BCL ep363 Future Jobs for Students in an AI World with Tami Peterson

We hear a lot these days about the rapidly changing job market because of the impact that AI is making on how work gets done across almost all industries. What are the implications for our children today entering into this workforce and what advantages do classically trained students have? It's quite a bit actually. Join us as we explore both the challenges before our students and how they will be well positioned to be successful in our world of changing work environments.

All this and more on this episode of Basecamp Live. Mountains. We all face them as we seek to influence the next generation.

Get equipped to conquer the challenges, summit the peak, and shape exceptionally thoughtful, compassionate, and flourishing human beings. We call it ancient future education for raising the next generation. Welcome to Basecamp Live.

Now your host, Davies Owens. Welcome to another episode of Basecamp Live. Davies Owens here with you, your host on the journey, raising the next generation.

Hope everyone is doing well here at the end of the year. It's a blessing to hear from so many of you. I've had quite a number of emails just in the last few weeks, folks asking questions, inquiring about opportunities for speaking at your school as well as just sharing your story, which I always love.

Info at Basecamp Live is a great way to connect anytime and I will respond back to you just as quickly as I can. Special shout out in this episode to two schools, in particular to Oakdale Academy, Valerie Brito, Headmaster at Oakdale Academy in Waterford, Michigan, along with Theresa Frazier, Head of School at Summit Classical Academy in Broomfield, Colorado. Thank you both for encouraging your families and your teachers each week to listen to Basecamp Live as well as to be a part of the Zipcast community.

It's a joy to have the opportunity to sit back down with Tammy Peterson here on this episode. Tammy is a stranger to Basecamp. If you go to BasecampLive.com and put in Tammy Peterson, you'll see many other conversations that we've had.

She is on the front lines of encouraging young people today to know who they are as God has made them to have an awareness of their own aptitudes and be prepared to make wise decisions, not only in terms of choosing college, which is a big part of it, but also just life in general. Where is God uniquely calling them to be? Her passion for empowering young minds underscores her commitment to a nurturing strong work ethic in today's youth. She helps as well Christian educators walk alongside the next generation.

She's the founder and CEO of Life Architects Coaching, and she has an undergraduate degree in Christian education from Ozarks Christian College, an MA in leadership and theology and

society from Regents College, and she brings a wealth of experience from her own experience in classical Christian education. Before we jump into the interview, as always, a special thank you to our sponsors for this particular episode, The Champion Group, Wilson Hill Academy, Life Architects Coaching, our friends at the Herzog Foundation, and The Wise Phone. All of these great organizations, you can find out more about them on our sponsor page.

I also want to quickly mention that Zipcast is still offering a few limited spots for schools to jump on board in early 2026. It's not too late. It's a great way to have Zipcast be a part of your community through the remainder of the school year.

Check all of those details out at zipcast.media. Without further ado, here's my conversation with Tammy Peterson. Tammy, welcome back to Basecamp Live. Thanks, Davies.

I'm so happy to be here. Well, it's good to check in with you occasionally. You have, like many of the guests that are out there, you're in a different watchtower from other people.

In your watchtowers, you're watching all these students come through this K-12 process and begin to make big decisions about life and college and who are they. I'm such a champion for what you do because so many young people graduate and go to college because their friends go there. They're like the football team and they don't even really know who they are.

You're solving so much. For folks that haven't heard your story, we've got a lot of podcasts we've done together, but just kind of frame up a bit of the work you do. We really work with students, actually from middle school through high school, just talking about who they are, how God has created them to reflect his image out into the world, and then get them to a few pathways that they can take action on for their post-high school choices so they can think about it.

We use lots of tools with them, a few assessments, but it is one-on-one coaching. No AI in our work at all. We do everything by humans and with humans, and that's wonderful.

I know that is something that parents are asking more and more about. In fact, to our topic today, I had my first parent early in this past year ask me, how is AI shaping careers and college majors? Of course, I've been reading about AI and I'm a huge science fiction fan, so I've been thinking about AI. I think I had some computer stuff in my master's degree capstone that I wrote just about there's a coming wave of things.

My dad was a Valley inventor and founder before it was cool. I've been in this train for a while, and I've known that education is going to be greatly impacted by it, and the lives of the next generation are going to be impacted by it, as we've seen with all technology. It's absolutely happening very, very quickly.

We'll talk a bit about that. I think the angle that you have that's so unique is really what's happening, really starting with the college decision, because that is not what it once was in terms of the way that you apply. A lot of it is both from the impact of AI from the applicant

standpoint and even from the colleges, who are obviously getting weary of just lots of fancy essays turned in that AIs have written.

I'd love to hear your thoughts first on college, and then we can shift to career and job market and what's changing there. In the college world, what is changing that you're observing, and how are you guiding people to think differently? Well, it used to be, and you can talk to any counselor that's been around a while, and they will say, oh, it was all about fit for a long time. You need to find the college where you fit, socially, educationally.

We had a lot of ways to figure out what fit meant. Of course, for Christian and classical schools, we're looking for a fit with the community that you are becoming a part of. That has been our focus for a long time at Life Architects.

We've been really looking at the community aspect of that. Who are the adults you're going to be around? What type of students are going to be there? Mainly just, are you going to have a good educational experience? Because so much of the college process is about who's winning in sports and our favorite team, our family, educational history. I just keep recommending to parents and to students that they really get serious about not just what happens on Saturdays on the football team, but also what's happening in the classroom.

We're seeing quite a bit in the classroom that is shifting. We're seeing quite a bit of work being done that is retooling what the college experience is going to be for students, meaning that there'll be more interaction talking to our professors in the best places and less interaction and talking to our professors in places where it's more transactional. That would be the first thing is we're getting some schools doubling down on the professor is an important part of the learning process and they are potential mentors.

Is that coming about in part because as we see in K-12 too, just this challenge of with the pervasive presence of AI, like in writing, it's very difficult for this cat and mouse game of teachers to try to figure out, did you use AI? Part of it is like, well, enough's enough. We're just going to go back to, here's the prompt on the board. Here's the blue book.

You buy yourself with your pencil. Let's see what you're made of. And oral testing.

So are you saying that that's kind of, is that why that shift's happening in colleges? Kind of similarly, like let's actually rehumanize education in light of the cat and mouse problem? I would love to say that's the primary reason that we're actually thinking humanly about this. But I actually think the schools that are transactional in nature, meaning you come to our school to get information and knowledge that prepares you for the workforce, are going more technological and AI isn't a problem because you're going to be using it in the workforce. And so we see a shift in some of those universities that are doing, really, we're just kind of moving into the future and that's our next evolution.

I think we're seeing the shift toward human-centered technology and human-centered teaching

at places where they really believe humans are necessary in the world. So we're really seeing that worldview shift in education where we're trying to decide, well, what is education for? The age-old question. Why do we educate students? And I think for many years, we've asked the question, what is the good life to your family? Can you describe it? What does it mean for your child who is now in high school to move into a future where they can have a life that is thriving, flourishing, is doing the things as we talk about it in the way Psalm 1 talks about it, which is, is he producing fruit in all of the seasons of life? And so education should make us capable of producing fruit in every season of our life.

And that's why we talk about Psalm 1 so much because we really do believe that is the outcome of an education to the glory of God. And you would make the case, as we're talking about it, the constantly changing landscape of AI that having that Psalm 1 grounded, you know who you are, you know how God's made you, you know what your gifts are. You're a far better candidate to work in an AI company.

And it seems like AI companies are quickly realizing more than ever, like, I really don't care that you did the STEM program. I really don't care because whatever you did three months ago is now changed and we're on to the next thing. So could you think, could you have good work ethic? Could you have good character? I mean, is that kind of what you're getting at? Like, that's what really matters more than ever.

Yeah, absolutely. On both sides, on the employer side, where they're looking for people who are going to show up for work and be ready to do the work, willing to do the work. I mean, I work with some of my clients who come in and go, I just don't want to work very much.

And they're young people. And so the idea of, you know, what is the good life? Does your theology of work matter in that? Do we have, do humans working? Is that part of God's plan? And so part of the sales job of AI is that we will work less. Now we've heard this before because, you know, all of our technology is to make us work less.

I don't know. Are you working less? They said that about the dishwasher when it came out, like in the twenties, I think, or, you know, it's always going to be making your life. And then we just fill it with more stuff.

That's right. That's exactly right. And so, so we're in a consumerist mentality, like our, our, our, our society runs on people consuming by, you know, buying things and making bigger this and all of that.

And so, so part of the college conversation really is how does college respond to industry? Because colleges are preparing adults to move into the workforce. And we are finding that the colleges that are doing a better job in the area of critical thinking and ethics, and really the things that create a well-rounded and virtuous student are the things that they're looking for. Right.

And they're catching there. It's helping to add. Interestingly, the more AI becomes present, it seems like the more a liberal arts classical education becomes more distinctive and more valuable.

It's, it's, it seems counterintuitive, but it's not that way. I want to get back to just, we were starting to talk about the, the change and the way that colleges, we're going to talk a lot about the back end, leaving college to go to the workforce, but that, that earlier step where you're leaving high school to go to college, AI is changing that, that application process. And, and we were talking about just how for many colleges, I think they've, they've kind of thrown their hands up with this.

Please don't send us another essay that we have to decide, did you actually write it or not? And they're kind of, it's forcing them to think about college entry differently. Mention that just a bit, because I think it's important for folks to understand what's changing there. Well, I think it's changing under our feet, even as we speak.

So some of the colleges that we're familiar with are saying, sure, send us your essays. We don't care who wrote it. They're just saying, great.

They have a different holistic model where they're looking at every single piece of, of material that the student sends them. So the, the school they come from becomes more important because of the way they are teaching, because of the way they are preparing students to be learners. Because if we've sort of forgotten that the reason we go to college is to learn.

And so it's, it's fascinating, but true. And I do think this generation, particularly the ones that in, in high school and middle school right now, they're, they're beginning to understand that they don't really know how to think unless, unless they pay attention to it and their attention is what everybody wants. And this is mainly being communicated to them by their parents.

Because I think when, when we started really thinking about the smartphone, which I'm sure your listeners are all thinking about this. We began thinking about children's attention. And if the students are in a school where attention is a commodity, just like everywhere else in the world, then what they pay attention to in school must be something that prepares them for the next step.

But it must also help them have a life where they are now. Part of the struggle we have is for a long time, college preparation, college admissions preparation in high school was all about building the resume and getting the right numbers, taking the test as many times as you could. And the reality is, is we got to the place, there's a great book on this called Never Enough.

We just got to the place where the common app gave us so many, so many students at, at our elite schools that we had to have AI to figure out the differences between them. So like we've created the need for AI because we have two, we are inundated with data. So this whole, it's just AI has changed both sides of the coin.

I mean, the school is using AI just to manage the, the influx of fairly indistinguishable students. Everybody has three everybody did the IB, everybody did the STEM. And so they're having to look for those differences.

So I've heard you talk to about some of the, what colleges are also doing in terms of like forcing students to actually write an essay in real time. Is that right? Sort of where they're doing it online, not doing it off and then submitting the completed paper. And you don't know if AI read it, making them actually expose their ability to write something without any assistance.

So is that right? They're tracking, using AI to track actual essay writing. How the essay is being written. Yeah.

I watched the video yesterday and I don't know how widespread it is, but it was this video saying here's a, here's a behind the scenes look at how professors look at your papers. And it showed a, a guy showing us that the professor can see everything from the beginning of writing to the end point. And they can see all the things that you used AI for all the things that you use your, your citations.

They saw you build the essay in real time. So they can go back and look at it and say, Oh yeah, I thought this was really familiar. Yeah.

This was really written by them. This is the real. So yeah.

Yeah. Which is, which makes perfect sense. And again, that's why we are, we always say, you know, the cat and mouse game of like, Oh, let's add the filter.

Oh, let's add the smarter AI. You're never, that's not even the right, we're after character. Anyhow, we're after hard work.

And so our students should be able to write on a blue book or write on a AI monitored system. But the point is that it's changing and the things that are most valuable that we care about are the things that colleges seemingly are starting to pay more attention to, which is actually pretty encouraging. Yes.

Well, and the other thing that is a part, I know I've heard lots of neuroscientists talk about this, but one of the things that I think is neglected in the whole AI conversation is that when you write a paper, your brain actually grows. And so from a neuroscience point of view, which I am not full disclosure, not a neuroscience scientist, I do have, I do have some advanced degrees, but none in neuroscience. And we, we really short circuit the growth of a human to be able to produce fruit in all their seasons when we begin pruning their, their neurons early, because they're not writing anymore.

They're not thinking anymore. They're not creating arguments anymore. They're not learning to speak.

They're not using their bodies. They're not, they're not thinking about a, a solution long enough to be able to create the, what they need in their brain to be a truly critical thinker. And so I do think some of the stories we're seeing from places that will go unnamed, but where kids aren't actually reading, they can't read, they don't know how to read, they're high school graduates, but they haven't read a book since they were 12.

I don't think that's an isolated case. I think, I think one of the beautiful things about classical and Christian education is that we actually think reading books forms us. It's not just reading a book for reading sake.

It's, it forms who we are. And well, that's, yeah. And I think that more of the world drifts into that kind of faceless anonymous AI type of world where students aren't reading.

It's, it's, again, I always compare it to sort of the, the gift of receiving like a handwritten note today, people are, are, you know, generally speaking, are, are, are very surprised by that. And when you get the note, you think, wow, this is really amazing. Someone wrote this with their own hands and it's, you know, 30 years ago or 50 years ago, I'd be like, well, yeah, we just write notes to each other.

And so I think that is the world becomes more dehumanized. Those human, human elements that are such a part of our education becomes so much more attractive, which is what colleges are obviously paying attention to. Why don't we take a quick break? I'd like to come back and kind of shift from getting into college to now leaving college and looking at what's shifting in the workforce from what you're saying, because that's obviously to your point, really, that the end game of college is not just get a job, but be prepared for life.

And so what are those things that are changing in the workforce and in our world? We'll be right back and continue the conversation. During this short break, I have a special invitation to all school leaders, administrators, and teachers. I want you to imagine for a moment, stepping away from your everyday routine at school and diving deep into the rich foundations of Christian education, surrounded by world-class scholars, seasoned classroom teachers, and administrative experts with years of experience running schools with a lot of wisdom to share.

That's exactly what Herzog Foundation's Institute is offering. I've had the joy of serving as a training coach for the last few years, leading their two and a half day training on spiritual formation and another one on parent engagement. They offer close to 50 unique training events ranging from board governance to marketing to classroom best practices.

They even offer a training on how to teach the great books. And the best part of all, well, thanks to the generosity of the Herzog Foundation, these training events, including lodging, are completely free for Christian educators. Institutes are located around the country in beautiful locations, including at the Museum of the Bible in Washington, D.C., and the Reagan Library in Santa Barbara.

Don't miss this incredible opportunity. Check out the details at theherzogfoundation.com. If you're seeking an education that helps your child thrive academically and spiritually, Wilson Hill Academy has spent years developing a model that I want you to know about. In their free guide, you'll see how their thoughtfully sequenced curriculum prepares students for college, and how a biblical worldview helps them understand the world around them with clarity, and how their discussion-based classes teach them to think critically, not just what to think.

You'll also discover how their teachers equip students to live purposefully for Christ. With accredited live online classes, your child can learn from master teachers anywhere with an internet connection, all within a community that has transformed families like yours. Download their free guide today at wilsonhillacademy.com slash guide, or in the link in our show notes.

Tammy, we blink an eye in this world today, and AI seems to be moving to a new world, a new level. It's interesting, running Zipcast, which is a technology platform, we are watching this in real time. We're literally, in the last six months, a lot of our advisors have said basically the world has so dramatically changed in the way that technology is developed.

Quickly gone are the days, which we've been in, of having a team of developers basically handwrite code and goes through this long approval process. Now it's just AI basically programs the code, and you have to review it as a human, but it's like 10 to 100 times faster, which is super exciting and also very scary. Everything is changing out there, workforce included.

What are you seeing as graduates are stepping into this new world? What does it look like from a workforce standpoint? We're seeing quite a bit of change, and because it is changing under our feet, we'll revisit this as we go along into the new year to see really what's happening. We still see a lot of venture capital going into AI development, and we're obviously seeing what you're seeing, which is a diminishment of the need for a team of programmers. We do think computer programming is going to be the most affected, mainly because we've created a product in AI that can do a lot of that.

Soon, at least what I'm hearing from the developers I'm talking to, we won't even really need to be reviewing it for it to be pretty accurate most of the time. It really is developing that quickly. There's a lot of places where we think it's going to impact besides computer science that are kind of unusual, but in medicine, some of the more analytical jobs in medicine where they're actually looking at parts of the human body and saying, is this sick? The idea of diagnosing what's actually wrong with us.

Computers can do that better in some places right now already. Of course, that will be the future. We will be trying to get more accurate diagnostics.

Part of that's very interesting because some things that we would diagnose and take action on would not grow until the end of life. Maybe slow growing cancer or something. I'm obviously way out of my depth on this, but reading about it, they're saying things some things that we're

actually doing to humans in the early stages by finding more would not have been part of their life story at all until the very end.

Whether or not we should act, and this is the big question with AI, is no one really asked, should we do AI? Everyone just said, hey, can we do this? Can we do AI? Of course, all the computer scientists were like, well, let's just try that. When you're a developer, you're like, maybe, let's see, what can we do? It was obviously a race to develop a lot of this. Because we have those large language models developed by all of our input into Facebook and Instagram, we have so much data now that is part of the large language models that we just gave to these companies.

That's how they created them. We are seeing that we're shaping the world in ways that we don't really know the unintended consequences of. Part of that is just because we know more doesn't make our life better.

Every adult knows that. It's like, if I knew what was coming down the pike, I would not want to go there. Right.

We all see that with the smartphone. It sounded great. It has a lot of amazing features, but boy, there's a lot of downstream issues we're dealing with there.

Some of the large language models that have been powering those smartphones have created algorithms. Of course, there's multiple books on how to habit form people using technology. And so the people who created these things, not always nefariously, just saying, hey, we'd love more users for the different platforms that we're creating.

How can we do that? What I have is really useful to humans, and it will be a great thing. But we didn't actually understand all of the unintended consequences of those things. Thinking of the unexpected unintending, because things are moving so fast.

I remember, gosh, five plus years ago, Dell Computer, I think it was, came out and said, it was like 80% of jobs that are there today won't be there in 30 years. We hear these kind of extremes. What is your sense of, you look out there and sort of the world that we all recognize, you go to the grocery store, there's usually a human or there was a human that would check you out.

Now we kind of all have self-checkout. I mean, there's a lot changing. And I know that you know, this is not a new problem.

I mean, I'm sure there was an uproar among the typesetters back in the day when the, you know, like we do, we have a way to print now. We don't have to lay every letter out in a little lead piece of, you know, we, we know these technology changes happen and one, one industry fades a bit and another one gains momentum. Broadly again, what are you seeing that is both encouraging and for a parent thinking, my child's really excited about, you know, should they not do that now? I mean, how do you, how do you guide those questions? I do think that we're

going to see a downturn in many tech jobs that are what we would call historic now.

You know, the internet was in, started, became ubiquitous in 1996. So since then we've been using computer programmers and all sorts of analysts and data analysts that required a lot of education and a certain kind of mind. And so the people that did those jobs really enjoyed doing them.

I don't think we're going to not have jobs for the people who would have been computer programmers. I think we're going to see the shift in data security, ethics. We're going to, we're going to need data interpreters.

So people who were doing this and training computers to do some of this work will be continuing to do some of the work that is there, particularly on the output side and the application side. So AI, one of the things we did, I actually spent some time with the AI lab at Biola University, which was kind of fun to talk to a wonderful staff member there named Stefan. And he actually ran a few agents through one of my queries, which was, what does AI think the future of careers is in the age of AI? So we kind of gave it a good prompt to tell us what they think is, what does AI, the large language model that they use.

And that does matter, as we all know, what has this been trained on? But the AI model that they were using, basically came back to say that we actually think human centric skills are going to be very important. And, and I'm reading this and everything I'm reading now, emotional intelligence, empathy, creative problem solving, critical thinking, leadership and collaboration. We think those human centric skills are going to be very important, but the tech adjacent skills, which is what we're talking about, AI literacy, the idea that, you know, how does this actually work? How does AI work? And what is it continuing to evolve into? And how do humans use it? Data interpretation, digital collaboration.

So some areas where we're looking at what the output of AI and saying, this isn't quite right. And, but I think we're going to see less emphasis on prompt generation, because AI is going to be able to give itself prompts, which is fascinating and true. But we still have some of that right now.

So students that are interested in tech, um, I actually think the idea of managing how humans use tech is going to be one of the areas that there's going to be a lot of, that makes a lot of sense. Yeah. And how are you seeing, I hear a lot of the, um, both need and encouragement for moving into the trades, because this is the, you know, the big discovery is like, wow, all of this tech takes a lot of electricity.

Oh, wait, no one knows how to wire these things together. So what is your, uh, your thought on, uh, moving students more towards the trades, maybe dignifying it. I've often said a lot of the schools I've been a part of, you know, that's that typical graduation.

And here comes Susie and Susie's going to the university of so-and-so to study such and such.

And it's like, and here's Billy, he's going to be a welder, but guess what? Billy is gonna make $200,000 a year and won't have debt like Susie. I mean, nobody wants to say that, but I, am I right? Are we seeing some shift towards redignifying the trades? Well, there's so much going on there.

And of course it really touches on some of the research we're thinking about, um, with young men in particular. Uh, I do think there was a time and in your lifetime, in our lifetime, probably where men knew how to do stuff, no matter what their job was. Right.

So they had something go wrong with their house. They pretty much knew how to fix it. And that's why I love shop class and wish bring it back.

But yes, we can, we can quote, I always say we can quote Pliny the elder, but we can't change our tire. Maybe we ought to be a little more earthly good. Yes.

And the truth is, is that we need both is we need a wonderfully trained mind and a trained sense of the world around us and stewardship. That's about stewardship. So if you talk to me very long, you'll know it.

I'll go back to theology at some point where I'm like, no, no, this is about stewardship. And so when we talk about our students and we say, what, how do they reflect the image of God out into the world? And we do our assessments and things. Some of them, and actually quite a few of them actually come back with trades on their list.

They come back with, you should do something in the real world with concrete stuff. And when we talk to them about that, they either like it or they don't like it. And it depends on kind of their lifestyle and what they've been used to.

And, and I think many of the older students that I work with that have graduated college and are in the workforce and are really struggling to find their footing in who they are just as a human and create a life. Many of them are wrestling with the abstract nature of the work they're doing, and they would rather live in the world. They don't want to sit.

Oh, I tell this happens all the time, probably five times a week with students. A young man in particular will say, I don't want to sit in front of a computer the rest of my life. And yet we have, we have a bias against doing things that are not with computers because that's kind of the world we grew up in.

And so I think we have plenty of evidence that the world still needs builders, still needs people who are craftsmen, still needs people who are creating beautiful things that a computer didn't make. Well, I'll get tired of furniture from Ikea soon. You know, I mean, it's a, it's a great mid-century modern look, but.

So it breaks two years later. Yes. And part of it is, you know, I don't want to, I don't want to speak bad of Ikea because there are things that are good about it, but, but I do think we, we

just like fast fashion, we've, we've all sort of bought into the fact that if we don't have to make it, it's better like restaurants.

And, and I think there is a movement away from that. I think we are actually seeing families and young people, especially young married couples who are feeling this angst for there. Isn't the life I thought there would be when I got married, we'd have a home and we'd have, you know, uh, jobs that were interesting and we could talk about them.

And, and the reality is, is there's not much to talk about with many jobs. It's just like, yep, I did the thing today and there's not much to share and there's not much time to do other things. Yeah.

Yeah. And so I actually think we're moving, we're moving back to how can I create home cooked meals? How can I have a garden? How can I, I see that so much with those who are listening to millennial Gen Z in particular, I think it's a, it's a wonderful kind of a rebound. And it's, um, I mean, so many examples I could give to go into it all.

But my point is like, you know, two years ago, I think it was almost this fight to have to make an argument. The smartphone is not good. And now it's like, well, of course I'm not giving that thing to my kids.

And there's just a real awareness on the part of schools and parents. So I think you're right. I think there's sort of a rehumanizing that is starting to happen, which is actually really beautiful.

Let's take another break and come back. I want to just wind our time up with just a few more great examples and things that you offer and ways of helping a young person figure out who are you? How has God uniquely made you? And then given this changing world, where, which way do we guide them and what direction, both towards college, towards work? These are huge questions that as parents and educators, we have to shoulder and look forward to your wisdom on that because it's certainly a relevant question we all deal with. So we'll be right back after the break.

Today's episode of Basecamp Live is brought to you by my friend, Chris Casper, who you heard on a recent episode. His invention, the Wyze Phone, is a much needed third way, providing a solution from the dangers of a smartphone on the one hand and the limited capacities of an old school flip phone on the other. His simple distraction-free phone design for families who want technology to serve their real lives and give us and our older children a way to do basic essentials like calling or texting or maps without the web browser and the social media and the endless apps that can pull them and us into the addictive time-wasting aspects of a smartphone.

I personally have a Wyze Phone and I can vouch that it is an excellent solution and an appropriate way to use technology that supports virtue and focus and healthy habits. Check out the link in our show notes and on our Basecamp Live website partners page where Chris is

offering Basecamp Live listeners a discount. School leaders, if you've ever wondered how to make school fundraising truly effective while being meaningful and mission-driven, check out ADVANCE.

It's an event being run by our good friends at the Champion Group. The ADVANCE gathering is April 8th through the 10th, 2026 in Greensboro, North Carolina. And here's the best part.

It is completely free to attend. You just have to cover travel and lodging. ADVANCE is for heads of schools and boards and development directors, leaders who feel the pressure to raise big dollars without losing sight of their calling.

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Spots are limited. It's a great opportunity. Don't wait.

Register today. Check out the links in the show notes for more information as well as on our Basecamp Live partners page. Tammy, this whole conversation has been about how we blink an eye and this AI world around us changes, but some things remain unchanging.

And the fact that we are all uniquely made in God's image, we're all being called to raise our children, to move out in confidence and boldness into the world. You're right there on that edge, if you will, of talking with students and helping them figure out who they are. What are some of the things that you would speak, maybe first to just parents who are watching their children hit that point of major decision-making? What are some things they need to think about in terms of how they frame questions and they think about guiding their children? We talk about the escalator to success and we have talked about it for a long time where a child is put on this escalator of education and parents sort of at the end of it, they hop off at the end of the escalator, whether it's high school or college or grad school or, you know, JD or medical school or something.

And they then have to move their feet, but they've been on an escalator the whole time. If they just do the thing without actually thinking about it, they don't have to move themselves along in education. They just do the next thing.

And parents are saying, don't forget to do this, Johnny, and you need to make sure you get your football stuff for after school. Like they're working them into a place where they can have a life. But what we're seeing in education really is many students graduating with no idea at all what they are made of, meaning how God has created them to reflect his image out into the world.

And they've never thought about what the problems of the world are. And parents shelter them, which I don't think is a good idea. Like we call kids who are exposed to things too early.

We call that trauma for children. We don't want you to expose your children to the traumas of all the problems of the world. But you know your child best, and you know what problems they're most drawn to in the world.

They talk about them. You have the ones that bring home the baby bird that has fallen out of the tree. And mom, I think this baby really needs to be taken care of.

Well, that's an indication of their heart toward the world is they have this healing and wanting to help kind of mentality. And then you have other people that are like, I just hate the injustice of this world. And the students that rail against how can people get away with that.

And you hear the problems that they're naturally drawn to. And so that would be my first recommendation to parents is really pay attention to your kids. Now that this means you have to talk to them, which I don't mean parents don't talk to kids.

But typically, students are so busy these days, they go from school to practice to homework, to youth group or whatever else is on their plate, and parents have the same busy life. And conversation just really isn't happening at the level that it needs to be for parents to know their kids well enough to help guide them. Because what we do in our program is we help parents help their students create a discernment process.

Like how do you understand how you're created to live in the world? And how do you choose what problem to solve? The how is just as important as the what. And so typically, I'm encouraging parents and kids to spend more time together doing things where where opportunity types of conversations happen. And a lot of those places are preparing a meal or going on vacation or doing driving without videos on like you just you have to have these opportunities playing games, all the things that used to be part of, you know, probably what kids today would consider boring life, because they have chores and things.

But they're the things that create a human that has questions about the world. I hear more often than not that student from students that they're just not really curious about stuff, because they can just look it up on Google if they are. And the reality is, is they believe they know everything, or have access to everything.

So why would they spend any time trying to understand it? Yeah. And what I hear you saying is that we've got to be more intentional, maybe now more than ever, to help our students really come to terms with how God's uniquely created them and therefore what they're really being called to potentially do. These are not things that just happen by osmosis.

And I think that's what I as we've collaborated over the years, I just I love what you're doing. Because that's the problem is that parents think that well, they've put them in a good K-12 school, and they've generally been going to church and, you know, check all the boxes. But in reality, you still have to have that extra layer deep of self awareness, or you're, or, you know, you're likely to make decisions about college that are very superficial based on like the mascot

or whatever.

It's just not always. And then you're like, what did I just waste, you know, debt and four years later, and I still don't know who I am. Like, that's not going to work out well.

Yeah, that's where so many young people are today. I often say if you get out of college only with a diploma, you've done it wrong. Like you should have a lot of material and psychological and theological ideas that you didn't have when you went in.

Absolutely. And that's not necessarily the way kids approach it. And yet all the I would hope the adults that are teaching them on college campuses, right have this emphasis, they want to help.

Which gets back to you really want to make sure you're putting them in the right college don't just I mean, really, that's a huge, huge decision. But even before that, how, especially in this high school years, do you help a child really come become self aware. And I know there are schools that can help with some of that process.

But just here in the last few minutes, for folks who want to know more specifically about how you offer guidance to families, what does that process look like? Well, we do work with individuals and families, and that's all on our website at lifearchitectscoaching.com. And you can look there and see what we do individually with high school students and college students and young adults, we work with 15 to 35 year olds, and their parents and their communities. We also offer workshops on school campuses to help get the ball rolling with the counselors that are there. Or if you don't have a counselor with whoever's responsible for the the student life part of your school, because this is where that fits, like who are you becoming is a culmination of everything you're experiencing, and just paying attention to it.

And that's what we help them do is pay attention to who they are and who they're becoming. And then we also train counselors and other people to do this work in their community. It's our favorite way to do it.

We our motto is deep work over time in community. And it's important for us to get people all over the world who think like this and want to help young people grow into a person who understands who they are, and why they're here, how they reflect the image of God out into the world and what they can do with that. Yeah.

And I love that. If you know how, you know, how you've been made and who God's made you to be, then this whole conversation about the AI world, you're ready to move out, then whatever comes at you, you're ready for it. And that's the, I think we too often think about the end game of like that singular job as we've been talking about, but it's really you want a highly adaptable, resilient, problem solving young person, and they'll be ready for whatever AI 8.0 or whatever's coming.

Yeah. Yeah. We don't know what's coming and we don't know what's coming.

That's right. But I know thinking, thinking Christ-centered people is going to always be pretty important. Well, well, Tammy, thanks so much for all your time.

It's always good chatting with you. Look forward to having you back. Well, at the rate we're going, we need you back in about three months to do the next, you know, whatever's the next rendition.

All right. Well, Tammy, thanks so much. Thank you for listening to this episode of Base Camp Live.

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