Subject
Exploring the theme of 'Careers and employability'.

Age group
Under 12 years of age.

Online/ICT tools	Offline/paper-based tools
Projector/screen 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 future identity.
2. Increased their awareness of their own digital lifestyles.
3. Increased their awareness of skills in digital literacy for future careers.
4. Learnt about digital footprints and safe and responsible use of the internet.
5. Learnt about contributing positively to the development of European policy.
6. 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 to individually draw a picture that symbolises the job they thought about when they were little (or now!). They can draw themselves or something that symbolises that job, but it must be in pictures. In groups, ask the students to share their pictures: they should ask others to guess the job and then explain what it is and why they chose it.

- **Part B:** Working in groups, ask the students to think about *jobs of the future*: *What will they look like*? Will there be new jobs and will people have more gadgets to help them? Ask the group to decide on a new job, and task them to collectively draw a picture to represent the job.. Ask them to think about the *skills* this person will need to have in their future new job.

- **Part C:** This is a celebratory activity to design certificates either using paper, MS PowerPoint, Publisher or an online tool (such as Glogster), highlighting their learning points from the previous lessons. Choose one for the whole group and use it as a digital certificate or print it off to keep. 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
youthmanifesto.eu	Website to collate views on digital rights.
www.saferinternet.org	The website of the European network of Safer Internet Centres.
www.glogster.com	Poster creation website.