension: Design a more complex AI or involve your family in your idea.

Teacher Notes:

Encourage honesty and creativity.

Let them draw or sketch their ideas if writing is difficult.





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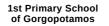
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# THEME 3: LANGUAGE, LITERACY, AND COMMUNICATION THROUGH AI

Al also creates new opportunities in several fields like: language learning, creativity, and communication. The following materials illustrate how Al is a supportive tool in language development, poetic creativity, intercultural communication, and multilingual understanding.

-LESSON: Using AI as Scaffolding for Vocabulary Building **PAGE 160-172** 

LESSON: Composing Poetic Verses: Limericks and Haikus Using AI

PAGE: 173-182

LESSON: Creative Script Writing Using Chatgpt PAGE:183-189

LESSON: A Song About Human Rights PAGE 190-196

LESSON: "Languages and Religions" Presentation of My Homeland

**PAGE 197-211** 





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# THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON:

**Using AI as Scaffolding for Vocabulary Building** 

## PREPARED BY: Obchodní akademie s.r.o.



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#### Introduction

### **Boosting Vocabulary Mastery with AI Tools**

In today's world, technology plays a significant role in transforming education. One of the most exciting and effective ways in which technology is influencing language learning is through the use of Artificial Intelligence (AI). AI tools are changing the way we learn, making it more personalized, adaptive, and efficient. In the context of language learning, especially in vocabulary acquisition, AI provides numerous opportunities to help students improve their language skills at their own pace.

Vocabulary is an essential component of any language, and mastering it is crucial for both written and spoken communication. However, traditional methods of vocabulary learning often involve repetitive memorization and lack personalization. This is where AI-powered tools come in. AI can assess each student's strengths and weaknesses, provide personalized recommendations, and offer tailored exercises that adapt to individual learning styles and needs.

### The Role of AI in Vocabulary Learning

Artificial Intelligence enhances vocabulary learning by providing a more personalized learning experience. Traditional vocabulary acquisition usually follows a "one-size-fits-all" approach, where all students are taught the same set of words at the same pace. However, Al-powered tools can assess each student's current vocabulary level and then create customized word lists that focus on areas where they need improvement. These tools adapt to the student's progress, offering more practice for challenging words while reinforcing already known vocabulary.

One of the most valuable features of AI in vocabulary building is its ability to analyze and track a student's progress over time. By utilizing quizzes and interactive activities, AI tools can provide immediate feedback, allowing students to identify areas of strength and areas for growth. This constant feedback loop encourages active learning and helps reinforce new words in context.



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### The Benefits of AI for Vocabulary Mastery

**Personalization**: Al tools like Quizlet, Grammarly, and Duolingo adjust to the student's level and provide exercises that match their current vocabulary abilities. This tailored approach makes learning more efficient and engaging.

**Real-time Feedback:** Al-powered tools offer instant feedback on vocabulary usage, helping students identify and correct mistakes immediately. This timely guidance enhances the learning process and prevents misunderstandings.

**Contextual Learning:** All tools often provide vocabulary exercises that present words in context, rather than in isolation. This helps students understand how to use new words in real-life situations, improving both written and spoken communication.

**Engagement and Motivation:** Many AI tools incorporate games, quizzes, and interactive exercises that make vocabulary learning fun and engaging. This gamification aspect keeps students motivated and encourages continuous learning.

**Independent Learning:** Al tools support autonomous learning by allowing students to practice vocabulary outside of the classroom. They can access personalized exercises at any time, reinforcing their vocabulary mastery without the need for constant teacher supervision.















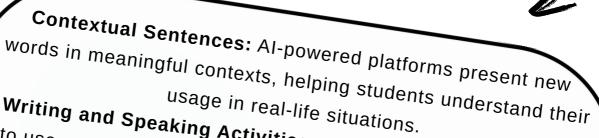


### How Al Tools Enhance Language Acquisition

Al tools offer a wide range of exercises and activities that focus on vocabulary learning. These include:

Vocabulary Quizzes: Adaptive quizzes that assess the student's current vocabulary level and identify areas for improvement.

Personalized Word Lists: Based on quiz results, Al tools generate customized vocabulary lists tailored to each student's needs.



Writing and Speaking Activities: Al tools encourage students to use newly learned vocabulary in writing and speaking tasks, helping them apply the words in practical contexts.

Peer Feedback: Al tools often include features for peer review, where students can exchange feedback on each other's vocabulary usage, further reinforcing their learning.



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This lesson is designed for first-year secondary students who are at an A2 level of English proficiency. It uses modern technology and Artificial Intelligence (AI) tools to help students effectively expand their vocabulary. The goal is to provide students with the tools to improve their vocabulary, enhance their communication skills, and strengthen their digital literacy.

### **Lesson Goals**

- Introduce students to the use of AI tools for vocabulary development.
- Improve students' ability to use new vocabulary in speaking and writing.
- Provide personalized exercises based on each student's needs and progress.
- Develop digital literacy and the ability to use technology for independent learning.

### **Expected Outcomes**

By the end of the lesson, students will be able to:

- Understand how AI tools assist in vocabulary development.
- Use AI tools to learn new words and apply them in both writing and speaking.
- Identify their strengths and weaknesses in vocabulary and work on improving them.



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### **Time Allocation**

Total Duration: 2 hours (90 minutes)



### Activity 1 Al Vocabulary Quiz

### **Objective**

Assess students' current vocabulary level and identify gaps.

### **Instructions**

Students will take a vocabulary quiz on an AI-powered platform like Quizlet or Duolingo.

After completing the quiz, they will receive personalized feedback on their vocabulary strengths and weaknesses.

Students should review their results and make note of areas where they need improvement.



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### Activity 2 Al-Powered Vocabulary Tool Exploration

### **Objective**

Practice vocabulary using AI tools based on personalized recommendations.

#### **Instructions**

- 1. Students will be introduced to Al-powered vocabulary tools (e.g., Quizlet, Grammarly).
- 2. They will use these tools to practice new words recommended by the AI based on their quiz results.
- 3. Students should complete any adaptive quizzes or games within the tool that help reinforce the use of these words in different contexts.

### Activity 3 Contextual Vocabulary Application



### **Objective**

Use newly learned vocabulary in context to enhance communication skills.

### **Instructions**

- 1. Students will write a short paragraph or a set of sentences using at least five new vocabulary words learned from the AI tool.
- 2. The task will encourage the students to apply these words meaningfully, incorporating them into their daily language use or topics relevant to them.



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### Activity 4 Peer Review and Feedback

### **Objective**

Improve vocabulary usage through peer feedback.

#### **Instructions**

- 1. Students will exchange their written work with a classmate.
- 2. They will provide constructive feedback on each other's use of vocabulary, focusing on word choice, clarity, and correctness.
- 3. After receiving feedback, students will revise their work to improve their vocabulary application.





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### Activity 5 Discussion on Al's Role in Vocabulary Learning

### **Objective**

Reflect on the benefits and challenges of using AI in language learning.

### **Instructions**

- 1. The teacher will lead a class discussion about the effectiveness of AI tools in vocabulary learning.
- 2. Students will share their experiences with the AI tools, discussing what worked well and what challenges they encountered.
- 3. The discussion will focus on how AI can continue to support vocabulary learning independently outside of the classroom.



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### Activity 6 Writing a Vocabulary-Focused Short Story

### **Objective**

Use vocabulary creatively in writing.

### **Instructions**

- 1. Students will write a short story that incorporates at least ten new vocabulary words they have learned from the AI tool.
- 2. The story should be about 50 80 words long, demonstrating the correct and creative use of the new vocabulary.
- 3. Students will present their stories to the class or in small groups, receiving feedback on how well the vocabulary was integrated.



Activity 7
Group Discussion:
Al and Language Learning

**Objective**: Discuss the broader implications of AI in education.

### Instructions

- Students will be divided into small groups and given a topic to discuss related to AI in education (e.g., the future of AI in language learning, how AI tools compare to traditional methods, etc.).
- After the discussion, each group will share a summary of their conversation with the class.
- The teacher will guide the discussion to highlight key points and encourage further exploration of Al's impact on language acquisition.



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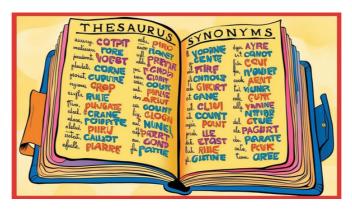


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**Vocabulary Expansion Using Thesaurus** 

### **Objective**

Enhance vocabulary range using synonyms and antonyms.

#### **Instructions**

- 1. Students will choose five new words they learned during the lesson.
- 2. Using an online thesaurus (such as Thesaurus.com), they will find at least three synonyms and one antonym for each word.
- 3. Students will then use the new synonyms in sentences of their own, showing how the word can be used in various contexts.

### Activity 9 Al Vocabulary Quiz Review

### **Objective**

Assess improvements in vocabulary knowledge.

### **Instructions**

- After completing all activities, students will retake the original AI vocabulary quiz.
- They will compare their results from the first and final quizzes to measure their progress.
- Students will analyze the areas where they have improved and the areas that still need attention, setting personal goals for further vocabulary development.



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### Conclusion

The integration of AI tools into vocabulary learning is a game-changer for students. These tools not only enhance vocabulary acquisition but also provide a personalized, engaging, and efficient way to improve language skills. By embracing the potential of AI, students can take charge of their learning, practice at their own pace, and develop their vocabulary in a meaningful and impactful way. The role of AI in education continues to grow, and its potential for supporting language learning is vast. As students learn to use these tools effectively, they will gain the confidence and competence to master new words and communicate more fluently in English.





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### *Images*

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### THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

COMPOSING POETIC VERSES: LIMERICKS AND HAIKUS USING AI

# Prepared by: 1 Dhmotiko Sxoleio Gorgopotamou & DIEFTHINSI PROTOBATMIAS EKPAIDEFSIS FTIOTIDAS



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### **Practical Applications of Participatory Approaches in AI**

1. Consultation and Collaboration Sessions. Consultation sessions with stakeholders, such as workshops, forums, and focus groups, allow for the collection of diverse opinions and the co-creation of goals and features of AI systems(Carroll & Rosson, 2007). These sessions can help identify user concerns and expectations, enhancing the acceptance and effectiveness of the technology (Bratteteig & Wagner, 2016).

These sessions can be organized at various stages of AI development, from the initial idea and design to final implementation and evaluation. They can include interactive exercises, presentations, and discussions, allowing stakeholders to express their views and suggest improvements. Additionally, consultation sessions can function as platforms for creating synergies and enhancing collaboration between different stakeholder groups.

2. Participatory Design. Participatory design is a methodology that involves endusers and other stakeholders in the design process (Schuler & Namioka, 1993). In the context of AI, this can mean involving users in defining needs, evaluating prototypes, and providing feedback throughout the product lifecycle (Simonsen & Robertson, 2013).

Participatory design can be implemented through various methods such as interviews, ethnographic studies, usability testing, and co-creation workshops. These methods allow for a better understanding of user needs and expectations and identifying potential problems and challenges that may arise during AI use. Furthermore, participatory design can contribute to the development of AI systems that are more accessible, transparent, and user-friendly.



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3. Democratic Platforms and Participation Tools. The development and use of digital platforms that enable the collection and analysis of citizen opinions can enhance participatory decision-making (Tambini, 2021). Such platforms can be used for conducting surveys, providing feedback, and co-creating policies related to AI (Peixoto & Fox, 2016).

Democratic participation platforms can include tools such as online surveys, discussion forums, mobile applications, and other digital media that allow easy and immediate citizen participation. These platforms can also incorporate data analysis mechanisms and AI technologies to process opinions and provide suggestions and recommendations to relevant authorities





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#### **LESSON**

Composing Poems with AI – Limericks & Haikus

Grade Level: 6th Grade (Primary)

Duration: 2 teaching hours (45 minutes each)

Languages: English & Greek
Al Tool: Editpad Poem Generator

### 🎉 Lesson Opening – Poetry Warm-up

Ask students: 'Have you ever written a short, funny poem or a nature-inspired one?'

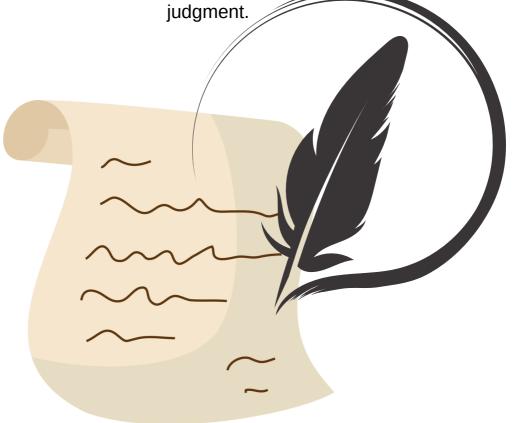
E Show examples of a limerick and a haiku.

Encourage students to identify what makes them unique.

ntroduce participatory AI and how it will help us create poems.

#### **Teacher Notes:**

Use visuals or posters with example poems. Foster open discussion without





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### Understanding Poem Structures

- Numerick:
  - 5 lines
- Rhyme scheme AABBA
- Often funny or whimsical



- 3 lines
- Syllable pattern 5-7-5
- Based on nature or seasons



Practice clapping out syllables in sample phrases.

### **Teacher Notes:**

Engage kinesthetic learners with movement activities (syllable clapping).





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### Using the Editpad Al Poem Generator

- Website: https://www.editpad.org/poem-generator.html
- Create a class poem using AI: start with a theme and let AI suggest lines.
  - X Discuss: What would you keep or edit from the Al's suggestions?

#### **Teacher Notes:**

Highlight the importance of human creativity even when using AI tools.



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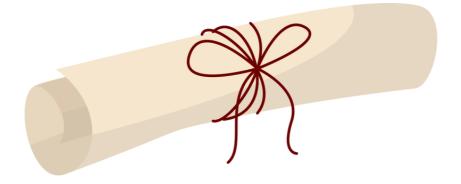












### Students Compose Their Own Poems

- Task: Write 1 limerick and 1 haiku using the AI tool.
  - Transfer of Students can write in English, Greek, or both.
- Encourage cultural references and self-expression.



Teacher Notes: Circulate during writing to support students and celebrate unique ideas.







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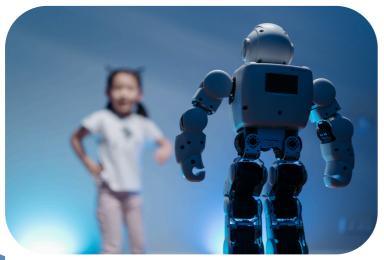






### Poetry Presentations & Reflections

- Students present their poems.
- Torganize a fun poetry reading event.
- Reflect: What was it like to use AI creatively?





Teacher Notes:

Create a supportive space for sharing. Applaud every effort.



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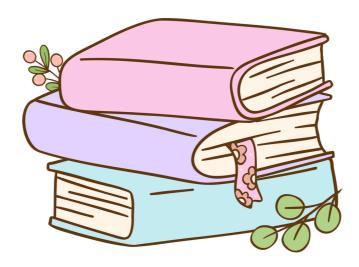


### **\*** Homework and Extra Challenges

- Mitte one limerick and one haiku \*without\* using Al.
  - Extension: Create a second set of poems and illustrate them.
    - \* Optional: Share poems with families or school display.

#### **Teacher Notes:**

Print templates for students who prefer structured outlines.





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### THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

CREATIVE SCRIPT WRITING USING CHATGPT

Prepared by: 1 Dhmotiko Sxoleio Gorgopotamou



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#### INTRODUCTION:

The advent of artificial intelligence (AI) has brought about significant changes across various sectors, including education. AI's potential to revolutionize educational practices, personalize learning, and democratize access to knowledge is immense. However, the successful integration of AI into education should be based on the application of human-centered design (HCD) principles. These principles guided by the human factor are critical to ensuring that AI solutions are not only technologically advanced but also fair, accessible, and in accordance with the diverse needs of learners and educators. Empathy, inclusion and collaboration are some of the most important human-centered design principles that should exist in education. This lesson mainly aims at promoting the principle of **inclusion** 

### KEY LEARNING OBJECTIVES:

- Ensuring Equal Access
- Bridging the Digital Gap
- Multilingual and Culturally Relevant Content



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### UNDERSTANDING INCLUSION IN THE SCHOOL ENVIRONMENT USING AI

a) Bridging the Digital Gap

Al has the potential to bridge the digital gap by quality education providing access for to underprivileged communities. This includes students areas or economically disadvantaged regions, students students with refugee and disabilities



### b) Multilingual and Culturally Relevant Content

Inclusion also means developing AI systems that respect and reflect cultural and linguistic diversity. ΑI facilitate the creation of can multilingual educational content. ensuring that non-native speakers receive instruction in their preferred language



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### Suggested Activities for this section:

- Students will be able to create a script featuring a
  protagonist with a disability, utilizing ChatGPT to explore
  character development and narrative structure while
  demonstrating empathy and inclusion. More specifically
  they are expected to:
- Develop empathy in writing: understand the importance of representing diverse experiences and perspectives, particularly those of individuals with disabilities.
- To be able to develop film characters: create relatable and multi-dimensional characters that resonate with audiences.
- To bbecome familiar with script structure: familiarity with the elements of a script, including dialogue, stage directions, and scene settings.
- To use ChatGPT as a tool: learn how to interact with and utilize ChatGPT effectively to enhance creative writing.
- To understand the importance of Inclusion: learn about the importance of inclusivity in storytelling, ensure diverse voices are represented authentically.





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### AI TOOLS PROMOTING INCLUSION:

- Chatgpt
- Google translate
- Speech to text tools





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### **Extension Activities:**

- Students who finish early can create a storyboard for their script, visually mapping out key scenes and character interactions.
- A competition for the best script can be organized
- The winner script can be acted out by the students during a school performance





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# THE NEXT GENERATION OF AI POLICY MAKERS: "INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

A SONG ABOUT HUMAN RIGHTS

# Prepared by: 1 Dhmotiko Sxoleio Gorgopotamou



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#### INTRODUCTION:

The advent of artificial intelligence (AI) has brought about significant changes across various sectors, including education. Al's potential to revolutionize educational practices, personalize learning, and democratize access to knowledge is immense. However, the successful integration of AI into education should be based on the application of human-centered design (HCD) principles. These principles guided by the human factor are critical to ensuring that AI solutions are not only technologically advanced but also fair, accessible, and in accordance with the diverse needs of learners and educators. Empathy, inclusion and collaboration are some of the most important human-centered design principles that should exist in education. This lesson mainly aims at promoting the principle of collaboration

#### KEY LEARNING OBJECTIVES:

- Co-Design with Educators and Students
- Building Collaborative Learning Environments





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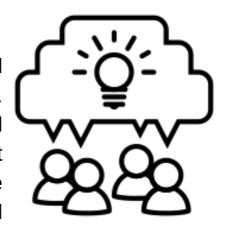




### UNDERSTANDING COLLABORATION IN THE SCHOOL ENVIRONMENT USING AI

a) Co-Design with Educators and Students

Al solutions in education should be co-designed with input from both educators and students. Teachers, with their firsthand experience and knowledge, can provide valuable information about the practical challenges and needs within the classroom. Similarly, students can provide useful feedback on how they interact with and benefit from technology



b) Building Collaborative Learning Environments

Al can also facilitate collaborative learning environments, where students work together to solve problems and achieve learning objectives.



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### Suggested Activities for this section:

- Students collaborate to write a song about Human Rights using Magic School AI
- They use and correlate different vocabulary and key concepts related to human rights, grammatical and syntactic structures in English related to song writing
- They get an introduction to AI tool Magic School (Song Generator) for song writing and editing
- A music teacher can compose music for the song and students will perform their song in front of the class alongside their refugee classmates.
- Their song will be evaluated based on their incorporation of human rights concepts and vocabulary, creativity, collaboration and overall presentation.
- The lesson incorporates human-centered principles, specifically tailored for refugee students. The goal is to ensure the lesson is collaborative, inclusive, empathetic, and empowering for all students, particularly those who might have experienced human rights issues firsthand.



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### AI TOOLS PROMOTING COLLABORATION:

- Magic School AI (song generator)
- Google translate
- Speech to text tools













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### **Extension Activities:**

- Students can perform their song in front of the class and their songs will be evaluated based on their incorporation of human rights concepts and vocabulary, creativity, collaboration and overall presentation
- Students have to present and justify their choices concerning the end product.

Watch: My Rights Song



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### THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

"LANGUAGES AND RELIGIONS"
PRESENTATION OF MY HOMELAND

### Prepared by:

## DIEFTHINSI PROTOBATMIAS EKPAIDEFSIS FTIOTIDAS



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### Introduction

The rapid evolution of technology has profoundly influenced daily life, with artificial intelligence (AI) emerging as a pivotal factor in this transformation. AI encompasses systems capable of executing tasks typically requiring human intelligence, significantly enhancing various domains such as education and industry. The European Action Plan for Digital Education emphasizes the need for a high-performance digital education ecosystem and the enhancement of digital skills, guiding the design of AI systems for diverse users and communities. These systems, which include tools like smart search engines, chatbots, and natural language processing applications, leverage collective data to address individual learning needs. This necessitates careful consideration of ethical principles and design strategies that ensure accessibility, fairness, and respect for user diversity, particularly in educational settings.



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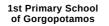






In the design process, a human-centered approach is crucial; it involves end users actively participating to ensure that AI systems are culturally sensitive and inclusive. Designers must consider cultural contexts and individual needs, promoting accessibility and supporting diverse user experiences. Key design principles include ensuring transparency, protecting privacy, and maintaining accountability in AI operations. As technology progresses, the focus should remain on creating systems that foster personalization and intercultural understanding, thereby enriching the lives of all users. This holistic and ethical approach to AI design will ultimately empower individuals, ensuring that technology serves to enhance equality and inclusivity across various communities.



















### Lesson:

### "Languages and Religion Presentation of My Homeland"

Grade: 6th

Subject: Geography

**Duration: 2 hours** 

Theme: Languages, Religions, and Cultures through AI Tools

Target Group: Mixed groups (Greek + Refugee students)



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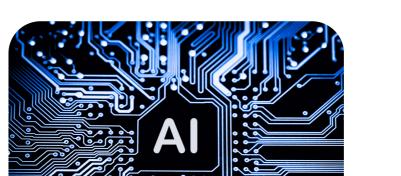










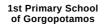




### By the end of the lesson, students will:

- Understand what AI is and identify its uses in society and education.
- Use AI tools to research and present information about a country (their homeland).
- Practice empathy and appreciate cultural diversity.
- Create a multimedia presentation incorporating AI to represent their culture.



















### **Materials:**

- Computers/tablets
- Internet access
- Interactive whiteboard
- Al tools: MagicSchool, Translate It!, Content Creator
- Student books (Geography 6th Grade)
- Presentation software (Google Slides, Canva, PowerPoint, etc.)





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### 1. Opening Discussion (15 minutes)

### Warm-up question:

"How can technology help us learn more about different countries and cultures?"

### Facilitate a class discussion on:

- Why it's important to learn about other cultures
- How AI can be a bridge between different backgrounds Introduce the lesson focus and objectives.



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### 2.Introduction to AI Concepts (15 minutes)

Present the definition of Artificial Intelligence and its everyday applications using simple examples (voice assistants, translation apps, etc.).

Activity: Use the interactive board to demo a chatbot (e.g., ChatGPT) translating "Hello" into different languages.





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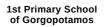






### Discussion Prompts: What does AI do? Can AI replace human interaction? What are the limitations?











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# 3. Group Work Setup (5 minutes) Divide students into mixed groups of four (2 Greek + 2 refugee students). Assign roles (researcher, translator, designer, speaker).









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### **Guided Research Activity (25 minutes)**

Each group uses MagicSchool's Research Assistant to:

- Collect facts on their homeland (location, flag, language, religion, traditions, etc.)
- Find 3–5 cultural elements to share with the class

Translate basic phrases using Translate It! to include classmates' languages in the presentation.

Teacher checks in with each group to guide and ask critical thinking questions:

- How does this tool help you?
- What challenges did you face?



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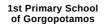


### 5. Independent Creation (30 minutes)

Students use the Content Creator tool to design: A digital presentation (Google Slides, Canva, etc.) Optional: Poster with visuals and translations

Include:
 Geography facts
 Key traditions
 A translated greeting
 Something unique about their country

















### 6. Group Presentations (20 minutes) Each group presents their homeland using their digital creation.

Reflection and Wrap-up (10 minutes)

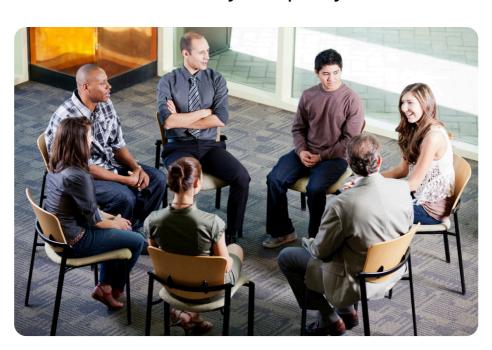
Round-table discussion:

"What new thing did you learn today?"

"Which AI tool was the most useful and why?"

Write key terms on the board:

AI, Culture, Diversity, Empathy, Inclusion





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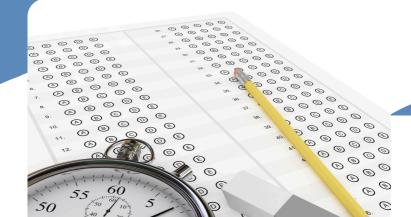














### Assessment

Formative: Teacher observation during group work, engagement in discussions.

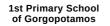
Summative: Evaluation of final presentation (clarity, use of AI, cultural sensitivity, teamwork)

Peer feedback: Two stars and a wish format after presentations.

Optional Extension

Explore UNESCO's use of ICT to promote cultural diversity in:
Music
Literature
Art

















#### REFERENCES

- 1. Anderson, B. (2016). Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso Books.
- 2. Crystal, D. (2018). The Cambridge Encyclopedia of Language. Cambridge University Press.
- 3. Geertz, C. (2017). The Interpretation of Cultures. Basic Books.
- 4. Johnson, M., & Smith, K. (2021). "Artificial Intelligence in Cultural Studies." Journal of Digital Humanities, 15(2), 45-62.
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### THEME 4: EDUCATION, HEALTH, AND WELL-BEING

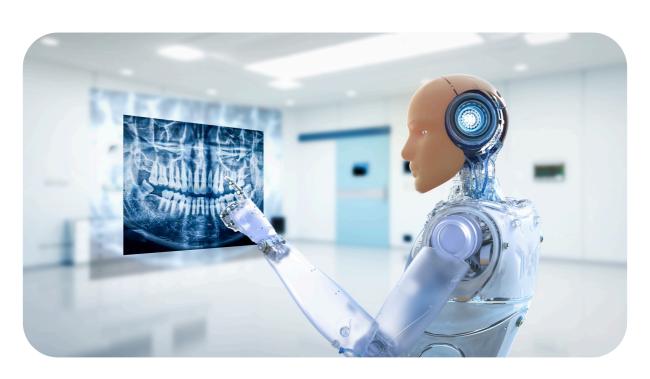
Furthermore, AI is becoming an essential aid in fostering student well-being, promoting healthy lifestyles, and improving adaptive learning. This section presents educational practices that highlight these roles.

LESSON: Food and Health PAGE 213-226

LESSON: Developing a Healthy Lifestyle with AI Assistance

PAGE:227-235

LESSON: Learning English through evaluating AI systems for Diverse Users and Communities **PAGE -236-247** 





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### THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

#### **FOOD AND HEALTH**

Prepared by: 1 Dhmotiko Sxoleio Gorgopotamou & DIEFTHINSI PROTOBATMIAS EKPAIDEFSIS FTIOTIDAS



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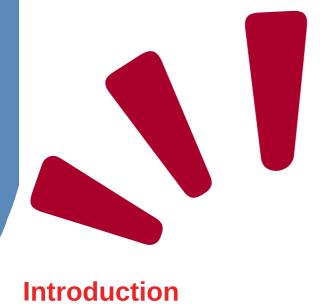


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Artificial Intelligence (AI) is one of the most innovative and widespread technologies of the modern era, with applications impacting every aspect of society. The development and deployment of AI are not just technical issues but are closely tied to social, ethical, and economic parameters (Russell & Norvig, 2016). Participatory approaches recognize the need to involve various stakeholders in decision-making processes to develop fairer, more transparent, and responsible AI systems (Floridi et al., 2018; Johnson, 2019).

















#### Theoretical Foundations of Participatory Approaches

1. Participation Theory. Participation theory posits that the active involvement of stakeholders can lead to better decisions and outcomes (Arnstein, 1969). Participatory processes promote transparency, trust, and community acceptance (Johnson, 2019). In the context of AI, this means that end-users, experts, regulators, and other stakeholder groups must be actively involved at all stages of development, from design to implementation and management (Shneiderman, 2020).

Participation theory also suggests that the knowledge and experience of stakeholders can enhance the development process, making AI systems more adaptable to the real needs and expectations of users. Additionally, the collaborative approach can also aid in identifying possible dangers and moral conundrums that might result from the use of AI.

2. Democratic Governance of Technology. The democratic governance of technology proposes that technological innovations should be developed and managed in ways that promote democracy and social justice (Winner, 1986). This entails the equitable participation of all citizens in decision-making processes regarding technology, ensuring that the voices of underrepresented groups are heard and considered (Eubanks, 2018).

Democratic governance also requires mechanisms to ensure the transparency and accountability of entities developing and managing AI. This can be achieved through the creation of independent review committees, the formulation of regulatory frameworks, and the promotion of open access to the data and algorithms used.

3. Social Construction of Technology (SCOT). The SCOT approach posits that the development of technology is socially determined and dependent on social, cultural, and political structures (Bijker, Hughes, & Pinch, 1987). Participatory approaches incorporate this theory, recognizing that AI is not just a technical tool but a social product that must be developed through social dialogue and cooperation (Klein & Kleinman, 2002).

The SCOT approach emphasizes that technological advancements are not neutral but shaped by the social values, practices, and interests of different social groups. Therefore, the development of AI must consider cultural differences, social inequalities, and political interests to ensure that technological systems serve the common good and not just specific interests.



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#### **LESSON**

**\*\*\*** Food and Health"

Exploring healthy eating and artificial intelligence

6th Grade | 🕒 2 teaching hours | 듣 Physical Education



Teacher Notes: Introduction
Introduce the topic: How food affects our health?
Warm-up question: "What did you eat today? Was it healthy?"



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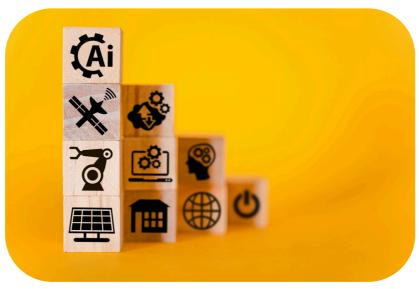


### - What will we learn today?

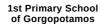
- Learn about healthy food
- **6** Read and understand food labels
- Use the Open Food Facts AI tool
  - Improve AI with your feedback
- Work in teams & create digital projects

Teacher Notes: Learning Goals

Explain today's goals clearly to students. Write them on the board.





















### - Why is healthy eating important?

Gives us energy

6 Helps our body and brain

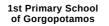
Prevents sickness

Makes us feel better

Healthy food = Happy body + Strong mind!

Teacher Notes: Why is healthy eating important?
Use real-life examples (e.g., fruits vs. junk food). Ask: "How do you feel when you eat healthy? What happens if you eat too much sugar?"















### – What is Open Food Facts?



- A tool that lets you explore food products
  - Shows ingredients and nutrition facts
- Uses AI to help people choose healthier foods
  - Wisit: https://world.openfoodfacts.org

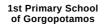
### Teacher Notes:

Introducing Open Food Facts

Demonstrate how to use the website via projector or screenshot. Encourage curiosity! Let them know their opinions will shape how the AI improves.

















### - Let's explore! (Workshop)

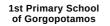


Instructions:
Go to Open Food Facts
Search for a food product
Check sugar, salt, fat
Take notes
Work in teams

Teacher Notes: Workshop Instructions
Group students in pairs or trios. Give them 10–15
minutes to explore food products online.
Make sure they understand how to:

- Search a product
- Check the nutrition info
  - Take basic notes















### - Group work & Discussion



- Share your findings:
  - ✓ Healthy or not?
- **Which info was useful?**
- Was the tool easy or confusing?
- Present your results to the class!



- Teacher Notes: Group Sharing Each group presents:
  - Product name
  - Good or bad nutritional value
    - Key label info
    - Was it easy to use?

Encourage discussion and comparisons.



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### - You are helping Al!

Al learns from your experience

**"**What can be improved?

Be critical thinkers & AI co-developers!

Teacher Notes: Feedback for AI Ask students:

- What would you change in the software?

- What did they like?

- Was something difficult?

Write feedback on the board. You can collect written notes too.





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### - Let's get creative!



Make a short video or PowerPoint
Use images, text, voice

Share what you learned and your feedback
Use your imagination!



Teacher Notes: Creative Output

Let students work on a video or PowerPoint. Help them

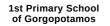
organize:

- Structure: Title, Info, Suggestions

- Visuals: Images, drawings, labels

- Narration: What did they learn?

















### - Let's reflect

- Answer the feedback questionnaire:
  - What did you enjoy?
    - What was useful?
  - Was the tool helpful?
  - How did you work with your team?



- Teacher Notes: Reflection

  Distribute a simple exit ticket or questionnaire:
  - What did you enjoy?
  - Did you learn something new?
    - What surprised you?
  - Rate the Open Food Facts experience



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### - Final thoughts



Healthy food = Healthy life

Al + humans = Better tools

YOU made a difference!

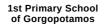
September 1
September 2
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Teacher Notes: Wrap-up
Celebrate their work and remind them that learning doesn't
stop here.

Optional: Share the best videos/presentations on the school blog or wall!



















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# THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON:

**Developing a Healthy Lifestyle with AI Assistance** 

### PREPARED BY:

### Scoala Gimnaziala Tatrangi Sandor Ozun



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#### INTRODUCTION

One of the greatest challenges of the 21st century is maintaining a healthy lifestyle amidst the fast pace of modern life and constant information overload. At the same time, technology—especially artificial intelligence (AI)—offers new opportunities to support health in areas such as nutrition, physical activity, and mental well-being. In this lesson, we will explore

how AI can assist in developing and maintaining healthy habits, what tools and applications are currently available, and how to use them responsibly and ethically. The goal is to help students recognize how AI can enhance their quality of life while also encouraging critical thinking about the role of technology in personal health.

### **Foreseen Outcomes:**

At the end of this lesson, students will be able to:

- · demonstrate empathy
- project using Canva AI, chat gpt, kahoot..





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### **Lesson Description:**

Students will be able to analyze and create a personalized healthy lifestyle plan using AI tools while understanding potential biases and fairness issues in AI-generated health recommendations.

### **Duration (Lesson procedure):**

### **Opening:**

- Begin with a quick poll: "How many of you have used a health or fitness app on your phone?"
- Discuss the results and introduce the concept of AI in health and wellness
- Hook: "Imagine having a personal health coach available 24/7. Today, we'll explore how AI can help us develop healthy lifestyles, but we'll also learn to think critically about its advice."



#### **Introduction to New Material:**

- Present an overview of what constitutes a healthy lifestyle using visual aids
- Introduce AI tools for health recommendations (e.g., fitness apps, nutrition planners)
- Demonstrate how to use a sample AI health tool in class
- Discuss the potential benefits and limitations of AI in health advice
- Common misconception to address: "Al health recommendations are always accurate and unbiased"



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- Divide students into small groups
- Provide each group with a fictional persona and Al-generated health recommendations
- Guide students through analyzing the recommendations:
  - a. What seems helpful?
  - b. What might not be suitable for this persona?
  - c. Can you identify any potential biases?
- Have groups share their findings and discuss as a class
- Monitor group discussions and provide guidance on critical thinking

### **Independent Practice:**

- Students will use an approved AI health tool to generate personal recommendations
- Each student will create a digital presentation of their personalized healthy lifestyle plan:
  - a. Summarize AI recommendations
  - b. Analyze potential biases
  - c. Adapt recommendations to personal needs
  - d. Reflect on ethical considerations
- Remind students to respect privacy and share only what they're comfortable with
- Circulate to provide individual support and ensure understanding





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### **Closing:**

- "3-2-1 Reflection": Students write down 3 things they learned, 2 questions they still have, and 1 way they plan to apply this knowledge
- Briefly discuss some responses as a class

### **Extension Activity:**

 Students can research and compare different AI health tools, creating a pros and cons list for each, focusing on features, user-friendliness, and potential biases.

### **Enduring Understandings:**

### Students will:

- Understanding the concept of a healthy lifestyle (balanced diet, regular exercise, adequate sleep, stress management)
- Exploring AI tools for health and wellness recommendations
- Identifying potential biases in AI-generated health advice (cultural, socioeconomic, gender, age)
- Critically analyzing and adapting AI recommendations to personal needs and circumstances
- Ethical considerations in using AI for healthrelated decisions





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### **Essential Questions:**

- Divide students into small groups
- Provide each group with a fictional persona and AI-generated health recommendations
- Guide students through analyzing the recommendations:
  - a. What seems helpful?
  - b. What might not be suitable for this persona?
  - c. Can you identify any potential biases?
- Have groups share their findings and discuss as a class
- Monitor group discussions and provide guidance on critical thinking



### **Skill focus:**

- Using digital AI tools (Canva, chat gpt, kahoot) for project creation.
- Collaborating on digital platforms.
- Communicating empathy and inclusion through group projects.

### **Content:**

 Students will keep a journal for one week, noting how they implement their personalized healthy lifestyle plan and reflecting on the role of AI in their decisionmaking process.





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#### **Assessments:**

Students will create a digital presentation of their personalized healthy lifestyle plan, incorporating AI-generated recommendations and demonstrating critical analysis of these suggestions. The presentation should include:

- 1. A summary of AI-generated health recommendations
- 2. An analysis of potential biases in the AI suggestions
- 3. A personalized plan that adapts AI recommendations to individual needs
- 4. A reflection on the ethical considerations of using AI for health advice

### **Evidence of Student Learning:**

- "3-2-1 Reflection": Students write down 3 things they learned, 2 questions they still have, and 1 way they plan to apply this knowledge
- Briefly discuss some responses as a class
- Student reflections on the use of AI and the principles of empathy.





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### Texts/Resources:

- Computers or tablets with internet access.
- Al tools and applications: Canva, chat gpt, kahoot.
- Presentation materials (projector, screen, presentation software).

### **INFORMATION:**

The full lesson plan can be found at the link below: https://docs.google.com/document/d/1mexsghNAk8ZfRqju6ll64i4ZD-G64MSp/edit

Websites used in the design and implementation of the lesson plan:

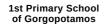
Canva: https://www.canva.com/

Chat GPT: https://openai.com/index/chatgpt/

DeepL Translate: https://www.deepl.com/en/translator

MagicSchool: https://www.magicschool.ai/















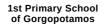


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# THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON:

Learning English through evaluating AI systems for diverse users and communities

### PREPARED BY:

# DIEFTHINSI PROTOBATMIAS EKPAIDEFSIS FTIOTIDAS



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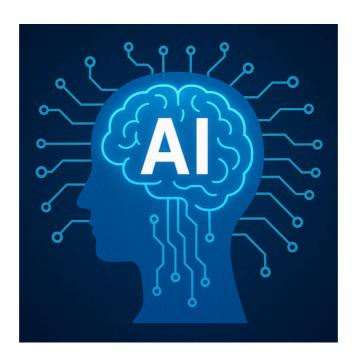


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#### Introduction

The design of Artificial Intelligence systems that involve different users and communities referring to various social and cultural environments should consider a range of data related to age, gender, nationality, culture, language, accessibility needs, various abilities, cultures, and experiences of the people who will interact with the AI system. Additionally it should be examined in line with the UNESCO Recommendation on the Ethics of Artificial Intelligence (European Union, 2022).



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# The UNESCO Recommendation on the Ethics of Artificial Intelligence



- -Proportionality and do not harm: Al technologies should not go beyond what is essential to reach legitimate aims and should prevent harm to humans, communities and the environment.
- -Safety and security: Ensuring safety and security is a key element when designing AI systems in order for any risks to be prevented. Emphasis should be given on giving priority not only to human but also to environmental and ecosystem safety and security.
- -Fairness and non-discrimination: All systems should be designed to cater for the needs of different age/sex/ cultural/language groups, minorities and vulnerable individuals.
- -Sustainability: Al systems along with their effects on various aspects of society must be under constant assessment and evaluation.-
- -Right to Privacy and Data Protection: Data protection principles must be followed and privacy which is important and necessary for maintaining human dignity and autonomy must be prioritized.
- -Human oversight and determination: Physical persons or existing legal entities must be considered responsible for AI systems in the entire process of designing, developing and implementing.
- -Transparency and explainability: Transparency and explainability are key elements for respecting human rights.
- -Responsibility and Accountability: All systems designersneed to be aware of their ethical and legal obligations and liabilities while making decisions creating and using All systems.
- -Awareness and Literacy: Ensuring people's participation, awareness and understanding of AI systems through continuous training and education.
- -Multi- stakeholder and Adaptive Governance and Collaboration: Implementation of inclusive methods to AI governance requires active participation and collaboration among various stakeholders at every stage of AI systems' life cycle(UNESCO, 2021).



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### **LESSON**

English Language & AI: "Evaluating AI Language Learning Tools"

6th Grade | • 3 teaching hours | English & ICT



#### **Teacher Notes: Introduction**

Start with a lively discussion:
"How does technology help you learn English?"
"Can AI tools understand everyone equally well—no matter their language or background?"



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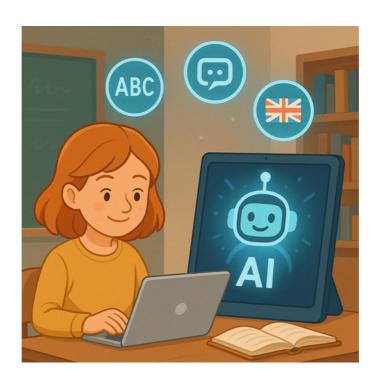




### ີ What will we learn today?



- Understand what AI and inclusivity mean
  - T.
- · Evaluate how inclusive and fair AI tools are 🤔
  - · Learn English vocabulary related to AI
- - · Work together and express opinions —



Teacher Notes: Learning Goals — Clearly write today's goals on the board:

- 1. Define Artificial Intelligence and Inclusivity
- 2. Use English vocabulary related to Al
- 3. Explore the fairness, accessibility, and inclusivity of AI tools
- 4. Work in teams to write a report and create a poster



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# Key Concepts:

### Let's Learn!



AI = Software that mimics human thinking



Inclusivity = Everyone can use it, no one is left out



Bias = When a system is unfair



Accessibility = Easy to use by all people



Google Translate

X Tools we'll explore:



00



Speech-to-text apps

Duolingo or ther language learning Al tools





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— Group Work: Try & Test -



1. Use an Al language tool

2. Ask:

Is it easy to use?

Can people from different backgrounds use it?

What could be better?

3. Complete Worksheet 1:

Define AI & Inclusivity

List tools tested

Notes on inclusivity & fairness

Form groups of 4 (mixed backgrounds)

**Teacher Notes**: Demonstration — Show how to use one AI tool. Focus on how it works for different voices, languages, or users with disabilities.





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### **Create Your Report**

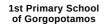
# Create Your Report –

- In groups, complete Worksheet 2:
- · Write your thoughts on:
  - Strengths 🦶
  - Accessibility, fairness, cultural sensitivity
- Use English vocabulary from today's lesson

- **■** Report structure:
- 1. Introduction: What's AI?
- 2. Tools Tested
- 3. Pros & Cons
- 4. Conclusion: How can



















### — Make a Poster —

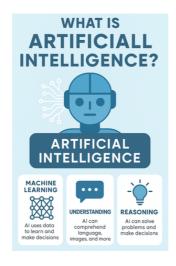
Design an infographic on Canva:

### Include:

- Title
- · 3–5 key principles (Fairness, Accessibility, etc.)
- · Icons, visuals, short texts
- Suggestions for better, fairer AI tools

### — Present & Share —

- **Second Second Presents:** 
  - Their report summary
    - · Their infographic
- Main takeaways: What did we learn about AI and fairness?





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### Ask:

-"Which tool was most fair or inclusive?"

-"What would you change in an AI tool for it to work better for all?"

### — Reflect — **Exit Ticket Questions:**

·What did you enjoy?

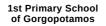
-What new vocabulary did you learn?

Did you feel your voice was heard in your team?

-What's one way AI could help someone different from you?













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### — Wrap-up —

- Al should work for everyone!
- You now know how to test tools and speak up for fairness.
  - Fantastic work, young AI critics!

### — Optional Extensions —

Reflect on your daily use of tech.Write about one thing AI could do better.

Build a basic chatbot with the IT teacher!



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### References

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UNESCO. (2021). Recommendation on the Ethics of Artificial Intelligence.

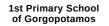
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UNICEF (2021). Policy guidance on AI for children. https://www.unicef.org/globalinsight/reports/policy-guidance-ai-children

















# THEME 5: AI IN GEOGRAPHY, ECONOMICS, AND ENTREPRENEURSHIP

Besides the classroom, Al also has an effect on our perception of the world, economies, and entrepreneurship. These lesson contents explore how students can use Al tools in geography, economics, and consumer education.

LESSON: Exploring Asia: Harnessing Artificial Intellingence in

Geography PAGE:249-257

LESSON: The Rational Consumer: Navigating Economic Choices with

AI PAGE: 258-266

LESSON: The AI Revolution: Navigating Social and Economic

Changes PAGE 267-274

LESSON: Exploring AI: Empowering Entrepreneurs and Consumers

PAGE 275-281





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# THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON:

**Exploring Asia: Harnessing Artificial Intellingence** in Geography

### PREPARED BY:

### Scoala Gimnaziala Tatrangi Sandor Ozun



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#### INTRODUCTION

Asia is home to some of the world's most diverse and dynamic landscapes, from the towering Himalayas and vast deserts to bustling megacities and tropical rainforests. Understanding and analyzing these complex environments requires powerful tools—this is where Artificial Intelligence (AI) steps in. AI offers new opportunities to process, visualize, and interpret geographical data in innovative ways.

# 1.The connection between AI and geography

- Definition of Artificial Intelligence
- How AI is applied in the field of geography
- Key technologies: machine learning, image recognition, predictive modeling



### 2. Real-world applications in Asia

- Climate Monitoring: Using satellite imagery and AI to track climate change patterns
- Earthquake Prediction: Machine learning models predicting seismic activity (e.g., in Japan)
- Urban Development: Analyzing drone footage and satellite images to monitor urban growth (e.g., megacities in China or India)
- Natural Resources Mapping: Using AI to assess water resources in the Himalayas or desertification in Central Asia



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### 3. Benefits and challenges

- Benefits: Faster data analysis, better forecasting, improved decision-making
- Challenges: Data privacy issues, unequal access to advanced technology, reliance on high-quality data

### 4. Educational opportunities

- How AI can support geography education
- Interactive maps, simulations, and virtual reality enhanced by AI
- Helping students understand real-world geography through technology

#### **Conclusion:**

Artificial Intelligence is becoming an essential tool in modern geography, especially in a continent as complex and varied as Asia. By combining technological advancements with geographical research, we can gain deeper insights, make smarter decisions, and better prepare for future challenges.



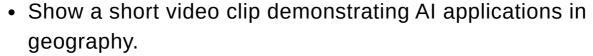






### **Opening:**

- Begin with a thought-provoking question:
- -How do you think technology, especially artificial intelligence, can help us understand the geography of Asia better?



 Encourage students to share their thoughts and predictions about Al's impact on geographical studies



#### **Introduction to new material:**

- Discuss the key geographical features of Asia, using maps and visuals to illustrate points.
- ntroduce AI tools available for geographic analysis, such as data visualization software.
- Facilitate a class discussion on the cultural diversity found in Asia, prompting students to share what they know about different countries.

### **Guided practice:**

- Divide students into small groups and assign each group a specific region of Asia to research.
- Provide guiding questions to help them focus on:
- ·- What are the main geographical features of your region?
- What cultures are present, and how do they relate to the geography?



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- How can AI tools enhance your understanding of these features?
  - Monitor groups by circulating around the room, providing support and prompting deeper thinking with questions like:
- How might the geography of your region influence the culture?
- What AI tools could you use to represent this data?



- Each group will create a presentation using an AI tool (like Google Earth or a data visualization platform) to showcase their findings.
- Expectations include:
- Clear organization of information.
- Visual aids that enhance understanding.
- Each member must contribute to the presentation

# **Closing:**

- Conduct a brief reflection session where each group shares one interesting fact they learned about their assigned region.
- Ask students to consider how AI might continue to change our understanding of geography in the future.





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# **Extension Activity:**

Students who finish early can explore additional AI tools that can be used for geographic analysis and create a one-page summary of their findings.

#### **EXAMPLE:**



- Geographical Features of Asia: Understanding mountains, rivers, deserts, and climate zones.
- Cultural Diversity: Recognizing the different cultures and religions in Asia.
- Artificial Intelligence in Geography: Exploring how Al can analyze data, create maps, and interpret geographical information.
- Group Collaboration: Working effectively in groups to research and present findings.
- Common Core State Standards:
- Subject of Asia population for the 7th grade of Primary School/learning to talk about ourselves







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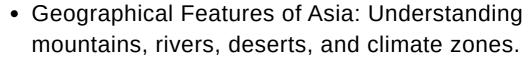
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# **Enduring Understandings:**





- Cultural Diversity: Recognizing the different cultures and religions in Asia.
- Artificial Intelligence in Geography: Exploring how AI can analyze data, create maps, and interpret geographical information.
- Group Collaboration: Working effectively in groups to research and present findings.

# **Essential Questions:**



- Conduct a brief reflection session where each group shares one interesting fact they learned about their assigned region.
- Ask students to consider how AI might continue to change our understanding of geography in the future.



# **Skill focus:**

- Using digital AI tools (Canva, chatgpt, ) for project creation.
- Collaborating on digital platforms.



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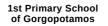
# **Required resources:**

- Computers or tablets with internet access.
- Artificial intelligence tools and applications: Canva, Chatgpt.
- Presentation materials (projector, screen, presentation software).

## **INFORMATION:**

- The full lesson plan can be found at the link below: https://docs.google.com/document/d/1p8mJKxqsf5ZVEx R9lze\_dpl1YYia2GkO/edit
- Websites used in the design and implementation of the lesson plan:
- Canva: https://www.canva.com/
- Chat GPT: https://openai.com/index/chatgpt/
- DeepL Translate: https://www.deepl.com/en/translator
- MagicSchool: https://www.magicschool.ai/















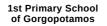


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SMIBERT Angie Inteligența artificială. Mașini care gândesc și roboți inteligenți – cu activități științifice pentru copii (Artificial Intelligence. Thinking Machines and Smart Robots), 2020, Editura Paralela, 45, Bucuresti Şleagă, Florina, Florina Pişleagă, Natalia Lazăr, Stela Olteanu. Technológiai nevelés és gyakorlati alkalmazások: Tankönyv a VIII. osztály számára / Florina Pişleagă, Natalia Lazăr, Stela Olteanu. - București : CD Press, 2020 Omar Hatamleh, Tilesch György: Mesterség és intelligencia Vegyük kezünkbe sorsunkat az MI korában, libri könyvkiadó kft. Bp, 2023

















# THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON:

The Rational Consumer: Navigating Economic Choices with AI

# PREPARED BY:

Scoala Gimnaziala Tatrangi Sandor Ozun



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#### INTRODUCTION

In today's fast-paced, information-rich world, consumers are constantly faced with economic decisions—what to buy, how much to save, where to invest, and when to spend. Traditionally, these choices were guided by intuition, experience, and simple financial knowledge. However, with the rapid advancement of artificial intelligence, consumers now have powerful tools to make smarter, more rational decisions.

This lesson explores the concept of the *rational consumer* in economics and examines how AI is transforming personal decision-making. Students will learn how algorithms can help analyze spending patterns, predict market trends, and even recommend financial strategies. By understanding both the principles of rational choice theory and the role of modern technology, learners will be equipped to navigate economic decisions with greater confidence and insight.

#### **Foreseen Outcomes:**

At the end of this lesson, students will be able to:

- Cooperating with others in solving theoretical and practical problems in different groups
- Demonstration of an active and responsible social behavior appropriate to a changing world
- create a human-centered project using Canva AI and Chat Gpt, CHAT GPT, AI tools





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## **Lesson Description:**

• "How many of you have used an AI-powered tool like a chatbot or recommendation system while shopping online?"

Prerequisites to this lesson plan: Students will be able to analyze consumer behavior and decision-making processes in the context of rational economic choices, incorporating the role of AI in modern consumer experiences.

# **Duration (Lesson procedure): Opening:**

- Begin with a quick poll: "How many of you have used an AI-powered tool like a chatbot or recommendation system while shopping online?"
- Discuss the results and ask students to share brief examples of their experiences.
- Introduce the concept of rational consumer behavior and how AI is changing the way we make economic decisions.
- Hook: Present a scenario where two friends are deciding which new smartphone to buy. One relies solely on advertisements, while the other uses AI-powered comparison tools. Ask students to predict which friend will make a more rational decision and why.





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## **Introduction to New Material:**

- Define consumer rationality and its importance in economics using real-life examples relevant to 8th graders.
- Explain the steps of rational decision-making: identifying needs, gathering information, evaluating alternatives, and making choices.
- Introduce the concept of cost-benefit analysis and how it applies to consumer decisions.
- Discuss how AI is transforming consumer behavior through personalized recommendations, price comparisons, and information aggregation.
- Explore the role of entrepreneurs in leveraging AI to meet consumer needs and predict market trends.
- Common misconception to anticipate: "Al always makes the best decisions for consumers." Address this by emphasizing the importance of critical thinking and personal preferences in conjunction with Al-powered tools.

## **Guided Practice:**

- Divide the class into small groups and provide each with a hypothetical scenario of a teenager saving up for a major purchase (e.g., gaming console, bicycle, or tablet).
- Guide students through the rational decisionmaking process, encouraging them to use Alpowered tools for research and comparison.



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- Have groups share their findings and decision-making processes with the class.
- Facilitate a discussion on how AI influenced their choices and any challenges they encountered.
- Monitor student engagement and understanding by circulating among groups and asking probing questions.

# **Independent Practice:**

- Students will work individually on their digital presentations as outlined in the assessment section.
- Set expectations for quiet, focused work time.
- Encourage students to use Al-powered research tools but remind them to think critically about the information they gather.
- Provide a rubric that clearly outlines the criteria for success in the presentation.
- Offer support to students who need additional guidance while allowing others to work independently.

# **Extension Activity:**

 For students who finish early, challenge them to create a flowchart or infographic that illustrates the rational decisionmaking process for consumers, incorporating AI at various stages. Encourage them to be creative and use digital tools if available.



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# **Enduring Understandings:**

Students will:

Ask students to interview an adult family member or friend about a recent major purchase they made. Students should analyze the decision-making process used and suggest how AI could have potentially improved or influenced the decision. They should write a short report (1-2 paragraphs) on their findings.



# **Essential Questions:**

- How can AI support the creation of inclusive projects?
- What are the key features of Canva that help in designing collaborative art projects?
- How can we express empathy and inclusion through class projects?
- What role does collaboration play in creating group projects using AI tools?

Before the lesson implementation, the teaching staff will brainstorm the above questions with the colleagues at the same school.

# **Skill focus:**



- Using digital AI tools for project creation.
- Collaborating on digital platforms.
- Communicating empathy and inclusion through group projects.
- Learning English Vocabulary



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#### **Assessments:**

Students will create a digital presentation of their personalized healthy lifestyle plan, incorporating AI-generated recommendations and demonstrating critical analysis of these suggestions. The presentation should include:

- 1. A summary of Al-generated health recommendations
- 2. An analysis of potential biases in the AI suggestions
- 3. A personalized plan that adapts AI recommendations to individual needs
- 4. A reflection on the ethical considerations of using AI for health advice

# **Evidence of Student Learning:**

- "3-2-1 Reflection": Students write down 3 things they learned, 2 questions they still have, and 1 way they plan to apply this knowledge
- Briefly discuss some responses as a class
- Student reflections on the use of AI and the principles of empathy.





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#### **Content:**

- SS.8.EC.1: Apply economic concepts to analyze consumer behavior and decision-making processes in real-life situations, incorporating the use of AI-powered tools and information sources.
- SS.8.ET.1: Evaluate the role of entrepreneurs in leveraging AI technologies to understand and respond to consumer needs, demonstrating how innovation in social sciences can impact economic processes
- Students will create inclusive projects using Chat GPT, Canva, etc.

#### **Assessments:**

 The teacher will use formative assessments (ongoing feedback during activities) and summative assessments (evaluation of final art projects).

#### INFORMATION:

The full lesson plan can be found at the link below:

https://docs.google.com/document/d/1tPrdkrwmMEdzkZGopmEo6ga3bX5II4VT/edit

Websites used in the design and implementation of the lesson plan:

Canva: https://www.canva.com/

Chat GPT: https://openai.com/index/chatgpt/

DeepL Translate: https://www.deepl.com/en/translator

MagicSchool: https://www.magicschool.ai/



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#### References:

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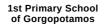
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# THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON

The AI Revolution: Navigating Social and Economic Changes

PREPARED BY:

Scoala Gimnaziala Tatrangi Sandor Ozun



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# Introduction

The development of artificial intelligence (AI) is one of the most defining technological processes of our time, fundamentally reshaping social and economic systems. This transformation raises numerous new questions in areas such as the labor market, education, ethics, and regulation.

The lesson "The AI Revolution: Navigating Social and Economic Changes" aims to provide students with a comprehensive understanding of the changes driven by AI and to develop their ability to critically analyze emerging challenges and opportunities.

Throughout the lesson, students will explore the driving forces behind the evolution of artificial intelligence and examine its social and economic impacts through tasks requiring analytical thinking.







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#### **Foreseen Outcomes**

At the end of this lesson, students will be able:

- to analyze how technological innovation and entrepreneurship affect the economy;
- to evaluate information critically and competently, considering various perspectives and potential consequences of decisions involving emerging technologies.





# **Lesson description**

Students will be able to analyze and create a personalized healthy lifestyle plan using AI tools while understanding potential biases and fairness issues in AI-generated health recommendations.



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#### **Duration**

# Prerequisites to this lesson plan

Students have knowledge about AI and the consumption of goods. In the period preceding the learning activity, they became familiar with these topics.



# **Opening**

Begin the class by showing a short video clip (2-3 minutes) showcasing recent AI advancements in various fields.

Ask students to share their initial thoughts and reactions to the video.

Pose the question: "How do you think these AI technologies might change our society and economy in the next 5-10 year?



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#### **Introduction to New Material**

- Present a brief overview of AI and its current applications, building on the previous lesson about AI in customer service.
- Discuss the concept of technological disruption and how it relates to Al adoption.
- Explain the potential impacts of AI on the labor market, including:
- Job displacement in certain sectors
- Creation of new job roles and industries
- The need for reskilling and lifelong learning
- Explore the economic implications of AI adoption, such as:
- Increased productivity and efficiency
- Changes in market structures and competition
- Potential shifts in global economic power
- Address social implications, including:
- Privacy concerns and data security
- · Algorithmic bias and fairness
- Changes in social interactions and communication
- Common misconception to anticipate: "Al will completely replace human workers in all industries." Clarify that while Al may automate certain tasks, it is more likely to augment human capabilities and create new opportunities in many fields.









#### **Guided Practice**

Divide the class into small groups of 3-4 students.

Assign each group a specific sector (e.g., healthcare, education, transportation, retail) to focus on.

Provide a worksheet with guiding questions for students to discuss and fill out together:

- How is AI currently being used in this sector?
- What are two potential positive social impacts of AI in this sector?
- What are two potential negative social impacts?
- What are two potential positive economic impacts?
- What are two potential negative economic impacts?

Circulate among the groups, offering guidance and prompting deeper thinking with follow-up questions.

Have each group share their findings with the class, encouraging questions and discussion.

# **Independent Practice:**

Explain the multimedia presentation assignment (as described in the Assessment section). Provide a rubric outlining the expectations for the presentation.

Allow students to choose their preferred presentation format and begin researching their chosen sector.

Encourage students to use reliable sources and to think critically about the information they find. Remind students to consider both short-term and long-term implications in their analysis.



















# **Extension Activity**

For students who finish early, challenge them to create a fictional "AI Ethics Board" for their chosen sector. They should develop a list of 5-7 ethical guidelines or principles that should be considered when implementing AI in that field.

# Closing

Conduct a quick "3-2-1" reflection activity:

- 3 things they learned about Al's impact on society and the economy
- 2 questions they still have
- 1 way they think AI might affect their future career or daily life

## Homework

Ask students to interview an adult (parent, guardian, or other trusted adult) about their views on AI and its potential impact on their job or industry. Students should prepare 3-5 questions for the interview and write a short reflection (1 paragraph) on how the interviewee's perspective compares to what they've learned in class.

#### **INFORMATION:**

The full lesson plan can be found at the link below: https://docs.google.com/document/d/1Qwol3ltw76-uaqlCGlzaPuZnP090wZK4/edit

Websites used in the design and implementation of the lesson plan:

Canva: https://www.canva.com/

Chat GPT: https://openai.com/index/chatgpt/

DeepL Translate: https://www.deepl.com/en/translator

MagicSchool: https://www.magicschool.ai/



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#### References

Omar Hatamleh, Tilesch György: Mesterség és intelligencia - Vegyük kezünkbe sorsunkat az MI korában, libri könyvkiadó kft. Bp, 2023 Gyerekek és kütyük - Hogyan befolyásolja a digitális média a gyerekedet? - Vida Ágnes, 2024

Şleagă, Florina, Florina Pişleagă, Natalia Lazăr, Stela Olteanu. Technológiai nevelés és gyakorlati alkalmazások: Tankönyv a VIII. osztály számára / Florina Pişleagă, Natalia Lazăr, Stela Olteanu. - Bucureşti : CD Press, 2020 https://minup.io/hu/hogyan-hasznald-a-mesterseges-intelligenciat-ai-a-vallalkozasodban/

















# THE NEXT GENERATION OF AI POLICY MAKERS: "INNOVATIVE APPROACHES TO AI EDUCATION"

# **LESSON:**

FOR DIVERSE SOCIETY"

**Exploring AI: Empowering Entrepreneurs and Consumers** 

# PREPARED BY: Scoala Gimnaziala Tatrangi Sandor Ozun



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#### Introduction

In the modern economy, knowledge serves as a foundation of power.

Empowered consumers and entrepreneurs are those who understand their rights and opportunities.

Informed decision-making promotes sustainable growth and security.

In this lesson, we will explore how individuals can become more confident and capable in the marketplace.

We will examine the importance of responsibilities and the protection of rights.

Let us begin our journey toward informed and empowered participation in the economy.

#### **Forseen Outcomes**

Students will be able:

- to understand the basic rights and responsibilities of consumers and entrepreneurs.
- to recognize the importance of informed decisionmaking in economic life.
- to provide examples of how to exercise their rights as consumers and entrepreneurs.
- to understand how knowledge of rights contributes to safer and more successful economic participation.
- to practice how to be conscious and responsible participants in the economy.



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# **Measurable Objectives**

Students will correctly list at least 3 consumer rights.

Students will identify 2 examples of responsible entrepreneurial behavior.

Students will explain why informed purchasing decisions are important.

Students will complete a short quiz on consumer and entrepreneur rights with at least 80% accuracy.



# **Duration Lesson description**

This lesson will take 1hours, which also includes interdisciplinary learning.

The teaching shall need digital devices to make students presentations.

The students need to have access to the internet to make online programs.

# **Opening**

- Begin the lesson by asking students to share their experiences with AI-powered tools or services they've encountered (e.g., virtual assistants, recommendation systems).
- Show a brief video clip demonstrating AI applications in business and consumer settings.

Pose the question: "How do you think AI might change the way businesses operate and consumers make decisions in the future?"



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#### **Introduction to New Material**

Define AI and explain its basic principles using simple analogies and examples relevant to 8th-grade students.

Discuss how AI can assist entrepreneurs in:

- Analyzing market trends and customer behavior
- · Automating repetitive tasks
- · Personalizing marketing campaigns
- · Optimizing inventory management
- Explain how AI benefits consumers by:
- Providing personalized product recommendations
- · Offering virtual shopping assistants
- Enabling price comparisons across multiple platforms
- Enhancing customer support through chatbots
- Address the common misconception that AI will completely replace human decision-making, emphasizing that AI is a tool to assist and augment human capabilities.

# **Guided Practice**

- Divide the class into small groups of 3-4 students.
- Provide each group with a scenario card describing a business challenge or a consumer decision-making situation.
- Ask groups to brainstorm how AI could be applied to address the scenario.
- Guide students through their thought process, offering suggestions and asking probing questions.
- Have each group share their ideas with the class, encouraging peer feedback and discussion.



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# **Independent Practice**

- Instruct students to work individually on their presentation assignment.
- Provide a rubric outlining expectations for content, creativity, and presentation skills.
- Encourage students to use online resources to research real-world AI applications in business and consumer contexts.
- Circulate the room to offer support and answer questions as needed.



# **Extension activity**

- Students who finish early can create a simple flowchart or infographic illustrating the decision-making process of an AI-powered recommendation system for either a business or consumer application.
- Students discuss and present a scenario, such as a complaint situation or starting an ethical business.

# **Closing:**

- Conduct a brief class discussion on the potential impact of AI on future careers and consumer behavior.
- Ask students to share one thing they learned about AI that surprised them or changed their perspective.



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## **Homework**

Ask students to interview a family member or friend about their experiences with AI in their work or daily life. Students should write a short reflection on how the interviewee's perspective compares to what they learned in class.

#### INFORMATION

The full lesson plan can be found at the link below: https://docs.google.com/document/d/100PtpT9NtSHWtcX3hLadICCI4puhmFrv/edit

Websites used in the design and implementation of the lesson plan:

Canva: https://www.canva.com/

Chat GPT: https://openai.com/index/chatgpt/

DeepL Translate:

https://www.deepl.com/en/translator

MagicSchool: https://www.magicschool.ai/



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## References:

Omar Hatamleh, Tilesch György: Mesterség és intelligencia - Vegyük kezünkbe sorsunkat az MI korában, libri könyvkiadó kft. Bp, 2023 Gyerekek és kütyük - Hogyan befolyásolja a digitális média a gyerekedet? - Vida Ágnes, 2024 Şleagă, Florina, Florina Pişleagă, Natalia Lazăr, Stela Olteanu. Technológiai nevelés és gyakorlati alkalmazások: Tankönyv a VIII. osztály számára / Florina Pişleagă, Natalia Lazăr, Stela Olteanu. - Bucureşti: CD Press, 2020



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# THEME 6: AI, FAIRNESS, AND CRITICAL THINKING

With AI gaining wider users, allocating a section for teaching fairness and criticial thinking is important. In that regard, our following section is aimed to guide students evaluate AI's influence critically and to examine in terms of equity and ethics.

LESSON: Critical Thinking in Daily Life AI in the Modern

World

PAGE: 283-300

LESSON: A 6th Grade Exploration of Bias and Fairness in Al

Communication PAGE: 301-308





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# THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

# LESSON:

Critical Thinking in Daily Life
Al in the Modern World
PREPARED BY:

Obchodní akademie s.r.o.



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#### Introduction

## Critical Thinking in Daily Life – AI in the Modern World

In today's rapidly advancing digital age, Artificial Intelligence (AI) has become an integral part of our daily lives. Whether we are aware of it or not, AI influences our decisions, the way we communicate, our work, and even our personal relationships. In this lesson, we will focus on how AI shapes our everyday reality and explore the ethical and legal questions surrounding its use.

The goal of this lesson is not only to understand what AI is and how it works, but also to learn how to critically evaluate its impact on our lives. Throughout the lesson, we will look at specific examples of AI in everyday activities, such as smartphones, autonomous vehicles, and personalized online recommendations. We will also discuss ethical dilemmas that arise with AI, such as the issue of bias in AI systems or the protection of personal data.

During this lesson, you will have the opportunity to not only learn about how AI works but also to engage in discussions about important legal matters related to AI regulation, particularly within the European Union. What laws and regulations apply to the development and use of AI? How can we ensure that AI serves all people fairly and respects their rights? At the end of the lesson, studentst will be able to create their own proposals for regulating AI and think critically about its ethical and legal framework in everyday life. They will learn to approach AI critically, which will help them understand its potential as well as the risks associated with its use.

This lesson is an opportunity not only to enhance stutents' digital skills but also to strengthen their critical thinking abilities, which are crucial in today's technological world.



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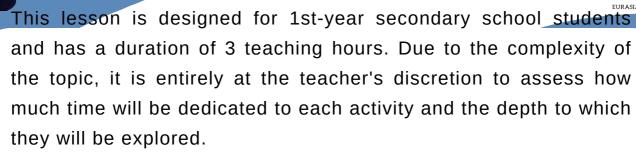








## **Introduction to AI and Critical Thinking**



#### **Objective**

Introduce the concept of Artificial Intelligence (AI) and explain its growing influence on daily life. Encourage students to think critically about how AI impacts various aspects of society.

# **Key Concepts**

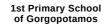
**Artificial Intelligence (AI):** The simulation of human intelligence processes by machines, especially computer systems.

<u>Applications of Al:</u> Virtual assistants (like Siri and Alexa), Alpowered recommendations (Netflix, YouTube), autonomous vehicles, and more.

#### **Activity**

Start the lesson with a short video explaining AI, followed by a group discussion about where students already encounter AI in their daily lives. Students should consider the devices they use, such as smartphones, voice assistants, and social media platforms, and how AI impacts their daily routines.







# **Discussion Questions**

How does AI influence your life?
In what areas of your life do you
already use AI?
How do you feel about AI's role in
society?





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# **Understanding Al's Impact on Society**

# **Objective**

Help students explore the societal impacts of AI. Analyze how AI can change work, privacy, relationships, and ethical decision-making.

#### **Discussion**

Al's impact on society is profound. From job automation to changes in social interactions, Al is influencing how we live, work, and think. This section delves into specific examples such as Al in healthcare, autonomous vehicles, and surveillance systems.

#### **Key Issues**

- Workplace Transformation: Al automates tasks, changing employment opportunities.
- Privacy: With AI systems collecting vast amounts of personal data, concerns about privacy and data protection arise.
- Social Interaction: Al-driven chatbots and virtual assistants are altering human interaction and communication patterns.



# <u>Activity</u>

Split students into groups and assign each group a real-world example of Al's impact. Examples might include Al in autonomous vehicles, Al in healthcare diagnostics, or Al-driven job automation. After researching their topic, students will present their findings to the class, discussing both positive and negative aspects of Al's influence.



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#### **Ethical Considerations in Al**

## **Objective**

Introduce students to the ethical challenges associated with AI. Focus on critical thinking skills and how to evaluate the ethical implications of AI.

#### **Ethical Dilemmas in Al**

- Bias in AI: AI systems are trained on data, and if that data is biased, the AI may perpetuate and even amplify these biases (e.g., biased hiring algorithms, facial recognition systems).
- Accountability: Who is responsible when AI makes a mistake? Should developers, users, or the AI itself be held accountable?
- Autonomous Decision-Making: How ethical is it for an autonomous vehicle to make decisions in life-and-death situations? <u>Activity</u>



Present students with a case study of an ethical dilemma related to AI, such as selfdriving cars. Ask them to discuss whether the car should prioritize saving the driver or the pedestrians in the event of accident. unavoidable an Encourage them to consider legal, moral. and social implications in their discussion.



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## **European Union Regulations on AI**

# **Objective**

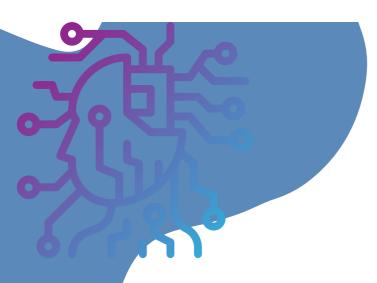
Introduce students to the regulatory frameworks governing AI in the European Union, <u>particularly the AI Act.</u>

#### The EU AI Act

The European Union has introduced regulations to ensure that Al systems are developed and used safely. The Al Act categorizes Al systems based on risk levels (from minimal to high risk) and establishes rules on transparency, accountability, and fairness.

#### Key Points

- Risk-Based Approach: The higher the risk posed by an AI system, the stricter the regulation.
- Transparency Requirements: All systems must be transparent, and their decisions should be explainable to users.
- Accountability: Developers must ensure that AI systems are safe and respect fundamental rights.



#### **Activity**

Students will read selected excerpts from the EU AI Act and work in pairs to identify the primary regulations. Afterward, each pair will present their findings to the class and explain how these regulations could impact everyday AI systems, such as chatbots or recommendation algorithms.



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### **Key Legal and Regulatory Challenges in Al**

### **Objective**

Explore the legal issues surrounding AI, including data protection, intellectual property, and liability for AI systems.

### **Key Legal Issues**

- **Data Privacy:** All systems rely on data, and many applications involve the collection and analysis of personal data. How can this data be used responsibly?
- Intellectual Property: Who owns the rights to content created by AI (e.g., AI-generated art or music)?
- Liability: Who is responsible if an AI system causes harm, such as an autonomous vehicle accident or a faulty medical diagnosis?

#### **Activity**

Students will work on a case study that involves intellectual property rights concerning AI-generated art. The task is to determine whether the AI or the developer owns the rights to a piece of artwork generated by AI, considering current intellectual property laws.





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### **How AI Shapes Daily Life – Practical Examples**

### **Objective**

Help students understand how AI is integrated into everyday life and explore its benefits and drawbacks.

### **Examples of AI in Daily Life**

**Smartphones**: Personal assistants like Siri and Google Assistant use AI to understand and respond to user queries.

**Social Media**: Platforms like Facebook and Instagram use Al algorithms to recommend posts and advertisements based on user activity.

**Smart Homes**: Al-powered devices like smart thermostats and voice-controlled assistants help manage home environments.

### <u>Activity</u>

In groups, students will create a mind map of AI applications in daily life. Each group will focus on a different category, such as AI in entertainment, healthcare, or transportation. Afterward, groups will present their mind maps, explaining how AI benefits and challenges each sector.





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### **Applying Critical Thinking to AI Ethics**

### **Objective**

Develop critical thinking skills in evaluating AI technologies and their ethical implications.

### Critical Thinking in Al

Students need to ask questions such as:

- What are the potential risks of using AI in a particular context?
- How can we mitigate these risks while benefiting from AI?
- What values should guide the development of AI technologies?





Students will analyze a case study involving the ethical use of AI in healthcare. The case might involve an AI system used to diagnose diseases. Students should discuss whether it's ethical to rely on AI for medical diagnoses and what safeguards should be in place to protect patients.



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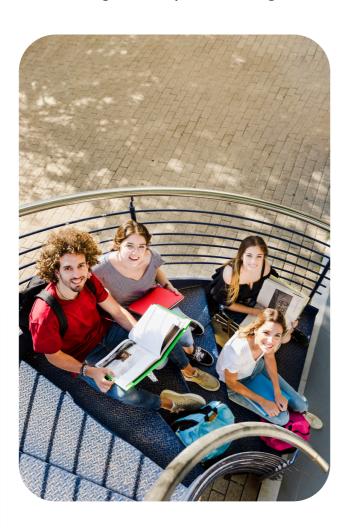
### **Team-Based AI Exploration Activity**

### **Objective**

Encourage teamwork while exploring different AI topics in-depth.

### **Group Work**

Each group will choose a different aspect of AI to explore, such as AI in education, entertainment, or privacy. They will use AI tools such as Google Deepmind or ChatGPT to conduct research, with the goal of presenting their findings to the class.



### <u>Activity</u>

Students will work together to 10-minute prepare a presentation on their chosen will need topic. They highlight the ethical implications, potential benefits, and challenges of AI in their field. Presentations will include visuals, data, and real-life examples.



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### **Creating a Policy Proposal for AI Regulation**

### **Objective**

Help students create policy proposals to regulate Al development and use, focusing on ethical considerations and privacy concerns.

### **Focus Areas**

How can AI be regulated to balance innovation with privacy protection?

What ethical standards should be in place for AI development?



### **Activity**

In groups, students will draft policy proposals on how Al should be regulated in schools or workplaces. They will present their proposals, justifying their recommendations based on ethical considerations and European regulations.



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### **Additional activities**



### **Practical Guidance on Using AI Tools in the Classroom**

### **Objective**

Teach students how to effectively use AI tools for research and creative projects.

### **Tools**

Introduce AI tools such as Google AI, Canva for graphic design, and ChatGPT for generating ideas and text. Provide students with a guide on how to use these tools responsibly and creatively in academic settings.

### **Activity**

Guide students through a step-by-step tutorial on how to use an Al tool for their upcoming project. Students will then use the tool to create visual aids, posters, or research summaries.

### Reflecting on AI and Ethics in Education

### **Objective**

Encourage reflection on the role of AI in education and ethical decision-making.

### **Discussion:**

How can AI benefit education while protecting student privacy?
What ethical considerations should schools consider when implementing AI-based tools?

### **Activity**

Students will write a short reflective essay on how AI could change education in the future. They should discuss both positive and negative aspects, considering ethical dilemmas and privacy issues.



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### Conclusion

### What Students Will Learn – Al in the Modern World Al in the Modern World

In this lesson on "Critical Thinking in Daily Life," students will gain valuable insights into the growing role of Artificial Intelligence (AI) in our everyday lives. By exploring the impact of AI, discussing ethical considerations, and examining legal frameworks, students will develop a deeper understanding of how AI influences various aspects of society, including privacy concerns, employment challenges, and social implications.

Throughout the lesson, students will enhance their digital literacy skills. They will learn not only how AI works but also how to navigate the ethical dilemmas it presents. This knowledge will empower them to think critically about technology and its implications, fostering a mindset that questions the societal and individual impacts of emerging technologies.

The lesson will also contribute to improving students' foreign language skills. Through discussions, case studies, and written activities, students can practice reading, speaking, and writing in English. As AI-related topics are increasingly discussed globally, the ability to engage with these topics in English will help students access a broader range of resources, stay informed about current developments, and participate in international conversations about technology.



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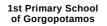


In addition, the skills developed in this lesson are directly relevant to the modern job market. As Al continues to evolve, employers are seeking individuals who are not only technically proficient but also capable of thinking critically about the implications of Al and technology in their industries. Understanding Al's potential and limitations will better prepare students for careers in fields such as technology, ethics, law, and innovation. Moreover, the ability to navigate the ethical and legal aspects of Al will be an asset in any profession that involves data, automation, or digital systems.

Ultimately, this lesson will equip students with the skills they need to adapt to an Al-driven world. Through the critical thinking, research, and communication skills they develop, students will be better prepared for both their academic journeys and future career paths.

By continuing to explore AI-related topics and expanding their knowledge, students will be ready to contribute to shaping the future of technology and its role in society.

















### Resources

### <u>Further Reading and Resources</u>

DeepMind Resources. Available at: https://experience-ai.org/en

European Commission. (2024). 'AI Act.' Available at: [https://digital-strategy.ec.europa.eu/en/policies/regulatory-framework-ai].

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### Resources

Understanding computing education (Vol 3). Proceedings of the Raspberry Pi Foundation Research Seminars.' Available at:

[https://www.raspberrypi.org/app/uploads/2022/06/Engaging-children-with-AI-ethics-Aitken-M-and-Briggs-M.pdf].

Sandra Leaton Gray. (2018). 'The Colour of AI.' Available at: [https://sandraleatongray.wordpress.com/2018/01/09/the-colour-of-ai/].

Leon Furze. (2024). 'Teaching AI Ethics: Bias and Discrimination.' Available at:

[https://leonfurze.com/2023/03/06/teaching-ai-ethics-bias-and-discrimination/].

















### Resources

Case studies

Computer Science Department, University of Oxford. (2024). 'Ethics for Artificial Intelligence.' Available at:

[https://www.cs.ox.ac.uk/efai/towards-a-code-of-ethics-for-artificial-intelligence/what-are-the-issues/ai-ethics-fails-case-studies/].

Jennifer Chubb, Sondess Missaoui, Shauna Concannon, Liam Maloney, James Alfred Walker. (2022). 'Interactive storytelling for children: A case-study of design and development considerations for ethical conversational AI.' Available at:

[https://www.sciencedirect.com/science/article/abs/pii/S2212 868921000921].

















#### **Video**

Pants Bear Kids – Cartoon. (2023). 'Al and Ethics | A Fun Tech-Adventure into Privacy, Fairness, and Transparency.'

Available at: [https://youtu.be/PaEvuv7IVNg?si=mXuvYNTybBj29PYI].

Su-Hie Ting. (2023). 'Research ethics: Case studies.'

Available at: [https://youtu.be/1Z0SR90Lx98?si=s346oCHP3D9E0JZY].

#### **Images**

All images used are sourced from the Canva application or www.freepik.com.



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### THE NEXT GENERATION OF AI POLICY MAKERS:

"INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

## LESSON:

A 6th Grade Exploration of Bias and Fairness in Al communication

PREPARED BY:

### Scoala Gimnaziala Tatrangi Sandor Ozun



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#### INTRODUCTION

Artificial Intelligence (AI) is becoming a bigger part of our everyday lives—from voice assistants on our phones to online recommendations. But how fair and unbiased is this technology? In this lesson, students will explore the basics of how AI works and think critically about how bias can appear in AI communication. Through interactive activities, discussions, and real-world examples, students will discover what fairness means in the digital world and why it's important to be thoughtful users—and future creators—of technology. This lesson introduces 6th-grade students to the concept of bias and fairness in Artificial Intelligence (AI), focusing on how AI systems communicate and make decisions. Through guided discussions, simple activities, and age-appropriate examples, students will begin to understand that technology—like people—can sometimes reflect unfair patterns or assumptions.

### By the end of the lesson, students will be able to:

- Understand what AI is and how it affects everyday life.
- · Define bias and fairness in the context of AI.
- Identify simple examples of biased communication in AI systems.
- Reflect on how fairness can be encouraged in future technology design.
- · collaborate effectively with peers from diverse backgrounds,
- demonstrate empathy
- create a human-centered project using Canva AI, Chatgpt, Kahoot.



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### **Lesson Description:**

• Students learn how to create collaborative and inclusive presentations on Canva AI describing themselves.

### **Objective:**



 Students will be able to identify and explain potential biases in AI systems and discuss the importance of fairness in AI developmen



### **Duration (Lesson procedure):**

### **Opening:**



- Ask students to share their experiences with AI in their daily lives (e.g., voice assistants, recommendation systems, facial recognition).
- Pose the question: "Do you think AI treats everyone equally? Why or why not?"
- Show a brief video clip demonstrating an example of Al bias (e.g., facial recognition struggles with diverse faces).





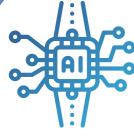
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### **Introduction to New Material:**

- Define AI and provide examples of its applications in everyday life.
- Explain the concept of bias in AI systems, using age-appropriate examples (e.g., an AI system recommending only boys' toys to all children).
- Discuss the importance of fairness in Al development and its impact on society.
- Introduce the idea of diverse teams in AI development to reduce bias.
- Common misconception to anticipate: "Al is always objective and unbiased because it's made by computers."

### **Guided Practice:**

- Divide students into small groups.
- Provide each group with a scenario where AI might show bias (e.g., job application screening, facial recognition for school attendance).
- Guide students to identify potential biases in each scenario.
- Ask groups to brainstorm ways to make the AI system in their scenario more fair.
- Monitor group discussions and provide support as needed.





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### **Independent Practice:**

- Students will work individually on their assessment task: creating a poster or digital presentation about AI bias and fairness.
- Set expectations for quiet, focused work time.
- Circulate the room to provide individual assistance and answer questions.
- Encourage students to use the key points and examples from the lesson in their work.

### Closing:

- Conduct a "Gallery Walk" where students view each other's posters/presentations.
- Ask students to share one new thing they learned about AI bias and fairness.
- Summarize the main points of the lesson and reinforce the importance of fairness in AI.

### **Extension Activity:**

 Students who finish early can research a real-world example of AI bias and write a short paragraph about how it was discovered and what steps were taken to address it.





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### **Essential Questions:**

- How can AI support the creation of inclusive projects?
- What are the key features of Canva and chat gpt that help in designing collaborative art projects?
- What role does collaboration play in creating group projects using AI tools?





### **Skill focus:**

- Using digital AI tools (Canva, chat gpt, kahoot) for project creation.
- Collaborating on digital platforms.
- Communicating empathy and inclusion through group projects.





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### **INFORMATION:**

- The full lesson plan can be found at the link below: https://docs.google.com/document/d/1Vor3suyjjlTaX6luh03-euYHA99zhMg/edit
- Websites used in the design and implementation of the lesson plan:
- 1. Canva: https://www.canva.com/
- 2. Chat GPT: https://openai.com/index/chatgpt/
- 3. DeepL Translate: https://www.deepl.com/en/translator
- 4. MagicSchool: https://www.magicschool.ai/



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### References:

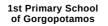
Angie Smibert: Mesterséges intelligencia - Okos gépek, gondolkodó robotok - és tudományos gyakorlatok gyerekeknek, Cser Kiadó, BP, 2020

Henry Brighton: Mesterséges intelligencia másképp, Edge 2000 Kft., BP

SMIBERT Angie Inteligența artificială. Mașini care gândesc și roboți inteligenți – cu activități științifice pentru copii (Artificial Intelligence. Thinking Machines and Smart Robots), 2020, Editura Paralela, 45, Bucuresti Şleagă, Florina, Florina Pişleagă, Natalia Lazăr, Stela Olteanu. Technológiai nevelés és gyakorlati alkalmazások: Tankönyv a VIII. osztály számára / Florina Pişleagă, Natalia Lazăr, Stela Olteanu. - București : CD Press, 2020

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# THEME 7: INTERCULTURAL EXCHANGE AND CREATIVE EXPRESSION

In this book where we aimed to examine AI from different aspects, our last section primarily focuses on AI's function as a bridge between cultures and creativity.

LESSON: Building Bridges: Refugee and Greek Students Talk about Their Countries **PAGE:310-316** 





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## THE NEXT GENERATION OF AI POLICY MAKERS: "INNOVATIVE APPROACHES TO AI EDUCATION FOR DIVERSE SOCIETY"

## LESSON NAME: BUILDING BRIDGES: REFUGEE AND GREEK STUDENTS TALK ABOUT THEIR COUNTRIES

### Prepared by: 1 Dhmotiko Sxoleio Gorgopotamou



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### INTRODUCTION:

The advent of artificial intelligence (AI) has brought about significant changes across various sectors, including education. Al's potential to revolutionize educational practices, personalize learning, and democratize access to knowledge is immense. However, the successful integration of AI into education should be based on the application of human-centered design (HCD) principles. These principles guided by the human factor are critical to ensuring that AI solutions are not only technologically advanced but also fair, accessible, and in accordance with the diverse needs of learners and educators. Empathy, inclusion and collaboration are some of the most important human-centered design principles that should exist in education. This lesson mainly aims at promoting the principle of empathy.

### KEY LEARNING OBJECTIVES:

- Understand the backgrounds of refugee and Greek students involved in the collaboration
- Understand the importance of demonstrating empathy and respect towards peers from different cultures

EMPATHY
HUMAN MIND



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Understanding Empathy in the School Environment using Al



### a) Personalized Learning Experiences

By understanding the unique learning styles, paces, and preferences of students, AI can adapt content and teaching methods to suit individual needs.

### b) Supporting Educators

Al can greatly facilitate the teacher's job by automating administrative tasks, helping them monitor student performance, and offering resources for professional development.



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### Suggested Activities for this section:

- Students are divided into groups with a mix of refugee and Greek students and they share personal stories about their background and origin.
- Students write short paragraphs in English following model texts and their discussion to introduce themselves and their background. They use Grammarly AI tool to correct lexical, grammatical or syntactical mistakes.





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### Al tools promoting Empathy:

- Students utilize Canva AI tool to create visually appealing inclusive and collaborative projects
- Students use Grammarly AI tool to ensure proper grammar and language in the project
- Students use "Speak and Translate " Al app to communicate with their non-native peers.





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### **Extension Activities:**

- Students create a digital gallery showcasing all the collaborative projects
- The teacher asks students to write a reflection on their experience and what they learned from working with peers from different backgrounds





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### References:

Moneymaker-Lamson, Kelley Jo. (2013). Teacher Efficacy, Preparedness, and Empathy in Working with Refugee Students. Boise State University Theses and Dissertations. 754. https://scholarworks.boisestate.edu/td/754

Jian, Maher. (2023). Personalized learning through AI. Advances in Engineering Innovation. 5. None-None. <a href="https://doi.org/10.54254/2977-3903/5/2023039">https://doi.org/10.54254/2977-3903/5/2023039</a>

Drydakis, Nick. (2021). Mobile applications aiming to facilitate societal integration and immigrants' overall level integration, health and mental health. Does artificial intelligence enhance outcomes? Computers in Human Behavior. 106661. 117. https://doi.org/10.1016/j.chb.2020.106661.



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# THANK YOU















athena-projecterasmus.webnode.cz/



youtube.com/channel/UCgoCVODhhCvJVwrheELs1A



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