**Lesson plan**

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| Lesson title:  Future jobs |
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| Lesson brief description  Description: In this lesson, students will think and discuss future jobs and then they will search for information in a ChatGPT, and compare differences and similarities, focusing on the driving questions: “What kinds of jobs will be popular in the future in Europe?”  The second part of the lesson will be focused on the question “Which jobs will be susceptible to automation by AI?” after watching the video and having a brief discussion students will gain insights into emerging industries, technological advancements, and the evolving nature of work. By the end of the lesson, students will be equipped with a deeper understanding of the skills and professions that are likely to thrive in the future, as well as those that may face automation challenges.  The third chapter is dedicated to summarizing the lesson. Through reflection, students will choose to present ideas and conclusions. their reasoned ideas about future jobs in Europe and how to prepare for it |
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| Time (Lesson duration):  One lesson |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…)  Warm-up activities, Individual work, brainstorming, part of [cyber sandwich](https://www.youtube.com/watch?v=K70iQOeeT8s&t=147s) to compare opinions, group reflection, self-assessment |
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| Materials needed:  Paper, pen, computer with Internet. |
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| Students’ age: 14-15 |
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| Aims/Goals or SWBATs (Students will be able to......)   * to think critically about the future jobs in Europe in the future * help students think about what they want to be when they grow up * Understand the importance of the skills to be needed in the future. |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time\_7 min.  Asking driving questions and asking to write and ideas, then ask these questions to chat GPT and compare information. Summarize similarities and differences. Individual work. Then present ideas in groups. |
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| *What key-concepts could teachers focus on? What needs to be pre-taught?*  Prepare asking driving questions, find an interesting video about future jobs for people and AI.  Check the [EU Guidelines on the use of AI and data in teaching and learning for Educators](https://learning-corner.learning.europa.eu/learning-materials/use-artificial-intelligence-ai-and-data-teaching-and-learning_en) |
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| *List of activities with brief description of each one and time for each one:*   * Answer questions. * Search for information, compare ideas, make conclusions and present in front of a group. * Watch video: <https://youtube.com/watch?v=avqMUyNrkGY&si=DZkNX3nE2Erb26zQ> , answer the current, prepared questions. * Make a conclusion and reflection. |
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| *What are other follow up (or homework) activities that can be included?*  This topic can be developed in another lesson. Discusses, for example, the skills required for certain jobs. To consider and think about what the students want to be when they grow up. |
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| *What methodology / activities are used for assessment?*  Evaluation for active participation and presentation of findings. The assessment is presented at the beginning of the lesson. The complexity of the text is adapted to the class level, the number of words is provided, and the glossary is prepared  Selfessesment will be used. |
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