

# The Future of Work

Classroom Notes

nesta





## Young Citizens

This resource was written in collaboration with Young Citizens, an education charity working in primary and secondary schools to help educate, inspire and motivate the active citizens of tomorrow. For more information visit [www.youngcitizens.org](http://www.youngcitizens.org)

## Acknowledgements

We would like to thank the staff and students at Brentside High School, The Ravensbourne School and Morpeth School for their support and input during the development and piloting of this resource.







## Age Range: Upper KS3 or KS4

**Timing:** This unit is designed to be used flexibly depending on your circumstances. To deliver the full unit we would recommend two hours. Not all activities need to be run if time is limited.

Activities have been designed so that they can be run as a standalone. There are therefore numerous ways that you could approach the delivery of the materials. For example: as a single one hour lesson; over a double lesson of two hours; as three separate activities across three lessons; or through a mixture of lesson and tutor time.

A plenary has been included at the end of each activity which you can use if you choose to run the activities over a series of lessons / tutor times.

Suggested timings are only given as a loose guide. You should spend as long as required on each activity depending on your students' needs and interests. An optional extension activity, in the form of a research task, has also been included.

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## Learning Objectives:

By the end of the unit students will:

- Have an overview and understanding of how the world of work may change by 2030.
- Understand what predicted skills and knowledge young people will need to prepare for the future world of work.
- Use this knowledge and understanding to think critically about what impact this may have on their educational choices and experiences.

## Worksheets and Resources:

**Worksheet 1 (pages 12 & 13):**  
Future of skills quiz

**Worksheet 2 (pages 14 & 15):**  
Where are you developing these skills and knowledge?

### Further Resources:

To accompany the Future of Skills report, Nesta has published six hypothetical jobs that could exist in 2030. Students can explore these personas at <https://www.nesta.org.uk/feature/six-jobs-2030/>

Nesta has also developed a data-driven skills taxonomy for the UK. A skills taxonomy provides a consistent way of measuring the demand and supply of skills. It can also help students learn more about the skills required for particular occupations. To read more about the skills taxonomy, visit <http://data-viz.nesta.org.uk/skills-taxonomy/index.html>

## Curriculum References:

### Gatsby Benchmark of Good Career Guidance:

- A stable careers programme
- Learning from career and labour market information
- Linking curriculum learning to careers

### PSHE KS3 and KS4:

This lesson has links to 'Core Theme 3: Living in the wider world (economic wellbeing, careers and the world of work)', with a particular focus on the following areas:

- How to develop employability, team working and leadership skills and develop flexibility and resilience
- The economic and business environment
- Changing patterns of employment (local, national, European and global)

## Overview of Unit:

Young people in school in 2019 will enter a world of work radically different from today. Education needs to prepare them for a world of work where potentially the jobs they end up doing may not even exist yet. It is therefore vital that students explore and understand what skills and knowledge will be needed in order to be well equipped, prepared and resilient to future changes in the world of work.

This unit asks young people to consider what employment will look like in 2030 and what skills and knowledge they will need to prepare for an ever-changing job market.

It unpicks the long-run trends that are impacting the labour market and encourages students to consider their current knowledge and skill set, asking them how well prepared they are for the future world of work and what educational actions and choices they may need to take in the coming years.

*Please note: The topics covered during this unit may be of a sensitive nature. It is important that students see the need to respond to an ever-changing job market as a positive, empowering opportunity rather than something over which they and their families have little or no control. It is also important that students understand the need to treat other people's views with respect. Be aware that students may disclose personal or familial experiences and may need additional support. It should be made clear to students where they can access further support regarding careers within the school.*



### INTRODUCTION (15 mins):

**The ever changing world of work** – Students explore how the world of work has consistently evolved throughout history to meet the changing needs of society. They then consider how it is evolving now and how it will continue to evolve in the future.

### ACTIVITY 1 (15 mins):

**The future of employment** – Based on findings from Nesta's Future of Skills report, students explore the skills and knowledge that are likely to be in demand in 2030.

### ACTIVITY 2 (20 mins):

**Are you prepared?** – Students analyse their current skill set and explore how well prepared they are for the future world of work.

### OPTIONAL EXTENSION (30 minutes):

Students conduct a research task about a career that interests them.

They are asked to explore how their chosen career has changed over time, how it may continue to evolve in the future, and what training / study pathways are available to them.





# The Future of Work

Lesson Plan

## Lesson Plan:

Timing	Activity Description	Resources needed
15 minutes	<p><b>Introduction:</b>  <b>The ever changing world of work</b></p> <p><i>This activity asks students to explore how the world of work has been shaped by history and challenges them to think how it may change by 2030.</i></p> <p><b>SLIDE 2:</b> Explain to the group that during this unit they will consider what employment will look like in 2030 and what skills and knowledge they will need to prepare for an ever-changing job market.</p> <p><b>SLIDE 3:</b> Explain to students that the world of work has consistently evolved throughout history in response to the changing needs of society e.g.</p> <ul style="list-style-type: none"> <li>• The major changes brought by the impact of the Industrial Revolution in the 18th and 19th centuries in Britain.</li> <li>• The spread of automation across society in the 20th century.</li> <li>• The current rapid growth of new technologies in the late 20th and early 21st centuries.</li> </ul> <p><b>SLIDE 4:</b> In pairs ask students to consider the following questions:</p> <p><b>Q. How has the world of work changed for your great grandparents / grandparents and parents over the past 50 years?</b></p> <p><b>Q. How have they had to respond?</b></p> <p>Ask pairs to feed back their answers to the rest of the class. Keep a record of their ideas to refer to later.</p> <p>If students are struggling for ideas you might like to use the following examples to prompt discussion:  <i>Types of jobs, location of jobs, hours worked (full and part-time), diversity of workforce (e.g. more women in employment), working conditions, roles and responsibilities, holiday entitlement, wages and pay, work sector (e.g. manufacturing, public and private sectors), skills required, training, knowledge required.</i></p>	SLIDES 2-7

	<p><b>SLIDES 5 and 6:</b> Provide a number of statements and statistics about how the world of work has changed. Ask students to spend a few moments looking at these and discussing the extent to which they match the ideas they gave to the previous question.</p> <p><b>SLIDE 7:</b> Contains a number of images that represent the world of work. Ask students to discuss the following question in their pairs.</p> <p><b>Q: What jobs do you think will be most in demand by 2030 and why?</b></p> <p><i>Students could suggest a wide range of jobs, e.g. design, creative, technical, professional, administration, manufacturing, public services, sales etc.</i></p> <p><i>Reasons could include continuation of / or possibly increase in: impact of new technology (e.g. robotics), increase in automation, increase in leisure time, increase in services, population growth, population ageing, consumer demand, lifestyle changes, rise of green economy.</i></p> <p>Jot down students' ideas to refer to later in the lesson.</p> <p><i>It is important to note that at this stage you are simply exploring students' ideas on the world or work. The actual long-run trends in the labour market will be explored in the following activity.</i></p>	
5 minutes	<p><b>OPTIONAL PLENARY:</b></p> <p><i>This plenary should only be run if you are finishing the lesson at this stage and intend to do the next activity in a subsequent lesson. There is no need to deliver the plenary if you are carrying straight on to activity one.</i></p> <p>Show students <b>SLIDE 8</b> which sums up the main learning from the introduction. In pairs ask students to discuss:</p> <p><b>Q. Three new things you have learnt.</b></p> <p><b>Q. One thing that has surprised you.</b></p>	Slide 8

15 minutes	<p><b>Activity 1: The future of employment</b></p> <p><i>This activity explores what skills and knowledge students are likely to need in the future world of work and examines which employment areas are likely to grow and shrink by 2030.</i></p> <p><b>SLIDE 9:</b> Explain to students that a report has recently been published which maps how employment is likely to change in the future and the implications this will have for what skills and knowledge young people need.</p> <p>Hand out a copy of <b>Worksheet 1</b> to each student. The quiz is an attempt to see how far they can predict what might happen in the world of work by 2030. Read out the questions one by one and ask students to circle what they think is the correct answer on their worksheet.</p> <p>Having completed all the questions, go through the answers which can be found on page 13 and <b>SLIDES 10 – 16</b>.</p> <p><i>Note to teachers: These are illustrative occupations which do not account for the whole workforce. They have been selected because they are strong results in the study. However, it's important to convey to students that with appropriate upskilling in the skills mentioned in Q.6 these occupations could have very different prospects.</i></p> <p><b>SLIDE 17:</b> Show students this short animation which contains an overview of the main findings of the report.</p> <p>Conclude the activity by showing <b>SLIDE 18</b> which asks the following question:</p> <p><b>Q. Were you surprised by any of the predictions in the Future of Skills report?</b></p> <p>You may get a range of answers here. It is worth stressing that this is a report on trends and that these may change in the coming years. However, it does provide useful intelligence about what might happen in the world of work.</p>	<p>SLIDES 9-18</p> <p>Worksheet 1</p> <p>Internet access to play video</p>
5 minutes	<p><b>OPTIONAL PLENARY:</b></p> <p><i>This plenary should only be run if you are finishing the lesson at this stage and intend to do the next activity in a subsequent lesson. There is no need to deliver the plenary if you are carrying straight on to activity two.</i></p> <p>Show <b>SLIDE 19</b> which sums up the main learning points from activity one. Ask students to answer the following questions:</p> <p><b>Q. List three job areas that are predicted to grow as a share of the workforce by 2030.</b></p>	<p>SLIDE 19</p>



	<p>Q. List two job areas that are predicted to shrink as a share of the workforce by 2030.</p> <p>Q. List three skills that are likely to be in high demand by 2030.</p>	
20 minutes	<p><b>Activity 2: Are you prepared?</b></p> <p><i>This activity asks students to begin to analyse how well prepared they think they are for future employment by analysing their current skill set.</i></p> <p><b>SLIDE 20:</b> Provides an overview of what skills are predicted to be in demand by 2030. Read through these with students ensuring they understand all the language used.</p> <p><b>SLIDE 21:</b> Give each student a copy of <b>Worksheet 2</b> and ask them to work through it individually. Encourage students to include examples of exactly where they are getting chances to develop the skills listed both inside and outside of school.</p> <p>Take in a range of feedback from students. Use this feedback to create a list of the skills where the class are stronger and those they still need to develop.</p> <p><i>NB: Throughout the task, reassure students that they are only beginning to develop these skills and knowledge and not to worry if there are gaps. They have many years ahead to further develop these skills, and should be encouraged to celebrate their strengths and current skill set. It is also important to convey to students that not all of these knowledge areas will be essential for every job.</i></p> <p><b>SLIDE 22:</b> Conclude the activity by asking students:</p> <p>Q. Which do you think are the most important skills for you to develop for your future? Why?</p> <p>Q. Which skills are you currently most confident in? Why?</p> <p>Q. Are there any skill areas you are less confident in? Why?</p> <p>Q. What opportunities could your school provide to help you develop these skills further?</p> <p>Q. What opportunities are there outside of school to develop these skills further?</p>	<p>SLIDES 20-23</p> <p>Worksheet 2</p>

	<p><b>EXTENSION:</b> Time permitting, you could have a discussion with the class about how the activity has shaped their thinking about their future educational choices e.g. GCSE choices, post-16 options and potentially further and higher education.</p> <p>The summary of the Nesta report findings on <b>SLIDE 23</b> may prove helpful to show the class as a way to conclude this activity.</p>	
10 minutes	<p><b>PLENARY:</b></p> <p>Use the questions on <b>SLIDE 24</b> to review and assess the learning that has taken place during this unit.</p> <p>These questions can be in the form of written answers or could form a whole class discussion. You may want to use the plenary as an opportunity to revisit the learning objectives for the lesson and clarify anything that students are not clear about or have further questions on.</p> <p><b>Q. What will employment look like in 2030 and how am I going to respond?</b></p> <p>Ask students to pick <b>one skill type</b> and <b>one knowledge type</b> that they believe they will need to develop more fully to be more ready for the world of work.</p> <p>Then ask them to answer the following questions:</p> <p><b>Q. How will you develop this skill and knowledge in the coming years? List three actions you will take.</b></p> <p><b>Q. Who will you need help from to develop this skill and knowledge? List two people you will need help from.</b></p> <p>Conclude the lesson by showing <b>SLIDE 25</b> which summarises the challenge that they face in terms of preparing positively for the future world of work.</p> <p><i>Ensure you end on a positive note by emphasising to the class that they are in a luckier position than their great grandparents, grandparents and even parents. Having knowledge and understanding about the nature of this challenge is a very positive thing. It enables them to begin to actively plan how they will meet that challenge and allows them to have a positive head start.</i></p>	SLIDES 24-25



30 minutes	<p><b>OPTIONAL EXTENSION ACTIVITY</b></p> <p><i>This activity encourages students to conduct independent internet research about a career or job area they are interested in.</i></p> <p>Students can use the following question prompts on <b>SLIDE 26</b> to guide their research, or come up with their own additional research questions:</p> <p>Q. How has your chosen career changed over the last century? Have the skills and knowledge required for this career changed over time?</p> <p>Q. How might this career or job area continue to change in the future?</p> <p>Q. What are some of the training or study pathways which lead to a career in this area?</p> <p>Encourage students to record their answers and discuss their findings with the class after completing their research.</p>	<p>SLIDE 26</p> <p>Internet access and pens/paper for students to record their answers</p>
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# The Future of Work

Worksheets





## Worksheet 1 - Quiz

### Quiz on Nesta report *The Future of Skills: Employment in 2030*

1. What % of the workforce are in occupations that are highly likely to grow as a share of the workforce by 2030? *(Circle only one answer)*

**10%**                      **15%**                      **50%**                      **75%**

2. What % of the workforce are in occupations that are highly likely to shrink as a share of the workforce by 2030? *(Circle only one answer)*

**10%**                      **20%**                      **50%**                      **75%**

3. Roughly what percentage of the workforce are in occupations where it is too uncertain to say what will happen to those jobs? *(Circle only one answer)*

**10%**                      **30%**                      **50%**                      **70%**

4. Which of these occupation areas are likely to grow as a share of the workforce by 2030?  
*(Circle all that apply)*

**Health Professionals**                      **Caring Personal Services**                      **Teaching and Education Professionals**  
**Media Professionals**                      **Mobile Machine Drivers and Operatives**                      **Customer Service Occupations**  
**Engineering Professionals**                      **Construction and Building Trades**

5. Which of these occupations are likely to shrink as a share of the workforce by 2030?  
*(Circle all that apply)*

**Health Professionals**                      **Caring Personal Services**                      **Teaching and Education Professionals**  
**Media Professionals**                      **Mobile Machine Drivers and Operatives**                      **Customer Service Occupations**  
**Engineering Professionals**                      **Construction and Building Trades**

6. Which skills are likely to be in greater demand by 2030? *(Circle all that apply)*

**Interpersonal** *(e.g. collaboration, understanding others, teaching others)*

**Higher order thinking** *(e.g. originality, active learning, problem solving, having a range of ideas, decision making)*

**Learning** *(e.g. setting goals, getting feedback, asking relevant questions)*

7. Which knowledge areas are likely to be in demand in 2030? *(Circle only one answer)*

**Broad-based knowledge** *(e.g. English language, History, Philosophy, Management Studies)*

**More specialised knowledge** *(e.g. Science, Technology, Engineering, Maths, Foreign Languages)*

**A mixture of both**

## Worksheet 1 - Answers

### Quiz on Nesta report

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**10%**      15%      50%      75%

2. What % of the workforce are in occupations that are highly likely to shrink as a share of the workforce by 2030? (Circle only one answer)

10%      **20%**      50%      75%

3. Roughly what percentage of the workforce are in occupations where it is too uncertain to say what will happen to those jobs? (Circle only one answer)

10%      30%      50%      **70%**

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*Note for teachers: These are illustrative occupations which do not account for the whole workforce. They have been selected because they are strong results in the study. However, it's important to convey to students that with appropriate upskilling in the skills mentioned in Q.6 these occupations could have very different prospects.*

6. Which skills are likely to be in greater demand by 2030? (Circle all that apply)

**Interpersonal**

**Higher order thinking**

**Learning**

7. Which knowledge areas are likely to be in demand in 2030? (Circle only one answer)

**Broad-based knowledge**      **More specialised knowledge**

**A mixture of both**



## Worksheet 2:

	Definition	Rate how proficient you are in this area (1 being not very proficient and 5 being very proficient)	Where can you develop this skill further? (e.g. playing a team sport, during group work in science, target setting in tutor time.)
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### Interpersonal Skills

Ability to collaborate	Working with others in a team on an activity or project		
Understanding of others	Being curious about other people, and thinking about why they act the way they do		
Teaching others	Helping others to learn how to do something		

### Higher Order Thinking Skills

Originality	Coming up with new or creative ideas to solve a problem		
Active learning	Thinking about how new information impacts current and future tasks and problems		
Range of ideas	Coming up with many new ideas about a problem or topic		

<b>Judgement and decision making</b>	Choosing what to do by considering the advantages and disadvantages of different options		
<b>Complex problem solving</b>	Using relevant information to come up with options and solutions to problems		

**Learning Skills**

<b>Setting goals</b>	Setting manageable goals and targets		
<b>Getting feedback</b>	Getting feedback from others to help you improve		
<b>Asking relevant questions</b>	Asking relevant questions about what is being discussed or learned		

**Knowledge**

<b>Broad based knowledge</b>	Knowledge in areas such as English language, history, philosophy and management studies		
<b>Specialised knowledge</b>	Knowledge in areas such as science, technology, engineering, maths and foreign languages		



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