Topic	Ethics In Ai – Accent Diversity Protection	**Duration**	90 minutes
Type	Lesson Plan		
Cefr level	B1-B2		

GOALS/PURPOSE/AIMS

- Understand the concept of accent discrimination.
- Explore the implications of AI struggling to recognize diverse accents, including potential disadvantages in job recruitment and accessibility.
- Reflect on personal experiences on accent discrimination in relation to technology.
- Inspire potential solutions.

MATERIALS/RESOURCES USED

- BBC Article (possible adaptation to serve educational roles regarding to vocabulary/grammar phenomena etc.): https://www.bbc.com/news/technology-68466369
- Worksheet: Does AI have an accent preference?
- Whiteboard

PROCEDURES (STRUCTURE)

1. Warm Up: Introducing the topic (20 minutes):
- The teacher asks some questions to spark the conversation in the class: *Do you think all people have the same accent? Is any accent more difficult to understand? Why/Why not? What makes an accent more difficult to understand? Which accent are we more exposed to? Do you think accents influence the way people are treated? Have you ever had difficulty being understood because of your accent?*
Introducing key vocabulary:
- The teacher assigns a student to read the related vocabulary from the table on the Worksheet.
- The teacher asks students to define the words they know with examples, otherwise they give definitions and examples.

2. Reading and Comprehension (20 minutes):
- The teacher assigns students to read paragraphs of the text in turns.
- The teacher assigns 3 different groups to find in the text the reason why this happens, the people who are affected, and the impact it has on their lives giving them these questions to work with:
Why does AI fail to recognize all accents equally?
What impact does this have on people in workplaces and daily life?
What groups are most affected by this?

This could also be a task to continue at home and continue on the next lesson in case of 45 minutes lessons.

3. Presentation (20 minutes):

- One or two people each time present their findings from the text and support them with evidence. They explain how they understand the topic and share their ideas.
- The teacher asks the rest of the classroom to share their opinions.

4. Experimentation with AI technology (10 minutes):

- Teacher asks students to use an AI assistant (Google, Siri) and see the recognition results.
- Teacher poses the question for a short debate: who should be responsible for accent bias? If phones are not allowed in classroom or there is a matter of data privacy this task can be skipped.

5. Solution Design (20/30 minutes):

- The teacher uses the same teams that they have to come up with ways to make AI more inclusive for all accents.
- She writes the task on the whiteboard: *Imagine you are a tech company designing AI for speech recognition*.
- The groups present their solutions.
- Each team presents their solution to the class in a 1-minute "Tech Pitch", as if they were proposing it to investors.
- Classmates act as "investors" and ask questions, challenging the feasibility and effectiveness of each idea.
- Conclude with a class vote: *Which solution seems the most effective? Why?*

EXPECTED OUTCOMES

- Define and explain the concept of accent discrimination, particularly in AI and workplace settings.
- Assess the responsibility of tech companies in making AI systems more inclusive.
- Work collaboratively in teams to develop practical solutions to AI accent bias and present them persuasively.
- Design a solution to improve AI inclusivity, incorporating technical, ethical, and business considerations.

ASSESSMENT/REFLECTION

- Class Discussion: *Should AI be trained on all accents equally, or is it okay for it to prioritize more widely spoken accents? After today's lesson, has your perception of accents changed? If so, how? What will you personally do differently after learning about accent bias? Will you use speech recognition assistants differently?*
- Self-Evaluation: Students rate their confidence in discussing accent bias before and after the lesson.