Lesson plan

Careers for the future

45 Minutes

14-16 Age

KS4:L8 PSHE

Learning outcome(s)

By the end of the lesson students will:

- Recall the types of career opportunities that may be available in the future
- Describe the skills necessary to be successful in the future

Summary of the lesson

A video introduces careers that are likely to be part of our future world and includes the types of skills and qualities required to fulfil these roles. Students work together to find out what skills and qualities a selection of these future roles entail. They will then discuss the skills needed for the future.

Classroom requirements

- Interactive whiteboard
- Accompanying PowerPoint Slides
- Computer/device, between two
- Paper and pens per group

Suitable for students aged

14-16

Time required to complete tasks

45 mins max

Gatsby Benchmarks covered



Learning area in CDI Career Development Framework

Explore possibilities / Manage career / See the big picture

Programme of Study for PSHE Education

KS4:L8

Skills Builder Universal Framework



Lesson activities

1. Introduction

Students watch a video which explains what we mean by ‘careers for the future’.

Time Required 5 Min

Resources

https://www.youtube.com/watch?v=1wlgRDeQhL0

2. Past, present and future exercise

Students get into groups of four.

Using PowerPoint Slide 2, a list of careers is put on the board. These are a mixture of careers, some from the past (or are very rare), others are current and fairly safe, a third group are current jobs deemed at risk, and a fourth group are predicted future career titles.

In their groups, students must decide which heading each career belongs under; Past/Rare Jobs, Present Jobs at Risk, Present Jobs Thought to be Safe and Future Careers.

Once completed, the teacher asks the groups their answers/reads out the answers (which are listed at the end of this lesson plan), and each team gets a point for each career they put in the right category.

Time Required 10 Min

Resources

PowerPoint Slide 2

Resources

Flipchart and pens per group

3. What are the future jobs?

Still in their groups, each group discusses one of the future careers from the list below (and on PowerPoint Slide 3); teacher to decide which career each group will discuss.

- Genetic Diversity Officer
- Quantum Machine Learning Analyst
- AI-Assisted Healthcare Technician
- Personal Memory Curator
- Augmented Reality Journey Builder
- Financial Wellness Coach
- Digital Tailor

Use the link on the slideshow to research:

- Where will they work? (in a city, an office, outdoors, in a factory, laboratory, abroad)
- Who will they work for? (big business, entrepreneurs, themselves)
- Which sectors/industries could they work within?
- What will they do day-to-day?
- Who else will they work with? (which other professionals?)
- What skills will they need? (essential for this exercise)
- What qualifications might they need?

They have 10 minutes to research and decide how to present their results back to the rest of the class.

As each group reads the skills needed, the teacher writes these on the board (including duplicate skills mentioned by more than one group).

Time Required 25 Min

Resources

PowerPoint Slide 3

Resources

Use https://tinyurl.com/374j93ea to read about their career

Computer/device between two

Flipchart and pens per group

4. Skills for the future

Teacher led activity, with discussion centred around the list of skills the teacher has noted down on the board. Teacher should pose questions such as:

- Can you see any skills which appear more than once?
- Do any of the skills seem to be ‘new’ to you?
- Do any of them surprise you?
- What do you notice about x, y, z (point to the skills which your students may have gained in your classroom or in school activities you know they do)

Time Required 5 Min

4. Skills for the future (continued)

Finish with a video about skills. On completion of the video the teacher asks:

- Do you now think there are additional skills we should add to our list?
  - Adapt, learn, self-reliance, self-resilience, self-promotion, complex problem solving, creativity, emotional intelligence, cognitive flexibility, collaboration, networking
- What else should we do to remain individually ready for the future? (keep abreast of the changes in the labour market, continually evaluate our skills, learning continuously, understanding your sector and reading relevant news)
- Do you disagree with any of the future trends or future job suggestions?

Resources

https://www.youtube.com/watch?v=i8zY5PJY1lo

Differentiation

For groups that finish the **Past, present and future** exercise early, they can research other careers they think will come about in the future. Perhaps thinking about nanotechnology and its use in healthcare, space exploration and tourism, and cryptocurrencies as a starting point. Invite them to be as creative as possible.

Use the computer/device to conduct this research.

Extension activities

Students should watch the Pearson: Future of Skills: Jobs in 2030 (2 minutes, 11 seconds) video which outlines that whilst many jobs will be automated, this does not necessarily mean they will be replaced, but this could mean a change in the role as it stands today.

Considering a job they are currently interested in, or thinking of a role their parents do, they should research into its future-proofness. A few resources which will help their research include:

- https://futureskills.pearson.com/ - created by the writers of the Pearson report in the video, this gives students the chance to see what % chance of growth their chosen career has in 2030 (students should select 'Explore the landscape')
- https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors - contains information about sectors students may be considering working in, with brief information about the future of that sector
- https://www.bloomberg.com/graphics/2017-job-risk/ - interactive chart of how likely various professions are to be automated

Extension activities (continued)

Ask them to write down their findings, and any other sector specific research they find (encourage them to read the careers information from the professional body of their chosen career). If the career is likely to be automated, what does their professional body say about how this job will change in the future? Does this have an impact on their plans for the future? Should it change their plans? Who can they talk to about this?

NB: In the case of students who do find their career choice is expected to be automated, teachers should follow up with them and ensure they get the chance to discuss other options, the likeliness of this actually happening (or whether it will just mean a change in the job as opposed to the job completely disappearing), plus strategies to keep an eye on the market with their students.

Students who have a Morrisby account should add this research as a goal in their Morrisby Action Plan.

Answers

Past/Rare jobs

Miner

Lamplighter

Shorthand Typist

Milkman / Woman

Present jobs at risk

Legal Secretary

Library Clerk

Receptionist

Accountant

Telephonist

Present jobs thought to be safe

Teacher

Doctor

Dentist

Social Worker (Healthcare)

Stem Cell Researcher

Cybersecurity

Police Officer

Architect

Sales Engineer

Software Developer

Life Coach

App. Developer / Designer

Audiologist

Social Media Manager

Physiotherapist

Artist

Future careers

Genetic Diversity Officer

Quantum Machine Learning Analyst

AI-Assisted Healthcare Technician

Personal Memory Curator

Augmented Reality Journey Builder

Financial Wellness Coach

Digital Tailor