

## O12.6 - Lesson 6: Creating a better internet - my future world of work

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### Subject

Exploring the theme of 'Careers and employability'.

### Age group

Over 12 years of age.

Online/ICT tools	Offline/paper-based tools
Projector/screen/printer Video clip (YouTube or CD) Internet access (pre-check access to individual websites)	Flipchart paper/pens A4 paper and felt-tipped pens Sticky memo notes

### Introduction

The sixth and final lesson focuses on the future world of work and encourages students to consider their learning over the course of the lessons which form part of this toolkit. The lesson also focuses on the final inputs into the creation of the Youth Manifesto.

### Description

Students will consider the future world of work, thinking about their own futures in particular: their hobbies and interests, the kinds of careers they might like, and the skills required within those careers. This lesson enables students to identify their own learning outcomes by attributing these to digital literacy skills (see Appendix I): these are considered tangible skills required for the 3rd Millennium learning and work environments. Finally, students will finalise their own self-titled 'manifesto' and contribute to the co-creation of the European manifesto.

### Pedagogical objectives

As a result of engaging in this lesson, children and young people will have:

1. Increased their sense of self-awareness and identity.
2. Increased their awareness of skills in digital literacy for future careers.
3. Learnt about digital footprints and safe and responsible use of the internet.
4. Learnt about contributing positively to the development of European policy.
5. Increased their understanding of their rights and responsibilities in the online environment.

### Process

Introduce the theme of the lesson by playing the provided tutorial video. After playing the video, ask the group if they have any immediate questions, to ensure that they have understood the process. Remind the class that this is the final lesson in the series.

- **Part A:** Ask students individually to reflect on what their ideal job would be: what career is it that they would like to pursue? Ask them to draw a picture that symbolises their

chosen job. In groups, ask them to share their pictures, asking others to guess the job, then explaining the job role and why it is they aspire to that career.

- Part B:** In groups, ask students to consider the shift in jobs due to technology. Can they identify jobs that: a) no longer exist; b) jobs that have changed; c) new jobs that have been created as a result of digital technology.

Suggest they come up with a top five for each, sharing these with the rest of the group. Ask students: What skills and qualities do they think employers will be looking for in the future world of work in 2020? What will employers look for when recruiting new employees? Will the employer search online for information on the employee? Discuss the concept of ‘digital footprints’, referring to Insafe resources for personal information online.
- Part C:** This is a celebratory activity for students to design certificates either using paper, MS PowerPoint, Publisher or an online tool (such as Glogster), highlighting skills and outcomes they have identified and can evidence from the previous lessons. Choose one for the whole group and use it as a digital certificate or print it off to keep. Using Appendix I, ask them to consider the suggested digital literacy skills, what they mean and why they are important and ask whether consider that they have acquired some of these skills. Thank students on behalf of the European Commission for their involvement: their views will help to shape the future of the internet!
- Part D:** Ask students to access the Tricider website, either during the lesson or at home, and use their notes and viewpoints to continue to contribute to the discussions.

### Evaluation

Using the feedback from the previous lessons, seek to identify advancements or changes in attitudes and the students’ own reflections on earlier activities and discussions. A final round up of sticky note feedback on *‘things I have learnt’*, or online feedback using Tricider, can be used to evidence learning outcomes.

### Links

Website	Description
<a href="http://youthmanifesto.eu">youthmanifesto.eu</a>	Website to collate views on digital rights.
<a href="http://www.saferinternet.org">www.saferinternet.org</a>	The website of the European network of Safer Internet Centres.
<a href="http://www.glogster.com">www.glogster.com</a>	Poster creation website.

## **Appendix I: Digital literacy skills for the 3rd millennium\***

Citizens of the 3<sup>rd</sup> millennium should be able to:

- be creative with and understand various forms of multi-media
- be creative with and understand various forms of text
- be to express thoughts appropriately in online environments
- critically appraise or evaluate various forms of content
- communicate individually, in groups and publicly
- search effectively and find information and content
- organise, store, protect and publicise information and content
- be a good digital citizen
- understand how technology functions
- participate and collaborate
- understand social contexts
- understand location contexts such as GPS technology and meta-data
- keep safe, secure and keep others safe online
- know one's rights and responsibilities.

*\*Compiled by olliebray.com 2014.*

## Appendix II

### Web links referenced in this toolkit

Before commencing the lessons in this toolkit, it might be wise to check that all the suggested web links are accessible to you:

Website	Description
<a href="http://youthmanifesto.eu">youthmanifesto.eu</a>	Website to collate views on digital rights.
<a href="http://www.unicef.org.uk">www.unicef.org.uk</a>	United Nations Convention on the Rights of the Child,
<a href="http://www.padlet.com">www.padlet.com</a>	Website for collaborating on a 'wall of ideas'.
<a href="http://www.wordle.net">www.wordle.net</a>	Website for creating artistic 'word clouds'.
<a href="http://www.kidrex.org">www.kidrex.org</a>	Safer search engine provided by Google.
<a href="http://www.glogster.com">www.glogster.com</a>	Poster creation website
<a href="http://www.pegi.info">www.pegi.info</a>	Pan European gaming rating and information.
<a href="http://www.saferinternet.org">www.saferinternet.org</a>	The website of the European network of Safer Internet Centres.