Lighthouse Community Public Schools

Changemaker Hub 2026



WORLD SAVVY

LIGHTHOUSE COMMUNITY PUBLIC SCHOOLS CHANGEMAKER HUB
MARCH 2026

Hosted in partnership with Lighthouse Community Charter Schools and with student and adult participation from Lighthouse and Lodestar Schools, World Savvy is extremely grateful to The Stocker Foundation who generously supported this work, and to Joshua Weintraub and Manisha Patel for their thoughtful partnership.

Participant Summary
45 middle and high school students and 15 educators and school & community leaders gathered for a World Savvy Changemaker Hub about AI in Education & the Workplace. Students, educators, and school leaders joined us from Lighthouse & Lodestar Campuses.

Changemaker Hub Objectives
Changemaker Hubs are immersive, day-long experiences where students, educators, and community members come together as equals to reimagine education. Students share their lived experiences and hopes for learning; adults listen, reflect, and engage in dialogue. Together, they co-create a shared vision for schools that are relevant, inclusive, and connected to civic life. This day also has a special focus on AI in education and the workplace, with the opportunity for students and school staff to provide input on the future of AI at Lighthouse Schools.

Goals for This Experience
- Reflect on the current education system and lived experiences within it.
- Engage in authentic, intergenerational dialogue.
- Co-imagine the future of teaching and learning to bring actionable ideas back to schools.
- Provide input on the use of AI at Lighthouse Community Schools.

Programming Overview
Students and adults spent the morning immersed in an active inquiry experience. They reflected independently and in small groups about their school experience as it relates to AI, and spent time listening and seeking to understand the perspectives of others.

In the afternoon, participants engaged in various hands-on AI exploration stations designed by World Savvy, where they explored and discussed the ways in which AI can be integrated, or not integrated, into their school experience. They then engaged in a collaborative visioning activity for what they hope the future of AI at Lighthouse Schools to look like, feel like, and sound like.

CORE INSIGHTS: WHAT WE HEARD FROM PARTICIPANTS

During individual and small group activities, participants shared a clear and hopeful vision for what makes school meaningful and where adjustments are needed, especially as it pertains to AI integration.

NARRATIVE SUMMARY

Students and adults expressed a balanced and thoughtful perspective on AI integration in schools, highlighting both **excitement and caution**. Participants see strong potential for AI as a supportive learning tool, one that can explain concepts, act as a study guide, enhance understanding, and even improve grades, while also helping teachers plan lessons more efficiently and reduce workload. Many noted that **AI could foster creativity** in the classroom and make learning more efficient, potentially giving students more time outside of school.

At the same time, participants were clear that **AI should not be used as a shortcut**; they emphasized that it should never replace students' own thinking, be used for plagiarism, or diminish personal responsibility. There was a strong call for **clear guidelines, transparency, and shared expectations** between students and adults to ensure responsible use.

While teachers tended to be more open to integration, both groups expressed concern about overreliance and the risk of reduced effort or "laziness." Importantly, students underscored that **AI should enhance—not replace—human relationships and the core experience of learning together.**



CORE INSIGHTS: WHAT WE HEARD FROM PARTICIPANTS

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WAYS AI INTEGRATION EXCITES PARTICIPANTS

- Students advocated for using **AI as support**, not a shortcut. Students see AI as helpful when it **explains concepts**, acts as a **study guide**, and provides **extra help** or **clarification**.
- Students discussed that AI integration could help **raise grades**, help students **understand material better**, support **independent learning**, and help **teachers plan lessons more efficiently**.
- Participants believed AI should be **a tool for teachers too**, helping them create lessons and reduce stress.
- Participants believed it could be a fun tool for **creativity in the classroom.**
- Students shared that AI could help **ensure out-of-school time is for *them***, by making classroom time more efficient.



CORE INSIGHTS: WHAT WE HEARD FROM PARTICIPANTS

During individual and small group activities, participants shared a clear and hopeful vision for what makes school meaningful and where adjustments are needed, especially as it pertains to AI integration.

AREAS OF CAUTION FOR PARTICIPANTS

- Students drew a strong line and said **AI is NOT for copying answers**, not for **plagiarism**, and not for **replacing their own thinking.**
- Students agreed that **they should still do their own work**.
- Students discussed everyone should be **responsible**, **honest**, and use AI for **good**.
- Students see AI as a tool to help them learn better, but are cautious and **don't want to "get in trouble" for using it**.
- Participants voiced a desire for **transparency of use** between students and adults in schools. They discussed not only what and how AI can be used, but how we can **ensure adults and students are held to the same standards**.
- **Teachers are more open** to greater AI integration than students, and most participants expressed caution about becoming **dependent** or relying on it.
- Participants don't want students or teachers to become **lazy** because of AI.
- Students especially **do not want AI to replace relationships**.



DREAM EDUCATION DESIGNED BY STUDENTS

In small groups, all guests participated in a visioning activity where they discussed what they hope the future of AI at Lighthouse will look like, sound like, and feel like. Here is a synthesis of that data.

LOOKS LIKE



Students and educators envision AI integration as a **widely accessible, supportive tool**, such as ChatGPT and other AI platforms, that **enhances learning without replacing it**. They hope AI will serve as a study aid that improves understanding, offers **diverse and reliable sources of information**, and provides **multiple ways to learn**, including visual supports for students who need them. At the same time, they emphasize the importance of **responsible use**. AI should not be used for cheating, must remain **grounded in trustworthy information**, and should always **complement, not replace, human teaching and relationships**. Participants also call for **clear adult supervision and transparency** between students and educators, ensuring that AI use is **equitable**, **ethical**, and focused on **strengthening support and understanding for all learners**.

SOUNDS LIKE



Students and educators imagine AI integration sounding like a more **supportive** and **engaging** learning environment, one where students receive **extra explanations**, feel **less stressed**, and have more opportunities to try **different approaches** that work for them. They believe AI could help **improve grades** and make **homework easier**, while still emphasizing that true understanding and mastery must happen in school. There is also a sense that learning could become more **flexible**, with new **ways of communicating and connecting**, as long as information is accurate and thoughtfully checked.

FEELS LIKE



Students and educators hope AI integration feels like a **helpful, user-friendly** tool that improves both teaching and learning while remaining **equitable** and **accessible**. They want it to support things like **assessment and grading**, while also allowing space for **creativity** and **engagement**. At the same time, they emphasize the importance of **trust** and **responsibility**, ensuring AI is used appropriately **without overreliance**. Ultimately, they want it to **feel like real learning is still happening**, where efficiency is balanced with slowing down to truly understand material.

EMERGING OPPORTUNITIES

Changemaker Hubs ignite student engagement by elevating our most essential resource: student voice. At this event, students visited interactive AI Learning Stations to further understand AI, consider implications for AI use at Lighthouse Community Schools, and make recommendations for AI integration in their education.

To build on the energy and insight from these AI Learning Stations, we recommend the following opportunities:

Building Critical AI Literacy: AI as a Learning Partner

What We Heard:

Students explicitly named a **mindset shift**:

- *"I thought AI was just about cheating."*
- *"It can help you study."*
- *"Use [it] for study guides, not answers."*
- *"Don't have it learn **for** you, learn **from** it."* (emphasis added)

Students also raised concerns about **incomplete information** as well as **misinformation** and **disinformation**.

- *"AI leaves out details."*
- *"[You need to t]ell what's fake from what's real."*
- Students shared concerns that fake images and information could be used as false evidence, damage reputations, influence public perception, and cause emotional and social harm.

1

Opportunities for Leaders:

- Integrate AI literacy into **core instruction**, not as add-on lessons
- Establish norms for **transparency** of AI usage for teachers and students
- Include instruction on **how AI works**, not just how to use it
- Establish instructional norms that position **AI as a thinking partner**, not a shortcut
- Develop **shared language** across classrooms (e.g., AI is for exploration, not substitution)
- Provide concrete **classroom protocols for integrating AI** (e.g., staged thinking: individual ideation → consult AI → evaluate → synthesize)
- Integrate **media verification and evidence analysis** into core instruction, including opportunities for students to analyze real-world misinformation cases

Why It Matters: Without explicit guidance, students may default to efficiency. With structure, AI can be a tool for deeper cognition.

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Human Dignity, Identity, and Harm Prevention

What We Heard:

- Students identified risks of AI being used to **manipulate identity** and **harm others:**
  - Altering people's bodies or identities
  - Public embarrassment and reputational damage
  - Emotional harm from manipulated content
- Students emphasized the **limits of AI in human relationships**:
  - *"Teachers should check in."*
  - *"Teachers know how to make students feel better."*
  - AI **cannot replace emotional understanding** or human connection.

2

Opportunities for Leaders:

- Integrate AI into **digital citizenship and SEL**, explicitly addressing:
  - Consent and representation
  - Identity and belonging
  - Emotional and social impact
- Establish **clear expectations** around:
  - Harmful or non-consensual AI-generated content
  - Responsible use of AI in ways that protect individuals
- **Prioritize** and **protect relationship-centered practices**:
  - Ensure AI use does not reduce meaningful teacher–student interaction
  - Reinforce the **role of educators as**:
    - Coaches
    - Interpreters of meaning
    - Trusted supports for students

Why it matters: While AI expands access to information, it also introduces new forms of harm that most students are already aware of. Schools must address these risks proactively to protect student well-being and prevent harmful norms from taking hold.

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College and Career Readiness for an AI-Integrated Future

What We Heard:

Students connected AI to **future readiness** and identified **workforce shifts:**

- *"Need to be more prepared."*
- *"Creating jobs that use AI."*
- *"Jobs that can be automated are disappearing."*
- *"Need to be able to ask good questions."*
- Students expressed a desire for **individualized advice and learning.**
- Students acknowledged that traditional tasks (data entry, basic writing) are changing. Implicit in this observation is the question, ***Why are we still learning the same way?***

3

Opportunities for Leaders:

- Redesign assignments so AI use is **expected and structured**, not prohibited
- Elevate **human-centered competencies** in grading, feedback, and reporting, such as:
  - Collaboration and communication
  - Critical thinking (reasoning, explanation, and analysis)
  - Question formulation
- Connect these skills directly to **career pathways and future workforce demand** with AI-relevant learning experiences
- Create opportunities for students to **design with AI, not just use it**

Why It Matters: Students are already living in an AI-integrated world and clearly see the shift in the labor market. They will need to understand and apply AI-based skills across disciplines—not as a tech add-on, but as a foundational competency.

PARTICIPANT INSIGHTS

"I will use AI to help me study, while not giving myself the answers." **- Changemaker Hub Student**

"I want learning to involve an appropriate, healthy use of AI." **- Changemaker Hub Student**

"I feel like AI should be used as a study guide and support for students, and maybe even teachers." **- Changemaker Hub Student**

"What should the future of teaching and learning look like? Collaboration and conversations like these." **- Changemaker Hub Educator**

"Hopefully students can be ENCOURAGED to use a variety of tools. If they will have access to them or even NEED them in the workforce we shouldn't hide it from them." **- Changemaker Hub Educator**

"Students know when adults just throw on an online activity. They want hands on teaching. I need to be reminded of this and hold myself accountable." **- Changemaker Hub Educator**

"Time management makes it hard to keep up on all of my teaching duties so AI is sometimes a helpful tool / shortcut. " **- Changemaker Hub Educator**

"I want [the future of] learning to look like every student in the class is actively engaged and understanding the material." **- Changemaker Hub Student**



OTHER OPPORTUNITIES WITH WORLD SAVVY

Changemaker Hubs are just the beginning of a conversation, uncovering opportunities for deeper work inside schools and school systems.

At World Savvy, we transform teaching and learning to empower students with the skills, knowledge, and mindset to thrive in work, life, and society. We aim to create future-ready learning environments that adequately prepare students for a diverse, complex, and ever-changing world. We achieve this by providing leaders, educators, students, and community members with the tools and support needed to embed global competence into all aspects of the youth experience.



World Savvy's **Leadership Cohort Extension** is the next step. Leaders move from developing mindsets to applying them in practice through structured design sprints focused on the most pressing challenges in their schools.



World Savvy's **Capstone Course Creation** supports schools in designing a culminating learning experience in which students identify an issue of personal or community relevance, build deep knowledge of its complexity, and develop informed, actionable solutions.



World Savvy's **Comprehensive School Partnerships: Building Future-Ready School, Together** are multi-year partnerships with schools and districts that transforms teaching and learning from the inside out. Through professional learning at the district, school, and classroom level, CSPs help educators design rigorous, inclusive, and relevant classrooms. Students meet academic goals while also building the skills they need to thrive in life, work, and community. Across all three years, **Professional Learning Communities (PLCs)** are the engine of professional growth. They make learning ongoing, collaborative, and directly connected to classroom practice, avoiding the pitfall of one-time professional development that fades away.

LEARN MORE ABOUT WORLD SAVVY'S APPROACH



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