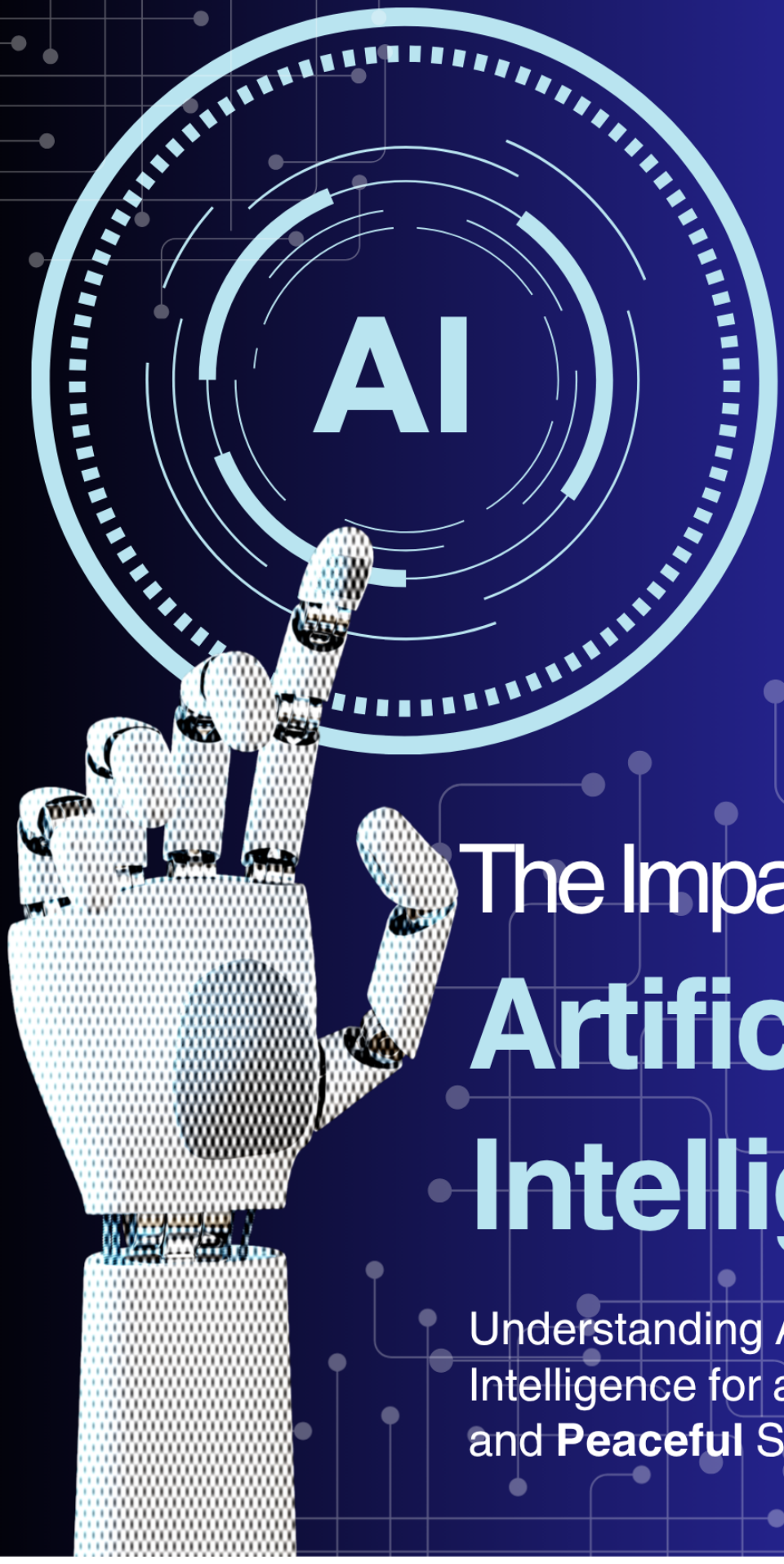
Religions *for* Peace
UNITED KINGDOM



The Impact of Artificial Intelligence

Understanding Artificial Intelligence for a more **Informed** and **Peaceful** Society

This resource helps people of all ages understand (AI) and its impact on daily life.

Created by Religions for Peace UK, the programme encourages open discussion, critical thinking, and ethical awareness in a world increasingly shaped by technology. Each session explores a different theme, from the basics of AI to its influence on society, young people, and the future of work.

The series aims to build confidence, reduce fear, and promote thoughtful, responsible use of AI across generations and communities.

Facilitator: Dr Elizabeth Milovidov

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INTRODUCTION

Artificial Intelligence, or AI, is no longer something distant or futuristic. It already plays a part in our daily lives, helping us choose what to watch, how to travel, and even what news we see. Yet many people, of faith and no faith, young and old, feel unsure about what AI really is, how it works, and what it means for society.

This uncertainty can lead to fear, confusion, and the spread of misinformation. AI also raises important questions about privacy, fairness, and human responsibility. Faith and belief communities are not separate from these challenges. They too face the task of guiding conversations about truth, ethics, and human dignity in an age of digital influence.

To respond to this need, Religions for Peace UK developed The Impact of AI series for a more informed and peaceful society. The programme aims to build understanding, trust, and awareness around AI. It encourages people to ask questions rather than feel left behind by technology.

The five chapters explore:

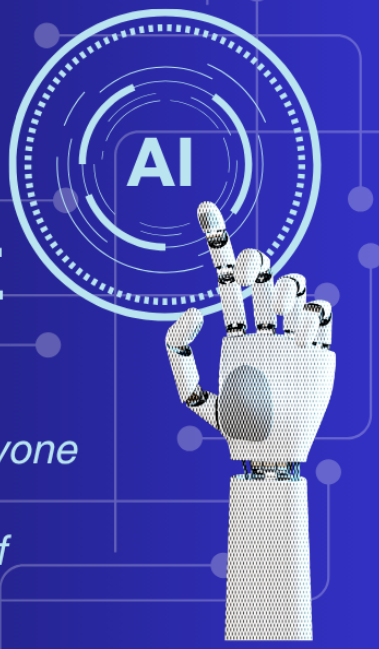
- What AI is and how it works: explaining the basics clearly and simply.
- How AI shapes daily life: showing how algorithms influence what we see and do.
- How AI can influence our thoughts: understanding bias, echo chambers, and misinformation.
- How to think critically about AI: especially for families, parents, and young people.
- The ethical and social impact of AI: focusing on fairness, values, and human-centred development.

The goal is not to turn readers into experts, but to give them confidence and curiosity, to learn to recognise how AI works around them and how to use it responsibly.

A more informed public leads to a more peaceful and fair society. This programme helps people engage with technology thoughtfully, using human values such as empathy, fairness, and respect as a guide.

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UNITED KINGDOM

UNDERSTANDING ARTIFICIAL INTELLIGENCE



Artificial Intelligence (AI) can feel overwhelming. Everyone starts from a different point, and even experts are still learning. It is an evolving field rather than a fixed set of answers, so it helps to revisit the basics.

What is Artificial Intelligence?

AI is a broad area of study focused on creating machines capable of tasks that usually require human thought, such as recognising speech, solving problems, and learning from experience.

At its core, AI relies on algorithms, step-by-step instructions that help computers analyse large amounts of data. These systems identify patterns and make predictions or decisions. For instance, Netflix analyses what a viewer watches and recommends similar shows, saving time and guessing preferences automatically.

AI as a Tool

It's natural to feel cautious about AI, especially with images from films like 'The Terminator.' But AI is not about creating robots that replace people. Rather, it's about building systems that assist with reasoning, problem-solving, perception, and language.

The comparison with a knife helps explain this: a knife can be used to harm or to cook a meal, it depends on how it's handled. Likewise, AI can be misused, but it also offers enormous benefits when applied ethically. Education and awareness are key to using it safely and well.

A Brief History

AI did not suddenly appear with ChatGPT. Its roots go back to the 1950s. Alan Turing developed the *Turing Test* , which asked whether a machine could show intelligent behaviour indistinguishable from a human's. This laid the foundation for machine learning, the idea that computers could improve their performance by analysing data.

Over time, researchers built on one another's work, leading to neural networks: computer systems modelled on the human brain. These networks enable computers to learn from complex data and refine their responses. Unlike animals such as parrots or dolphins, whose intelligence has natural limits, computers can keep developing, becoming faster and more capable.

Different Types of AI

AI can be grouped by its capability:

Narrow (Weak) AI - Designed for one purpose only.

Examples include:

- Voice assistants such as Siri, Alexa, and Google Assistant, which respond to commands or questions.
- Translation tools like Google Translate, converting text between languages.
- Recommendation systems used by Netflix, Amazon, and Spotify.
- Autonomous vehicles, such as certain Tesla models, which use sensors and algorithms to navigate safely.
- Industrial robots performing repetitive or precision tasks in factories.

These systems work within strict boundaries and cannot apply their 'intelligence' outside their intended role.

General (Strong) AI - Designed to understand and reason across many tasks.

Aims to imitate human cognition - tools like ChatGPT or Microsoft Copilot move in this direction.
They can hold conversations, answer questions, and create content that feels natural, but they do not truly understand as humans do.

AI should be seen as a helpful assistant rather than an expert. It mimics human communication, but its 'knowledge' comes from patterns in data, not lived experience. As one participant noted, using AI can feel like talking to a friend who is supportive but not necessarily qualified.

Using AI Safely and Confidently

Many people, including young people, are now experimenting with AI for study, creativity, or everyday tasks. Some, however, may treat AI as a counsellor or emotional support system. This highlights the need for awareness and guidance: AI is a tool, not a therapist or a source of moral judgement.

Dr Elizabeth Milovidov (the series facilitator) reminds us that we don't need to understand every technical detail, just as most drivers don't know how an engine works. What matters is learning the rules, limitations, and ethical boundaries.

HIGHLIGHTS:

- **AI isn't new:** Although it feels modern, research began in the mid-20th century with early computing and the Turing Test (*https://plato.stanford.edu/entries/turing-test/*).
- **Definition:** Artificial Intelligence (AI) refers to computer systems that perform tasks normally requiring human intelligence.
- **How it works:** AI uses algorithms (sets of rules or models) to analyse data, spot patterns, and make decisions. Everyday examples: Netflix suggestions, Google Translate, voice assistants like Siri or Alexa, and factory robots all use AI.
- **Narrow AI (or Weak AI):** Built for a single, specific task, such as language translation or facial recognition.
- **General AI (or Strong AI):** Designed to understand and reason across many tasks, similar to human intelligence - tools such as ChatGPT aim towards this.
- Through **machine learning** and **neural networks**, AI systems can **improve performance** over time.
- AI can be positive and helpful when used **responsibly and ethically.**
- AI is a tool, not an expert. Like any tool, a knife or a car, AI is valuable when used with understanding and care.
- The more we discuss and learn about AI, the less intimidating it becomes.



HOW DO WE USE ARTIFICIAL INTELLIGENCE?

AI is not something on the horizon, it is already incorporated into everyday routines. Many of us use it without realising. When a phone predicts the next word we will type, when a map suggests the fastest route, or when a streaming service recommends the next programme, those are examples of narrow AI in action. Understanding that we already engage with AI helps make the subject less intimidating and more practical.

At Home

AI sits quietly in our homes through voice assistants, smart speakers, streaming suggestions and mobile phone features. Even simple things like autocorrect or a photo app recognising faces rely on trained models working in the background. Children interact with AI through games, smart toys, and YouTube suggestions, often long before they can understand what “algorithms” or “data” mean. Adults may not think of these as AI systems, but they are. This is why digital guidance for children now includes conversations about who makes recommendations, how content is chosen, and why privacy settings matter.

Parents and carers do not need to be experts to teach awareness. Understanding that recommendations and suggestions are not neutral is an important step. Talking openly about why certain videos, music or adverts appear helps build healthy digital habits from a young age.

In Schools and Education

Schools are adopting AI in teaching tools, revision apps and admin systems. Language apps, for instance, adjust to the pace of a learner, offering harder questions as progress is made. Some platforms check essays for originality or offer hints when a student gets stuck. Used responsibly, these tools support learning rather than replace it.

Clear expectations help. If pupils are allowed to use AI for brainstorming but not for producing finished work, the learning remains authentic. Educators are also balancing the benefits of technology with safeguarding responsibilities. Young people sometimes see chatbots as social companions, so schools and parents should discuss healthy limits and encourage seeking help from trusted adults rather than machines.

In the Workplace

Many organisations now use AI in everyday systems. Automated assistants help book meetings or summarise notes, chatbots answer service queries, and CV-screening software sorts through applications before a human sees them. These tools can free up time, but they are not neutral. It is important for employees to understand where automation is being used, what data is shared, and where human judgement still needs to lead.

Knowing how these tools work also protects staff. If AI is used in recruitment, it must not reinforce bias. Staff should feel able to ask questions and challenge unfair outcomes.

Public Life and Society

AI is increasingly part of public systems, from healthcare checks and public service chatbots to traffic management and security cameras. These uses can help systems run efficiently, but they also raise concerns about privacy, consent and fairness. In many countries, public spaces already involve some form of automated surveillance. It is essential that citizens understand when and how information is collected and used.

Deepfakes and misinformation are another major concern. AI makes it possible to fabricate realistic audio or video. Verifying sources, cross-checking information and teaching young people to do the same matter more than ever.

A Balanced Path Forward

AI brings convenience and opportunity, but the aim is not to hand life over to machines. Human judgement, empathy, creativity and ethics remain essential. Good use of AI relies on curiosity, clear thinking and a willingness to ask questions. We learn together, we take our time, and we keep people at the centre.

IN A NUTSHELL

AI is already shaping what we see, think about, and do, from the content we are shown to the choices we make online. Children and teens are growing up surrounded by systems that influence their interests and behaviour, often without their awareness. Because algorithms can also reinforce bias or surface harmful material, understanding how these technologies work helps build digital confidence. As AI becomes more present in daily life, good judgement and thoughtful use online matter more than ever.

What AI Is Doing Around Us:

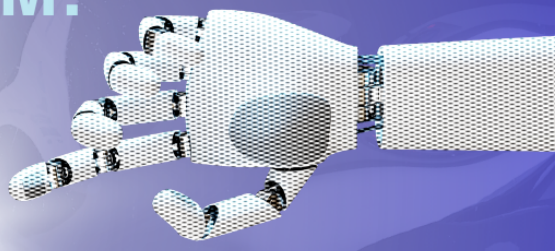
- Recommends what we watch, listen to, and read
- Assists us through voice tools (e.g. Siri, Alexa, Google Assistant)
- Helps with typing, translation, maps and route planning
- Filters job applications and supports workplace tasks
- Powers chatbots when we seek customer support
- Used in schools for learning tools, plagiarism checks and admin support
- Appears in public systems such as health services and transport

A balanced approach to AI means using it for learning, creativity and efficiency, while keeping human judgement, empathy and values at the centre. As these tools become more capable, it is important to stay aware of ethical considerations, including privacy, surveillance and the risk of deepfakes, so that technology supports us rather than replaces or misleads us.

Key Skills for All of Us

- Question what you see online
- Check privacy and consent settings
- Be aware of bias in algorithms
- Understand that AI is a tool, not a moral guide
- Talk openly with children about safe, positive use

INSIDE THE ALGORITHM: HOW AI INFLUENCE YOUR THOUGHTS



Every time we scroll through social media, watch recommended videos, or search for news, algorithms are working in the background. They learn from our clicks, likes, shares and viewing habits to predict what we want to see and deliver it quickly. This can be useful, helping us find recipes, study tips, music or reliable news. However, algorithms do not judge truth, emotion or fairness; their goal is engagement. If content keeps people scrolling, the system promotes more of it. While this can lead to helpful advice and shared interests, it can also amplify misleading information or extreme content.

Echo Chambers and Influence

When we repeatedly see the same type of content, it can feel as though "everyone" thinks a certain way. Young people, in particular, can quickly be guided towards trends, influencers or ideas that shape opinions without them realising. Adults are not immune either, recommendation systems affect all age groups.

AI does not try to change our views on purpose. It simply learns what keeps us watching, which can accidentally pull people towards stronger or more extreme content.

A useful habit is to pause and think:

- Why am I seeing this?
- Does it reflect real life, or just what the algorithm thinks I like?
- Could there be other viewpoints worth hearing?

Even small acts of curiosity like following diverse accounts, clicking on news from different sources, help build a wider, healthier online world.

Let's face this as an opportunity to stay conscious of how what we consume influences how we feel and think. So is deliberately seeking different viewpoints and checking reputable sources when it comes to news and social topics.

Manipulated Media and Deepfakes

The rise of AI-generated voices and videos brings a new challenge. It has become easier to fake audio, imitate well-known figures, or alter real footage. At first glance, these clips can appear genuine. This means we need to be cautious when content stirs a strong emotional response or seems designed to provoke outrage.

Children are already coming across altered audio and video online, sometimes without realising it, so helping them name what they see builds confidence rather than fear.Teaching children and teenagers about this shift is especially important. Not to make them fearful, but to equip them with tools to recognise when something may have been edited or artificially produced. Encouraging young people to pause before sharing content, and to ask themselves whether it feels trustworthy, builds resilience.

With AI tools now allowing content to be created faster and in higher volume, knowing how to pause and verify becomes an everyday skill.

Bias and Fairness

Algorithms are created and trained by people, and this means they can inherit human assumptions. If a system learns from limited or biased data, it may produce results that disadvantage certain groups. We have already seen real-world examples, such as facial-recognition software struggling to identify darker skin tones accurately, or recruitment tools unfairly filtering candidates.

Recognising bias does not require technical expertise. It simply involves remembering that technology reflects the data it is given, not objective truth. Remaining curious and questioning avoids putting “blind trust” in automated systems.

Digital Confidence for Families and Communities

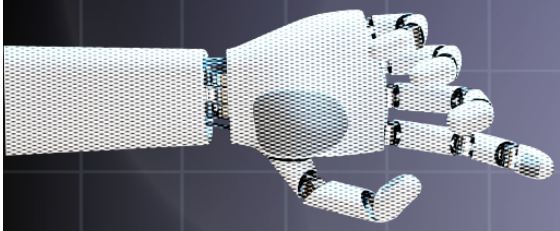
The goal is not to avoid technology, but to learn how to use it wisely. Young people today will grow up surrounded by AI, so supporting them with calm, open conversations matters more than ever. Asking “Who made this?”, “Why am I seeing it?” and “Does this feel reliable?” turns passive scrolling into thoughtful engagement.

Adults benefit from the same skills. Being open to learning together, instead of feeling pressure to “keep up”, helps create a balanced and supportive digital environment at home, at school and in our communities.

Technology will continue to evolve. Our best tools remain human ones: curiosity, empathy, patience, and the willingness to check before we share. With those in place, AI becomes a helpful assistant rather than a hidden influence.

IN A NUTSHELL

- AI systems sort, rank and recommend content across social media, search, video platforms and websites. They decide what rises to the top of our feeds and what quietly disappears.
- Recommendations help us find useful information quickly, but they can also trap us in “echo chambers,” reinforcing views and limiting what we are exposed to.
- Algorithms learn from human data. If the data is biased or incomplete, the results can also be unfair or misleading. This affects everything from search suggestions to recruitment tools.
- Deepfakes, voice cloning and AI-generated misinformation are becoming more convincing. It is now possible to make a person appear to say or do something they never did.
- Understanding how systems work helps us question what we see, protect our privacy, and support young people in developing critical digital habits.



AI AND YOUNG PEOPLE

Modern AI tools feel almost effortless, they learn from our behaviour, answer questions, recommend content and streamline everyday life. Beneath the surface, however, these systems are powered by data, which is why understanding how data works is a core part of critical thinking in the digital age.

What Data Means in AI Systems

Every time we interact with technology, searching, scrolling, sending a message or speaking to a smart speaker, information is collected. Some of this is obvious, like search terms or locations. Other data, such as how long we pause on a video or which images we tap, may not feel like "data" at all, yet it helps systems predict our interests and shape our experience.

Thinking critically means recognising that every click tells a story, and asking ourselves whether we are happy to share that story.

Personalisation and Digital Choice

Personalisation can feel convenient: playlists, shopping suggestions, funny videos. But there is a potential downside: when systems choose for us, we may stop discovering things on our own. Over time, our world can quietly narrow.

Critical thinking encourages balance:

- enjoy recommendations, but also explore beyond them
- pause before clicking the first option
- try different sources, voices and ideas

This protects curiosity and helps avoid what is sometimes called a "filter bubble", where we only see content that agrees with us or fits our past interests.

Understanding Digital Footprints

Children and teenagers engage with AI-powered platforms constantly: games, school apps, social media and voice assistants. For them, this is everyday life, not a new development.

Supporting young people means helping them understand:

- what information is valuable and personal
- how platforms use their activity to build profiles
- when to pause and reflect before sharing
- why privacy settings matter
- that “free” often means “paid for with data”

The goal is not to scare young people or restrict them, but to raise digital confidence so they recognise when something feels off, and trust themselves to stop and think.

Spotting AI-Generated Content

As AI becomes more sophisticated, it can create convincing images, text, videos and voices. This makes verification skills more important than ever. Some early “tells” can help young people evaluate content:

Does the story come from a reliable source?
Do the images look slightly unnatural (hands, text, lighting)?
Does the voice sound even or “flat”, without natural imperfections?
Is the content trying too hard to provoke emotion or urgency?

Not every deepfake or manipulated image is harmful, but recognising signs gives children power and perspective.

Bias, Assumptions and Fairness

AI reflects the data it is trained on. If the data carries bias, the output may too. This is why we sometimes see unfair or inaccurate results, not because machines “think”, but because they learn from humans and human history. Critical thinking means questioning results, not assuming accuracy, and recognising when technology needs human oversight and fairness checks.

Asking the Right Questions

We do not need to understand every layer of technology to make informed choices. Simple questions build strong digital judgement:

- Why does this app want access to this information?
- What does this platform gain from my data?
- Do I agree with the suggestions it is giving me?
- Am I choosing freely, or following nudges?
- A pause and a question are powerful tools for digital independence.

Confidence, Not Fear

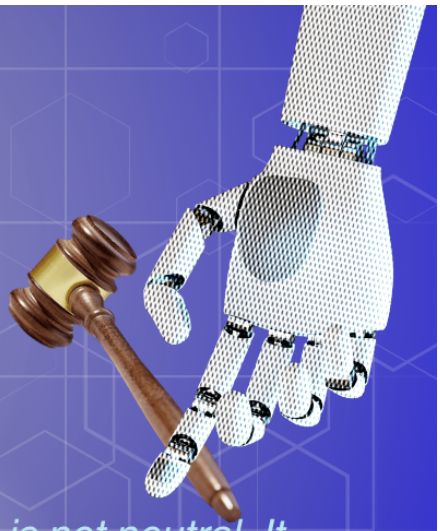
Data-driven technology is part of modern life. AI can support learning, creativity and everyday convenience, but these benefits grow when we stay aware, thoughtful and grounded in our own values.

Critical thinking is not about suspicion or avoidance. It is about curiosity, awareness and balance, making space to decide for ourselves rather than letting systems decide for us. By talking openly, exploring together, and keeping human judgement at the centre, we can help both adults and children navigate AI with confidence and control.

IN A NUTSHELL

- AI learns from large amounts of data, much of it collected through everyday apps and devices.
- Personalised feeds shape what we see, which can limit curiosity and reinforce bias.
- Young people need support to recognise when information is influenced by algorithms.
- Critical thinking means pausing, questioning and choosing deliberately, not reacting automatically.
- Understanding data helps us stay in control of our digital footprint.
- Checking accuracy and intent builds digital confidence rather than fear.

ETHICAL AND SOCIETAL IMPLICATIONS OF AI



AI can support health, education and creativity, but it is not neutral. It reflects human decisions about data, design and priorities. As Dr Milovidov emphasised, ethics should come first, not act as an after-thought. Understanding AI's impact helps us use it wisely and guide young people confidently.

Balancing Innovation and Responsibility

AI has developed rapidly, shifting from experimental technology to something woven into daily routines, in healthcare, transport, education, communication and creative work. This progress is exciting, but quick change often arrives before systems are ready to manage it. As one participant put it, we appear to be in a stage of "wild growth", innovation moving faster than regulation.

Critical thinking asks us not to reject new tools, nor to follow them blindly, but to shape them carefully. The key question is not "Can we?" but "Should we, and in what way?"

Data, Consent and the "Invisible Trade"

Much of modern AI runs on data: our photos, messages, clicks and movements. Often, we give this up without realising, clicking "accept" simply to move forward. Young people in particular may normalise data-sharing without thinking through the long-term impact.

Key questions to ask include:

- What data am I giving away?
- Why does this app want it?
- Could I still use the service with less data shared?
- Who benefits from this information?

Understanding terms like GDPR and data rights helps us to see that privacy is not secrecy, it is dignity, autonomy and safety. Learning to pause before clicking "allow" builds digital independence. When people understand their rights, they move from feeling surveilled to feeling informed, empowered, and in control.

Bias and Fairness

AI learns from people and patterns in society. That means it can also inherit our biases, unless we check them. Examples include search results reinforcing stereotypes, hiring tools filtering applicants, and facial recognition systems performing less accurately on darker skin tones.

Bias in AI is not a glitch. It reflects patterns already present in society, and if ignored, technology can amplify rather than reduce inequality.

Addressing bias means:

- using diverse training data
- involving diverse developers and testers
- regularly auditing systems
- listening to communities affected
- giving users transparency and the right to challenge outcomes

Believing something simply because “the computer said so” is not enough. These questions encourage us to see ourselves as active participants in digital life instead of passive subjects of it.

Environmental Cost

AI has an environmental footprint that is often invisible.It does not live “in the cloud”; it lives in enormous data centres and computing systems that use electricity and water to keep servers cool. Training a single advanced model can consume as much energy as producing five cars, and researchers expect energy use to rise sharply as systems grow.

Training a single large model can generate emissions comparable to the lifetime emissions of several cars. This does not mean avoiding AI, but recognising that scale matters and responsible development is essential. Young people often connect strongly with climate issues, so understanding that AI has a footprint helps them think ethically about when and how to use technology.

Nevertheless, AI can support environmental solutions, including:

- smarter energy management
- optimised public transport
- climate pattern analysis
- precision agriculture and reduced waste

So the approach is not “technology bad”, but how we build and use it that matters. We teach children the same balanced thinking we apply to recycling, water use, or food choices: use wisely, avoid waste, and think long term.

Jobs and Future Skills

History shows that when technology evolves, work evolves with it. We saw it with typewriters to computers, handwritten records to databases, and now digital tools across every field. AI follows the same pattern: it changes how we work more than whether we work.

AI is already automating routine and administrative tasks such as scheduling, data entry or simple analysis. But it does not replace judgement, empathy, creativity, cultural understanding, or professional expertise. Doctors, teachers, lawyers, designers, architects, social workers, engineers - these roles change shape, but people remain essential.

The focus shifts from doing every step ourselves to working with technology, guiding it and questioning it. The goal is not panic, but preparation. The most future-ready young people will be those who know how to think, not just follow instructions.

Key skills for the AI era include:

- curiosity, questioning and reasoning
- ethical awareness and responsible decision-making
- communication and collaboration
- adaptability and willingness to learn continuously
- digital literacy and confidence in using tools, not avoiding them

New roles will emerge (in AI safety, ethics, data fairness, digital wellbeing, creative AI practice, and human-centred design) alongside jobs we have not yet imagined. Supporting children to experiment, reflect and problem-solve helps them become adaptable thinkers, not passive users.

Regulation and Responsibility

Responsible AI isn't only about good intentions. It requires clear rules, accountability, and respect for individual rights. However, AI adoption has moved quicker than policy. Governments, organisations and civil society are now stepping in to guide development so technology protects people rather than overwhelms them.

Examples include:

- GDPR (General Data Protection Regulation)- giving individuals rights over their personal data, including access, correction and deletion
- UK Data Protection Act 2018 - reinforcing privacy rights and responsible data use
- The EU AI Act - one of the first comprehensive attempts to classify and regulate AI risks
- International principles from UNESCO, OECD and UNICEF - promoting fairness, transparency and child-centred design

These frameworks push for privacy-by-design, data minimisation, and clear consent, moving away from ‘click accept to continue’ and towards informed control, especially for families and young users.

The balance lies between freedom and oversight. Too little governance risks harm; too much could restrict innovation.The challenge (and opportunity) is to protect people without closing the door to discovery. Rather than banning tools outright, the focus is on transparency, accountability, diverse participation, and global cooperation so technology serves society fairly.

A Human-Centred Future

AI is a tool, not a replacement for human values. It becomes powerful when paired with empathy, fairness, curiosity, creativity, and care for others. We do not need to master every technical detail. We need to understand how to question, evaluate, and choose technology in ways that reflect our values.

We build digital strength not by shielding children from technology altogether, but by involving ourselves in conversations:

- Why is this tool useful?
- What are its limits?
- How do we check whether something is accurate or ethical?

AI becomes less intimidating when we talk about it openly. Curiosity beats fear. As Dr Milovidov emphasised throughout: AI is not the expert, people are. It is a tool we shape, not a force that shapes us without our consent.

IN A NUTSHELL

- AI brings major benefits but raises questions about fairness, privacy and accountability.
- AI systems rely on data; how it is collected and used affects everyone.
- Bias in data can lead to biased outcomes unless actively addressed.
- Regulation and transparency help protect people without limiting innovation.
- Work will change, not disappear - human judgement and creativity remain essential.
- AI has an environmental cost; responsible development matters.
- A human-centred approach keeps values, empathy and fairness at the core.
- Critical thinking and digital literacy help families feel empowered, not overwhelmed.

RECAP

We explored how Artificial Intelligence is shaping the world we live in. Each chapter helped to build understanding step by step, showing that AI is not something to fear, but something to approach with awareness and care.

We began with the basics, learning what AI means, how it has developed over time, and how it already supports everyday activities, from translation tools to online recommendations. We understand that AI is simply a tool designed by people, and not something mysterious.

Next, we looked at how AI affects our daily choices. Whether at home, in schools, workplaces, or public life, AI systems now help organise, filter, and recommend information. These systems can make life easier, but they can also influence our thinking and limit what we see. Recognising this helps people to use technology safely and wisely.

In the third session, we examined how algorithms shape our views. We discussed “echo chambers”, bias in data, and the growing challenge of deepfakes and misinformation. Here we realised how digital content is selected or altered so we must pause before reacting and remember to check facts from trusted sources.
The fourth chapter focused on critical thinking skills, which are essential for anyone living in a digital world. We learned how to question what we see online, manage our digital footprints, and make informed decisions about data and privacy. For children and teenagers, these skills build digital confidence rather than fear. For adults, they offer reassurance and control.

Finally, we explored the ethical and social implications of AI, considering issues such as fairness, data rights, environmental impact, and how work is changing. AI will continue to grow, but human judgement, empathy and creativity remain central. Laws and policies are important, but so too is personal responsibility.

LOOKING AHEAD

This programme is a starting point, not an end. AI will keep evolving, and so must our understanding. Staying curious and connected is the best way to ensure that technology serves humanity, not the other way around.

We invite everyone to continue these conversations within their communities: at home, in schools, places of worship, or local groups. Sharing experiences and questions helps others feel more confident and reduces the sense of distance between people and technology.

Religions for Peace UK encourages communities to:
Keep learning together about technology and ethics.
Support children and young people in developing critical thinking.
Discuss digital wellbeing, fairness, and the value of human connection.

Explore ways AI can be used positively for education, communication, and social good.
By engaging with AI openly and thoughtfully, we help build a future where technology supports human dignity, equality, and peace.

LINKS TO MORE RESOURCES

An Introduction to AI
Watch it on YouTube: https://bit.ly/3WAzeRu
Presentation with notes: https://bit.ly/4h5s7Kd

How we use AI
Watch it on YouTube: https://youtu.be/j-zDcMNsXbU
Presentation with notes: https://bit.ly/4obQEjD

Inside the Algorithm
Watch on YouTube: https://youtu.be/LG892D1HIDM
Presentation with notes: https://bit.ly/43vQWtx

AI and Young People
Watch it on YouTube: https://www.youtube.com/watch?v=ExSNwXcgwd4&t=8s
Presentation with notes: https://bit.ly/438bk3z

Ethical and Societal Implications of AI
Watch it on YouTube: https://www.youtube.com/watch?v=gfsmUBUp9a8&t=1104s
Presentation with notes: https://bit.ly/4oSeDEz

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At RfPUK, we warmly welcome ideas for projects, and collaborations that further these goals. If you have a vision for a positive environmental or community action, or simply want to explore ways to get involved, please access our Invitation to Collaboration. Every effort, large or small, contributes to building a more sustainable, just, and peaceful world. Together, we can turn awareness into meaningful action.

REACH OUT

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