

Support Activities for Teachers

Three activities have been provided that Teachers can use to scaffold students through the 100 Jobs of the future – Jobs Explorer.

The world of work will change dramatically in the next few decades. Even now, jobs are changing at a fast rate as machines and big data change the way we work and interact with each other.

An aging population, medical technologies, and disrupted workplaces will change people's life spans and career patterns. Climate change, population pressures and technologised lifestyles will throw up major challenges for sustainability. New technologies and new materials will change agricultural practice, transport, engineering, and industry and business practices.

This will all lead to major work disruptions, but open up possibilities for those with the skills and interests to match. Increasingly, jobs will involve humans working with machines, which means that future work will require people with technical/digital skills and those who can work at the interface between machines and people. We will have new jobs, and the jobs that exist now will change to include new technological and communication processes.

This is from the Key Findings - <https://100jobsofthefuture.com/report/>

Activity 1: Understanding Our Self and Our Interests for Future Jobs

These three activities will explore student’s reasoning for jobs and preferences for themes in their employment as they developed over time. Students will use these reflections to engage with the Jobs Explorer and the 100 Jobs of the Future.

(This can be used as a description for the button)

Key Knowledge	<ul style="list-style-type: none">• If we understand what we like and what we are interested in, we can use this information when making decisions about our career options.
Learning Outcomes	<ul style="list-style-type: none">• Become familiar with the concept that career goals and interests evolve over time• Become familiar with the concept of common career themes• Identify factors that may influence their own career decisions
Resources	<ul style="list-style-type: none">• Pens and paper• Online access to <u>100 jobs of the Future – Jobs Explorer</u>• Whiteboard or other method for showing a diagram to the class
Duration	<ul style="list-style-type: none">• 60 mins

Students are introduced to the concept of career development across their lifespan.

Introduction to Future Jobs

See: Key Findings - <https://100jobsofthefuture.com/report/>

Students are likely to hold multiple jobs and careers over the course of their lifetime. These jobs and careers may overlap and build upon each other or may be completely different. However, while our jobs and careers might change, there can sometimes be a common theme in the types of jobs and careers we enjoy.

By thinking about the careers that have interested us so far, we can gain an understanding of the careers that might interest us in the future.

Part A: What do you want to be when you grow up? (Individual Activity)

Teacher explanation: *Draw the image below (Part B:) on the board and list a couple of jobs and the reasons for and against these jobs. You can use your own career interests as an example if you wish, or use the example below.*

Eg: Teacher: Reason for = hours work for young family, supporting young people’s lives and Reason against = extra curricula commitments, marking at home

Instruct students to create their own map, and let students know that they will be sharing their timeline with a pair/small group, but not with the entire class.

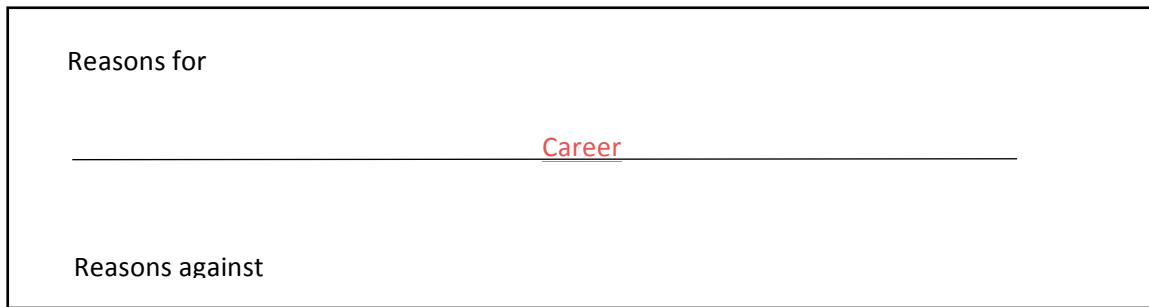


Figure 1: Career mapping template

Student task: Students to create a job timeline where they identify the jobs they wanted to do (across a horizontal timeline) starting from the earliest job they can remember to what they are interested in right now. Students indicate the age they wanted to do each job if they remember.

Students also list the reasons that they wanted to do those jobs and the reasons they decided against those jobs.

Part B: Common themes: (Pair or small group activity (max 4 students per group))

Teacher explanation: *Now, we want to develop a sense of the reasons that drew us to particular careers and reasons we might decide against others, we can look for the reasons that are coming up more than once. We can then use this information to help us make decisions about future careers.*

Present examples on the board, ask students to identify common themes

Examples of common themes:

- *Interest or lack of interest in a subject area (e.g. love of music, dislike of physics).*
- *Input from or observations of other people (e.g. aunt is an accountant and always complains about her job, cousin took me to his work at a bakery once and I really enjoyed it, mum says I should get a job as a teacher because I care for my younger brothers).*
Note that this theme may be indicative that the person likes to make decisions based on personal experience or information from the experience/input of others.
- *Desire for a particular type of environment or lifestyle (e.g. likes working with animals, doesn't like working with kids, wants to work outdoors but not in an office, wants to be able to travel).*
- *Desire to use a particular skillset or personal value (e.g. desire for financial stability, desire for novelty, want to use my creative skills, want to help people).*

If we look at the themes in this example, we can see that the things that most of these options have in common are ...

Sometimes we will have some very clear things in common across all of the jobs and careers we've wanted to do, and sometimes we won't. Everyone's reasons are different and no option is wrong.

Student task: Students to compare their lists of jobs and the reasons they wanted to do the various jobs on their lists and why they decided not to pursue those jobs later.

Each student to explain to their pair/group their reasons for and against the jobs they listed.

Students in each pair/group to look for commonalities/reoccurring themes in their lists and the lists of their partners/groups. Students to write down their own common themes on their career mapping template.

Part C: Using What We Know (in pairs or small groups)

Teacher explanation: *If we know what our common themes are, what we are interested and not interested in, and what motivates us, then we're looking at the jobs we might want to do in the future, we can use this information to help us decide what will be a good option for us.*

Student task: Students draw two columns on a page and write their common themes on the left. A theme is an aspect of jobs that they appreciate. Students to browse through the 100 jobs job list - <https://100jobsofthefuture.com/browse/> and when they see a job that they think might align with one of their themes, to write it in the right hand column.

Job Theme	Job of the future
Working with animals	
Helping others	
Being able to travel	

Figure 2: Example themes and job column.

Students share the jobs they found in their pairs or groups and to discuss why they think the jobs they have chosen align with their themes.

Note: in instances where students did not generate many themes, they can use this exercise to explore what kinds of jobs interest them and then see if there are any themes in common in the jobs they expressed interest in.

Teachers can lead a whole class discussion that interrogates jobs and themes:

- *How happy do you think the person in the example will be working in a job that is (aligned with one of the common themes)?*
- *How much do you think they'll enjoy a job that is (opposite to one of the common themes)?*
- *So the person in the example might be more satisfied in a job that (aligns with the common themes).*

We can also see that the things we want to do change over time. You might find that as you grow older and try more things, you find things that you enjoy doing that aren't on your Career Map yet.

Further Reading

<https://100jobsofthefuture.com/report/>

www.bdo.com.au/getattachment/Insights/Publications/Future-Leaders-Index/Future-Leaders-Index-Part-3/FLI_PAPER-3_Infographics_Final.aspx

https://www.fya.org.au/wp-content/uploads/2017/07/FYA_TheNewWorkSmarts_July2017.pdf

Activity 2: Exploring and Investigating Career Paths of Interest

Students explore their working styles strengths and preferences using the Jobs Explorer

Key Knowledge	<ul style="list-style-type: none"> • How to research job interests
Learning Outcomes	<ul style="list-style-type: none"> • Become familiar with the concept of preferred working styles • Identify one’s own preferred working styles • Identify strategies for acquiring new information, skills and experiences about jobs and careers
Resources	<ul style="list-style-type: none"> • Online access to the 100 Jobs Explorer • Pens/paper or digital device for taking notes • Whiteboard or other method for showing a diagram to the class
Duration	<ul style="list-style-type: none"> • 45 mins

Introduction

By generating an understanding of our preferences and personality, we can understand more about the jobs and careers that we might like, and also the ways that we might learn more information.

In this lesson, we will be talking a lot about skills and experience.

- **Skill** refers to the ability to do something. E.g. communicating with others, working in a team, or playing an instrument. Skills are not restricted to one particular event.
- **Experience** refers to specific events or exposure to a process or environment. E.g. working in a call centre, being in a sports team, or playing an instrument at a concert. In this lesson, we are focusing on experiences that are relevant to your career.

Both skills and experience are something that we can acquire.

Part A: The Jobs Explorer and 100 Jobs of the Future - Finding Out More

Student activity: Students complete Job Explorer - <https://100jobsofthefuture.com/quiz/> noting their working styles **strengths and preferences**. Students review the jobs suggested and select 1 – 2 jobs they are interested in.

Students arrange in small groups based on their preferred working styles (Practical, Investigative, Creative, Social, Enterprising and Organised - based on their responses to the first 3 questions of the Jobs Explorer).

Students or teacher to nominate one note taker per group.

Students share within their group one of the jobs and describe why they are interested in this job. The jobs they share can be similar or completely different.

Students to read the ‘what next’ section of the Jobs Explorer together, and identify the ‘working to your strengths’ strategy that is aligned with their personality area (see Figure 3: Working to your strengths).

<p>Working to your strengths</p> <p>When you’re exploring what’s out there, it helps to work with your strengths and preferences. The Jobs Explorer previously identified the styles that you’re likely to prefer working in, and it makes sense to work with those styles. Don’t feel that you’re limited to only working within your style though!</p> <p>If you scored highest in the Practical category, you might prefer to dive in and try new things. Practical</p>

experiences might be the most useful way for you to learn new skills and see if you like the areas you're exploring. Try volunteering, teaching yourself some new skills or techniques – just have a go!
If you scored highest in the Investigative category, you might prefer to do a lot of private research before you try anything practical. For Investigative people, online research is your friend! You might find that you can learn the most from researching trends, and you might find that online training is more your style than learning in a classroom setting.
If you scored highest in the Creative category, you might find the idea of having a plan for exploring your options is too rigid. Feel free to go where the wind takes you! If you find an interesting tangent when you're exploring your options, then dive in and learn more about it! Try out a new skill or way of learning and see if it works for you. You might also find that you prefer to get a group of friends together and try things out as a group, rather than going solo.
If you scored highest in the Social category, you might find that you'll have a better time exploring your options if you look for ways that give you more contact with other people. You could look into learning new skills or gaining new knowledge with a group of friends (why not get them to take the quiz too?) or perhaps join a club or society, where you can learn through interacting with other people. You might find that you get a lot out of volunteering, or that when you research your options you can get greater understanding by talking to people with relevant skills or experience than you could by just reading about it.
If you scored highest in the Enterprising category, you might prefer to build your skills in a way that lets you see how much progress you've made. This can be as simple as tracking new knowledge, or doing more formal learning that has 'grades' or 'levels' to progress through. You might be interested in identifying the top people and companies in your field, and using their journeys as inspiration for your own. You may also enjoy exploring your options through talking to people who know about these areas or have relevant skills or experience, as this can give you a chance to get more detailed information and to have a real discussion.
If you scored highest in the Organised category, you might prefer a methodical approach to exploring your options. Take the time to create a plan (and clear goals!) for how you're going to approach things, and keep note of how your progress goes. You might also find that you feel more comfortable seeking out established clubs, societies or organisations, or people that can help you learn new skills, rather than trying to figure things out without much guidance.

Figure 3: Working to your strengths.

Students to brainstorm ways that they could find out more about:

- the skills and experience needed for the jobs they are interested in; and
- the ways that students could gain these skills and experiences.

Part B: Sharing Ideas and Picking a Strategy

Each group to share their ideas with the class. One student from each group to present their ideas. Teacher to record ideas on the board.

Teacher explanation: *There are many different ways for exploring more about the jobs that we're interested in. For example: focus on strategies that were aligned with the different types of working preferences you might have (Practical, Investigative, Creative, Social, Enterprising and Organised), and then look at strategies beyond those styles as well.*

Did anyone find that they have used any of these strategies before when you were trying to find out information or learn something new? How about when you're studying?

Did anyone find that a strategy that one of the other groups came up with is one you'd like to try?

Students to identify one strategy from their own group, and one strategy from the other groups that they think will be useful and write it down.

Possible extension: students attempt one of the strategies discussed in class and then share what they found with the class.

Activity 3: Exploring Jobs of the future

Students explore their interests using the Jobs Explorer

Key Knowledge	<ul style="list-style-type: none">• Many jobs involve multiple skills, and many skills may apply to multiple jobs
Learning Outcomes	<ul style="list-style-type: none">• Understand that many jobs require multiple skills• Understand that skills may be relevant to more than one job or type of job• Understand that jobs may grow and change as technology advances and the needs of society grow and change• Think about the types of jobs that we might like to do in the future
Resources	<ul style="list-style-type: none">• Online access to 100 jobs survey• Pens/paper or digital device for taking notes• Whiteboard or other method for showing a diagram to the class
Duration	<ul style="list-style-type: none">• 45 mins

Introduction

Students are introduced to the Jobs Explorer as a way to explore the possible skills and knowledge that may exist in the future, leading to different jobs.

Skill refers to the ability to do something.

Knowledge refers to learning concepts or having information about a particular area.

Information (knowledge) may be able to be applied in a particular context (skill). For example, knowledge may be knowing the rules of basketball, skill is being able to play a game of basketball.

Part A: The Jobs Explorer and Interest Groups

Student activity: Students to complete Jobs Explorer in class. Students to review the jobs suggested to them and note what category these jobs fall into (Technology, People, Business and Law, Environment, Urban, Agriculture, Space, Health, Data, Experience).

Students to get into groups based on their interest area. Students to share within their group one of the jobs that interested them and describe why they are interested in this job. The jobs they share can be similar or completely different.

Part B: Brainstorming

Students to brainstorm in their groups all the ways that their chosen jobs might intersect in the future. Students are able to use internet browsing to assist them. Students to identify:

- Knowledge that the jobs may have in common.
- Skills that the jobs may have in common.
- The possible ways that people in these jobs might work together (e.g. a 100 year counsellor and an Aesthetician may work together to support a single person, or an Algorithm interpreter and Data farmer may work for the same company on a large project).
- What currently existing jobs may be related to the jobs of the future (e.g. Bioprinting engineers may use the skills of a 3D printer, the engineering knowledge of a prosthetics

designer, and the biological and medical knowledge of a medical professional). Students to use <https://joboutlook.gov.au/> to assist with this step.

Part C: In class Presentation

Student groups share their findings with the class.

Teacher explanation: *There are many different roles and that the skills we might use in one job are also useful for many others.*

- *Did anyone find that a skill, knowledge or experience in the job area you looked at was also mentioned in a different job area? Particular skillset or knowledge have many ways to use it and apply it, and many different jobs it might be relevant for.*

While we have looked at jobs of the future, we can also see that there are some aspects of the jobs of the future that are used in existing jobs. So if we have found a job that really looks amazing from the Jobs Explorer, we can explore the different skillsets and knowledge used in that job and use that to help us find things to try out now.