

Why HopefulFuturesAI?

The recent curriculum reviews in England have emphasised the importance of integrating AI literacy across the curriculum. The Department for Education's commissioned reviews and the subsequent guidance highlight that students need to understand AI not just as users, but as critical evaluators of its societal impact. This is something we are also seeing at university level, where our students are coming in as AI users, but not having an awareness of the impact of AI. This challenge utilises a speculative design approach to directly address this requirement by encouraging students to think beyond current applications and consider future implications of AI technologies.

We want HopefulFuturesAI to give students the opportunity to imagine, and think about crazy possible futures, thinking outside of the box of our current bounded technologies.

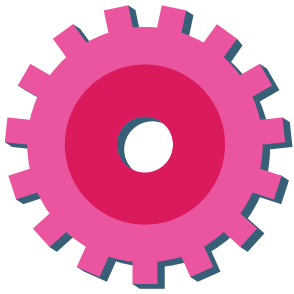
Practical Benefits

This project format:

- ✳ Engages diverse learners through creative, open-ended challenges
- ✳ Develops presentation and visual communication skills
- ✳ Creates portfolio-worthy outputs for future applications
- ✳ Builds confidence in discussing complex societal issues
- ✳ Prepares students for an AI-integrated workplace and society

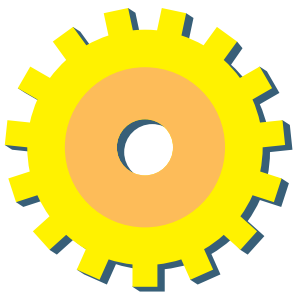
The combination of AI content with speculative design methodologies equips your pupils not just to use AI tools, but to shape the conversation about how AI should develop and be deployed in society; as its popularity continues to grow.

Key Skills Development



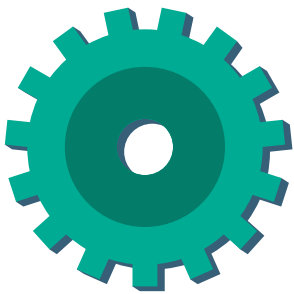
CRITICAL THINKING

Speculative design requires students to analyse current AI trends, consider future possibilities, and possible consequences. This develops higher-order thinking skills essential for GCSE and beyond, whilst engaging with real-world emerging technologies.



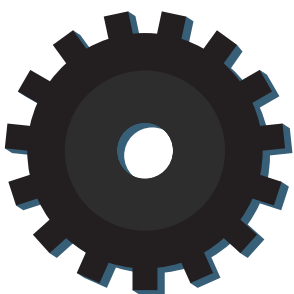
TEAM WORKING AND COLLABORATION

Group work mirrors professional practice in technology sectors, and develops students' inter-personal skills. Students must negotiate ideas, delegate tasks, present complex concepts to peers, and synthesise diverse perspectives—all vital for both academic success and future employability.



DIGITAL LITERACY

There is a real digital and AI literacy problem in the UK, with a digital skills gap affecting our young people. Rather than passive consumption, through this project students will actively engage with how AI systems work, their limitations, biases, and societal implications. This builds the critical AI literacy which is becoming essential for all young people, regardless of their future career paths; as AI proliferates through various sectors.



CREATIVITY

Utilising art, design, media tools or creative writing to convey their ideas