

# Teacher guidelines

**Year: KS3/KS4**

**Date:**

**Teacher:**

**Subject:** Smart tech, Safe choices

Lesson objectives:

- Understand what AI is and where it is used
- Identify benefits and risks of AI and online tools
- Explore how Islamic ethics guide digital behaviour
- Reflect on personal responsibility when using technology

Materials/Resources:

- Lesson slides (PDF) Smart Tech, Safe Choices SID
- Worksheet 1: Question-based worksheet
- Worksheet 2: Creative writing reflection

Activities:

## Starter

### Strategy: Think – Pair – Share

Teacher Prompt:

“Is technology good, bad, or does it depend on how we use it?”

How to run it:

1. Students think silently (30 seconds)
2. Discuss with a partner
3. Share responses as a class

Key idea to draw out:

Technology itself is neutral – responsibility lies with the user.

AFL Opportunity:

Listen for balanced responses and reasoning.

## Main Activity

Slide References:

- What is AI? (Slide 4)
- Benefits vs Risks (Slide 5) Smart Tech, Safe Choices SID

Teacher Input:

- Explain AI in simple terms:
  - Learns
  - Predicts
  - Generates content
- Use familiar examples (chatbots, image generators, voice assistants)

Class Discussion Prompt:

“Which risk worries you the most, and why?”

AFL:

Cold-call or thumbs up/down to check understanding.

## Main activity 2

Slide References:

- Qur’an 99:7–8 (Slide 6)
- Intention (Niyyah) & Technology (Slide 7)
- Amanah – Responsibility & Trust (Slide 8) Smart Tech, Safe Choices SID

Key Teaching Points:

- Accountability:
- Even small online actions matter (Qur’an 99:7–8)

Niyyah (Intention):

- “Actions are judged by intentions”
- Ask students:
- “Why am I using AI – to learn, or to shortcut honesty?”
- Amanah (Trust):

- Emphasise:

- Knowledge is an amanah
- Devices are an amanah
- Online access is an amanah

Teacher Tip:

Keep tone reflective, not accusatory.

## Slide Reference: AI in Real Life

How to run:

- Students work in small groups
- Each group discusses one scenario

Discussion Questions:

- Is this halal / questionable / haram?
- Why?
- How could AI be used correctly instead?

AFL:

Ask groups to justify their reasoning using:

- Niyyah
- Amanah
- Accountability

## ● WORKSHEET TASKS (Choose One or Both)

### Worksheet 1: Question-Based Worksheet

Best for:

- Knowledge checking
- Structured learners

Use to assess:

- Understanding of AI
- Awareness of risks
- Islamic vocabulary (niyyah, amanah)

### Worksheet 2: Creative Writing Reflection

Best for:

- Deeper thinking
- SMSC evidence

Prompt Focus:

Students reflect on a situation where:

- No one is watching
- They must choose how to use technology
- Their intention matters

#### **Differentiation Tip:**

Allow:

- Paragraph
- Diary entry
- Short story

## ✦ DIFFERENTIATION

- **Support:** sentence starters, paired discussion
- **Stretch:** ask students to justify answers using Islamic principles
- **EAL:** visual icons, oral responses

## SMSC & OFSTED LINKS

- **Spiritual:** Accountability before Allah
- **Moral:** Honesty, right vs wrong online behaviour
- **Social:** Respectful digital conduct
- **Cultural:** Navigating modern AI responsibly

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## Plenary

**Slide Reference: Exit Ticket (Slide 12) Smart Tech, Safe Choices SID**

#### **Exit Question:**

“One way I will use technology more responsibly after today is...”

#### **Optional Du‘ā (Teacher-led):**

“Ya Allah, help me use knowledge and technology in ways that please You.”

#### **AFL:**

Collect written responses or ask volunteers to share.