

# PREPARING FOR CAREERS

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## SUMMARY

### SHORT DESCRIPTION

Students will explore global job trends and identify the skills most desired by employers.

### GOALS

You get to know the students in your partner class.  
You can identify skills needed for the top careers of the future.

### LANGUAGE GOALS

You can research and report on different careers and skills desired by employers.

### DURATION

1-2 weeks

### LANGUAGE

English

### MATERIALS

Worksheet for all students:  
*PREPARING FOR CAREERS*  
Infographics or report:  
World Economic Forum *THE FUTURE OF JOBS*

## DESCRIPTION

In this activity, students will explore the future of jobs globally and identify skills most in demand by employers.

## TEACHER PREPARATION

The teachers from each partner class should determine which conferencing tool to use for virtual meets, and prepare for the meeting in terms of procedures, duration, how to divide students into groups, and rules for breakout sessions. The teachers will assign research topics to their students or agree upon guidelines for allowing students to choose.

## CLASS INTRODUCTION

The teachers send their students information about the procedure, duration and content of the project. The teachers explain the task to their students and give them the access data for the conference tool.

### Materials

- Worksheet for all students: *PREPARING FOR CAREERS*
- Infographics or report: World Economic Forum *THE FUTURE OF JOBS*

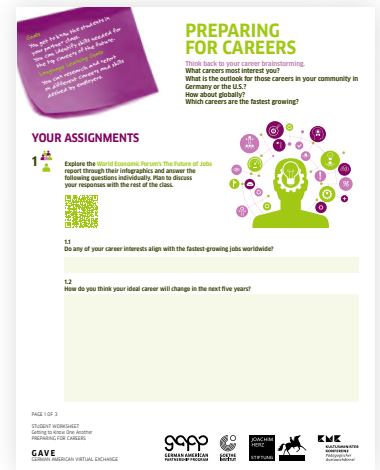
Prior to beginning the lesson, teachers may want to meet to agree on specific infographics to have their students focus on, or for advanced students, to have them read sections of the report instead.

Be prepared to answer questions from students who may not be familiar with all of the top job skills listed (such as systems thinking).

## EXCHANGE

The students will present to each other about their skill strengths and skills they want to improve. These are brief presentations and should not last longer than one minute each, so it is best that students just share verbally what they learned. They may want to take notes so they are prepared for Career Tic Tac Toe.

For Career Tic Tac Toe, students are then divided into small breakout groups in the conferencing tool. One student should share their screen with the tic tac toe board. Students will take turns in their breakout session choosing a box and answering questions the other team asks on the skill topic in the box. Student groups may wish to appoint a mediator to determine if the answer given is sufficient or not. If the answer is correct, the first team "wins" the box and marks an X; if the answer is incorrect, the other team marks the box with an "O." Then the team that asked the question will choose a different box and be asked a question by the first team. Students will return to the larger group to share what they learned, then the students will be shuffled and play another round in a second group.



## REFLECTION

Students reflect on the importance of developing skills that employers value, as discussed in their sessions. They should consider which careers were common, their own attitudes toward different jobs, and the perspectives of their partner class. Additionally, students should think about the skills they need to develop to achieve their future career goals.

## NOTES