



<b>JOBS OF THE FUTURE</b>	
<b>Activity Summary</b>	This exercise is designed to provide young people with a better understanding of concepts like automation, and help them to gain insight into how the world of work might change in the future; with better information, youth can make more informed decisions about their educational choices and their career paths.
<b>Target group</b>	Diverse groups of young people from 13years old to community college-aged students.
<b>Aim of the lesson</b>	Participants will gain an understanding of how automation is impacting the future of jobs.
<b>Resources needed</b>	• Tablets OR computers with internet access • Teacher computer with LCD projector • White board or other writing surface for display
<b>Duration and Structure</b>	<p><b>Total : 55 minutes</b></p> <p><b>Opening activity: 15 minutes</b></p> <p>Introduce the lesson plan topic with a series of questions about specific types of technologies(and show related videos)</p> <ol style="list-style-type: none"> <li>a. Suggested opener: “How many of you have seen the Terminator movies? What are they about? (answer: how technology is taking over the world)</li> <li>b. Who has heard of self-driving cars?(they are already on the streets; you can buy one today with enough money) Show at least the first minute of the video of “<b>Grandmother freaking out</b>”(provides humor while demonstrating the technology; also illustrates that new technologies can seem frightening...or cool...depending on your point of view). Link: <a href="https://www.youtube.com/watch?v=MIF2d9E0qB4">https://www.youtube.com/watch?v=MIF2d9E0qB4</a></li> <li>c. How many of you have heard of Domino’s pizza? Of pizza being delivered to your house? Or pizza delivered by a robot? (show “Dominos Delivery by a Robot” video; this is being tried in New Zealand and Australia. Coming soon to you???? Link: <a href="https://www.youtube.com/watch?v=Y2j6m83LU7k">https://www.youtube.com/watch?v=Y2j6m83LU7k</a></li> <li>d. How many of you, or someone in your family, has gotten something from Amazon? Here’s one way Amazon is using robots to ship good to you faster(show “Meet the Robots</li> </ol>

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Making Amazon Even Faster”). Link:  
<https://www.youtube.com/watch?v=UtBa9yVZBJM>

- e. What are implications for jobs and for workers of this new technology?

**Main Activity: Which jobs are at risk for automation?(30 minutes)**

1. Ask each participant to write down what he or she thinks will be his/her future job.

2. Use the LCD projector to display the website „Will a Robot Take My Job?” (<https://willrobotstakemyjob.com/>)

3. Ask participants to check their (future) job (or occupation) from the search bar. Ask who has the highest chance of automation and who has the lowest (write sample of highest/lowest occupations and percentages on board)

4. Ask participants to find jobs with the highest probability of automation (greater than 95%) and those with lowest (under 5%). To save time, the class could be divided in half with one group looking for lowest and the other looking for highest probabilities. Ask for and write samples of each on board, augmenting what is already there.

5. Discuss with participants what makes a job harder or easier to automate (the web page mentions several factors and others are included with them below)



**Characteristics of Jobs and Likelihood of Automation**

More Susceptible to Automation	Less Susceptible to Automation
Routinized tasks	More Perception and Manipulation <ul style="list-style-type: none"> <li>• Finger dexterity</li> <li>• Manual dexterity</li> <li>• Working in small or awkward spaces</li> </ul>
Little creativity or “thinking on your feet”	More Creative Intelligence <ul style="list-style-type: none"> <li>• Creative or original ideas</li> <li>• Adaptive thinking and problem solving (“clever solutions”)</li> </ul>
Little social intelligence	More Social intelligence <ul style="list-style-type: none"> <li>• Social perceptiveness</li> <li>• Negotiation</li> <li>• Persuasion</li> <li>• Assisting and caring for others (coworkers, customers, patients)</li> </ul>

4. Reflect on the videos shown earlier. What is the impact of technology on the people who have the jobs, like delivering pizza, driving a taxi, or filling an Amazon order?

- For some technologies, you might see workers losing their jobs (like driving taxis and delivery vehicles); for others (like in the Amazon video), you might see technology making workers more efficient/able to do more and do it more quickly.

- Technologies like these are changing many different types of jobs. As you think about what type of job you want, be sure to ask the question about the impact of technology—is it taking jobs or is it making workers more efficient? And what skills and technologies do you need to learn to be effective in the job you want?

**Evaluation/Assessment/Closing activity: 10 mins**

1. Ask the participants what they learned from this activity about the impact of automation on future jobs.
2. Did this discussion cause them to rethink or reinforce their future work plans?
3. What are their concerns, fears, or hope for the future?
4. Close by noting where students can go for additional information about careers and career pathways.

**Expected results**

At the end of the lesson, the students will



	<p><b>Know/understand</b></p> <ul style="list-style-type: none"><li>- gain an understanding of how automation are impacting the future of jobs.</li></ul> <p><b>Be</b></p> <ul style="list-style-type: none"><li>- able to rethink or reinforce their future work plans</li><li>- with gained information, youth can make more informed decisions about their educational choices and their career paths.</li></ul>
<b>Assessment/evaluation</b>	see 'Closing activity' above
<b>Guidance for teachers/trainers</b>	Learn more: <a href="https://www.pwc.com.tr/en/gundem/ekonomi/otomasyon-mevcut-isleri-nasil-etkileyecek.html#cta-1">https://www.pwc.com.tr/en/gundem/ekonomi/otomasyon-mevcut-isleri-nasil-etkileyecek.html#cta-1</a> (Available in English and Turkish Language)