I-LINC
INCLUSION + ICT + LEARNING

FUTURE PROFESSIONS AND DIGITAL SKILLS

The goal of the lesson:

Guiding students through future career opportunities which require digital skills.

Lesson objectives:

To ***learn*** about different career paths which **require** digital skills.

To ***discuss*** ways students can **enhance** digital skills.

The Outcomes:

Students will ***understand*** the importance of digital skills for finding employment.

Estimated Time: Between 60 and 90 minutes

Teaching Methods: Brainstorm, Demonstration, Visualisation, Discussion, Using Technologies

Resources for the Lesson:

a) PC, tablets or Smart phones for each participant of this lesson; computer, interactive white board or display with necessary software in the classroom are suggested.

b) Interests Tests:
   o http://yourock.jobs/
   o http://www.bigambition.co.uk/Lib/BA/Assets/FlashActivities/Activities/DreamJob1/

c) Worksheet with job categories. (See page 5 of this lesson plan)

d) Presentation about digital Skills (Link to the presentation is included further down the lesson plan)

e) Information about local Career Support Service.

Forms of work in the Lesson:

Individual work, Discussion in pairs, Group presentation

Teacher's performance	Students' activities
Introduction, Brain Storm 3 - 5 minutes	
Teacher greets students and invites them to look in the nearest future when they are going to graduate and choose their professional career. We are living in the 21st Century which brings significant changes in our daily life, and very often we are talking about digital skills which are extremely necessary. Teacher asks student to launch the internet in mobile devices (Smart phones or Tablets) and type 3 – 5 skills and send answers (using SMART Notebook Lesson Activity builder or similar apps).	Students are thinking, working with mobile devices and sending answers. (Students could also write skills on the notepaper and stick to the board, one skill per paper in order to regroup them later).
Presentation about Digital Skills *approximately 10 minutes*	
Teacher gives at least one definition of digital skills, for example - Cornell University defines digital literacy as *'the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet'*. By this definition, digital skills are any skills related to being digitally literate. Anything from the ability to find out your high-score on Minesweeper to coding a website counts as a digital skill. Teacher shares the *What are digital skills presentation* to get to know what skills we mean when we are talking about Digital Skills in Europe. Teacher asks to give at least one example of nowadays profession for each skill during the Presentation.	Students are following the presentation. While watching the presentation slides students are thinking about examples – what nowadays professions require particular Digital Skills. After this Presentation one student comes to interactive board and groups by categories digital skills they named in the beginning.
Pair's discussion about professions' categories 3 minutes	
Teacher provides each pair of students with the **Worksheet with job categories** (see at the end of lesson plan) of currently existing professions and asks them to find categories which require particular level of Digital Skills right now.	Students work and discuss job categories. They conclude – even now almost all mentioned categories require digital skills.
Demonstration of the video* and discussion approximately 10 minutes	
Teacher invites students to watch a short video (see suggestions below) about possible future professions and think about digital skills which are required for these professions. Teacher encourages discussion and turns on the imagination of students.	Students are watching video and thinking about necessary Digital Skills for future professions mentioned in the video. After the video they are discussing possible future professions which don't require digital skills

Teacher's performance	Students' activities
"Technological disruption is interacting with socio-economic, geopolitical and demographic factors to create a perfect storm in labour markets in the next five years." (from the World Economic Forum website)	(probably Painters, Dancers, Singers but rather some of students will argue about possible changes also in these professions).
Test about individual interests 7 - 10 minutes	
Teacher invites students to test themselves and to get to know more about areas of interests.

After the test teacher asks - Did anybody get to know something new about their own interests? | Students open the website in their mobile devices and take the test.

Students discussing the results of testing and write their name and area of their interest on the small notepaper. |
Group work 7 - 10 minutes	
Teacher splits students in groups (3 - 4 students in the each group) according the results of the test and asks each group to make the description of one profession of the area of their common interests and name necessary digital skills for this profession (but not to tell the name of this profession). Also to describe the ways to improve necessary digital skills.	Students work in groups and make presentations. (This presentation possible to do in the virtual workspace provided by SMART amp or Class Flow or on the simple flipchart).
Presentation of the group work (time depends on the number of groups and should be calculated before)	
Teacher invites each group to present their profession and required digital skills, others try to guess the name of the profession.	Students are doing presentations, listening to descriptions, trying to name all professions.
Evaluation and final information	
Teacher asks students to share what the highlights of lesson were, in their view. What new information have they obtained?

Also teacher informs about Local Career Support Service (or other career guidance opportunities) to get more information about students' areas of interest. | Students evaluating the lesson and asking questions. They are trying to evaluate their own Digital Literacy now and thinking about possible ways to improve their digital skills. |

* Suggested video about Future professions:

- o [Interesting professions, some of them don't exist yet](#)
- o [Realistic predictions with 10 years growth projection](#)
- o [Andrew McAfee TED talk about future jobs](#)
- o [The Future Workplace](#)

Additional information for teachers

o *The website „SkillsYouNeed" writes about the skills needed to help improve people's lives, both professionally and personally.*
o *The website Technology, globalisation and the future of work in Europe offers essays on employment in a digitised economy.*
o *The First Round of the course Developing Digital Skills in your Classroom (course materials are available)*
o *The Second Round of the course „Developing Digital Skills in your Classroom" on Monday, 4th April, registration is open.*
o *The book Richard Susskind, Daniel Susskind „The Future of the Professions", Oxford University Press, 2015*
o *Explaining the Future - the website about future professions, technologies and skills (with Christopher Barnatt)*
o *World Economic Forum website*

Evaluation of the Lesson:

1) When groups do presentation, teacher observes how many digital skills are mentioned and what professions are presented. It helps evaluate, what are the benefits of this lesson.
2) Students tell at the end of this lesson about their benefits and obtained necessary information for their future.

I-LINC
INCLUSION + ICT + LEARNING

Worksheet – Jobs by Categories and number of vacancies[1]

Task 1
- Take a highlighter and highlight categories, which require digital skills for sure.

Task 2
- Take a pen and underline categories which rather require digital skills than not.

Task 3
- What are your conclusions?

Accountancy (1036)	Consulting (101)	Hospitality (1023)	Property (56)
Administrative (411)	Customer Service (1020)	Information Technology (2166)	Recruitment/HR (304)
Agriculture (326)	Design (872)	Internet (6187)	Retail (67)
Architectural Services (15)	Education (422)	Legal Services (88)	Sales (691)
Arts & Entertainment (281)	Energy (13)	Leisure (130)	Science (219)
Automotive (39)	Engineering (1601)	Logistics (3898)	Technical (2334)
Banking (73)	Finance (616)	Manufacturing (314)	Telecommunication (498)
Biotech/Pharma (727)	Government/Non-Profit (2166)	Marketing & PR (622)	Tourism (241)
Construction (521)	Healthcare (2586)	Procurement (66)	Translation Services (70)

---

[1] (Source: https://www.eurojobs.com/browse-by-category/ 10.03.2016)