

DIGITAL CULTURE

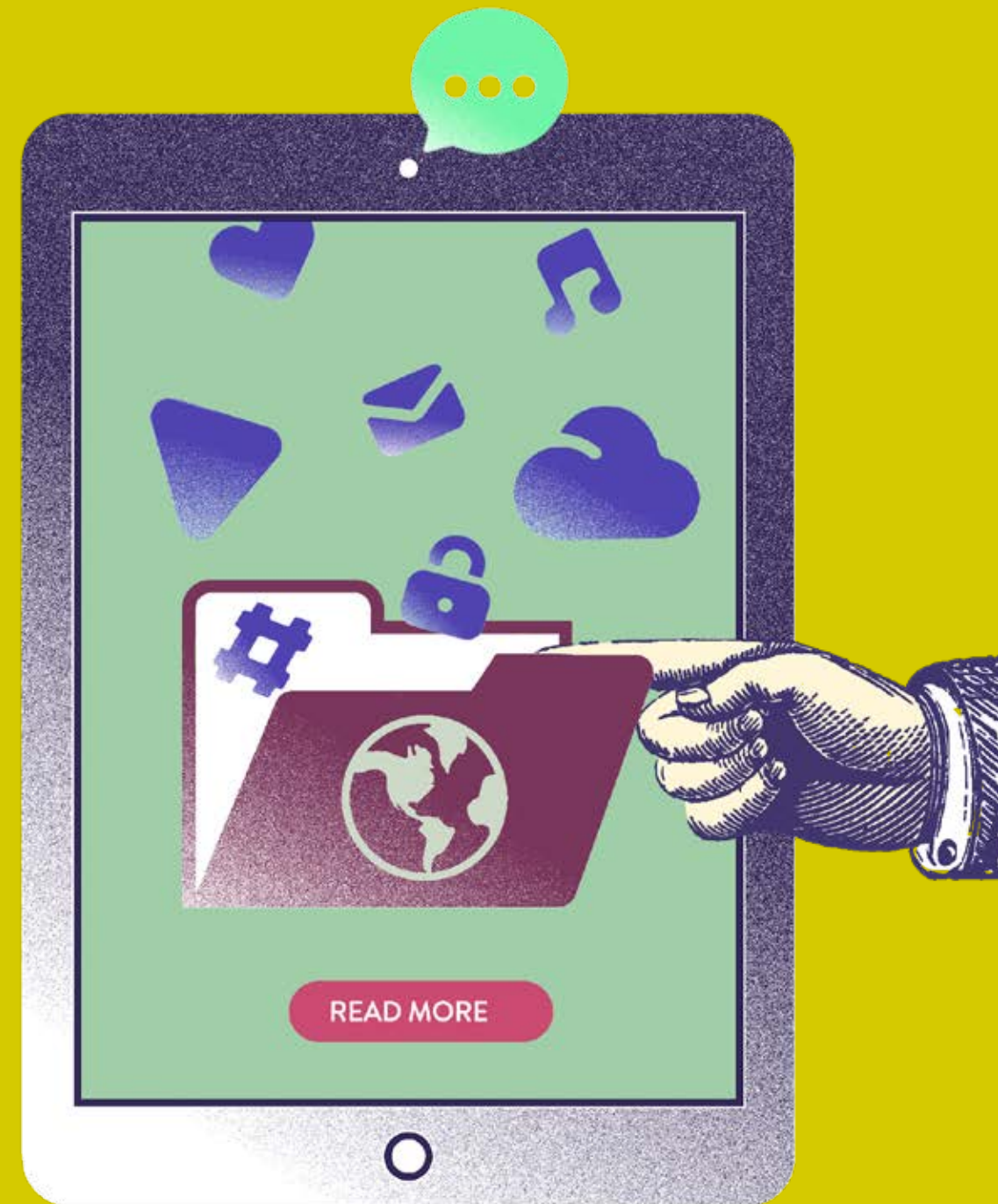
Work

in the digital world

UNIT_7

*“Any kind of job is going to have a digital component,
it doesn’t mean everyone’s got to be
a computer scientist”.*

Satya Nadella
(CEO Microsoft)



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1 AIMS

- > To understand and reflect on the most necessary cross-curricular skills and abilities in the digital labour market
- > To learn about the studies that are more directly connected to the professional trends in the world of digital technologies
- > To analyse and reflect on the professional profiles which are being developed in connection with emerging activities
- > To understand the socioeconomic dynamics that are being generated in the digital economy, regarding both, performance and management, as well as the characteristics of the labour market and working conditions

2 CONTENTS



- > Job skills in demand in the digital economy
- > Programming, languages, creativity and willingness for lifelong learning
- > Studies that connect with the digital productive areas
- > Computer science, video games, robotics, telecommunications, mathematics, design
- > Emerging sectors in the digital economy
- > Data mining, artificial intelligence, content creation, community manager, app creation, cyber safety, e-commerce
- > Transformation of the labour market in the digital economy
- > Teleworking, time and location flexibility, instability and precarious work, competitive individualisation, creation of new jobs and globalisation

3 CLIL CONTENTS



CONTENTS / COGNITION / COMMUNICATION / CULTURE

- > Job demands in the digital economy
- > Work skills in digital environments
- > Linking current studies to new jobs in demand
- > Precarious work and other issues of work in the digital era

3 CLIL CONTENTS



COGNITION / COMMUNICATION / CULTURE / CONTENTS

- > Analysing and summarising information from different sources to understand the given topic
- > Using the Internet as a source of information to learn about future professions

3 CLIL CONTENTS**COMMUNICATION / CULTURE / CONTENTS / COGNITION**

- > Writing for specific purposes: creating a CV, making lists and summarising information
- > Developing listening skills through videos
- > Key vocabulary: labour, STEM, data mining, community manager

3 CLIL CONTENTS



CULTURE / CONTENTS / COGNITION / COMMUNICATION

- > Learning about the labour market in the digital era
- > Understanding the social implications of labour demands
- > Connecting their own social and geographical background to the new future professions



4 ASSESSMENT



ASSESSMENT CRITERIA / ASSESSMENT TOOLS

Teachers will assess the students' ability to:

- > Write an adapted CV
- > Link studies and future jobs
- > Describe and make predictions about the future of the labour market
- > Analyse and summarise information from different sources

**4 ASSESSMENT****ASSESSMENT TOOLS / ASSESSMENT CRITERIA**

- > Teacher's rubrics on group work
- > Teacher's assessment of written assignments
- > Peer assessment and co-assessment
- > Teacher in-class observation of group work

5 GRADED RESOURCES



5.1. ACTIVITIES FOR 1st and 2nd ESO

LESSON 1

1st ESO Watch the video [The last job on Earth](#). When you finish, in pairs, make a list of 5 jobs that are easy to do by robots and 5 jobs which only humans should do. Then go in groups of 4 and agree again on 5 and 5. Do the same with groups of 8 and finally get a 5 and 5 jobs list on which the whole class agrees.

2nd ESO Visit the webpage on the future of jobs. Read the infographic and, in pairs, think of two new jobs which will exist in the future. Write the description of the job. Give a feedback to the whole group and choose the most original job and the most practical job.



5 GRADED RESOURCES



5.1. ACTIVITIES FOR 1st and 2nd ESO

LESSON 2

1st ESO Draw a person doing one of these jobs: surgeon, fire-fighter or air-force pilot. Give a name to your person. When you finish, watch the video **The genre of work**. After watching the video compare the names of your professionals with your classmates. How many men and women are there? Why?

2nd ESO Watch the video about jobs for men and women. After watching, prepare a short presentation on the jobs of your family (or people close to you). How many jobs break stereotypes?

Finally, talk about your dream job in the future, why do you want to do it?



5 GRADED RESOURCES



5.1. ACTIVITIES FOR 1st and 2nd ESO

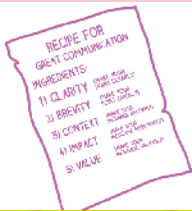
LESSON 3

1st ESO With your teacher, watch the video about **Basic communication skills** for the jobs of the XXI century.

In groups of 4 explain situations where people do not follow the three Cs of communication. Why would it be important to follow them?

2nd ESO After watching the video about **the recipe for communication**, individually explain how you would use those ingredients in your dream job for the future you chose in lesson 2. Explain your choice of "ingredients". Feedback to the class and comment on different "recipes".

C



5 GRADED RESOURCES



5.1. ACTIVITIES FOR 1st and 2nd ESO

LESSON 4

1st ESO With your teacher, read the story to learn about **being an entrepreneur**. Then become an entrepreneur yourself and describe what your professional dream would be and what you would need to do make it come true.

2nd ESO Visit the **Bizkids profiles** and discover how they made their ideas profitable. Then, in pairs, play an **entrepreneurship game** online. Who can make a bigger profit?



5 GRADED RESOURCES



5.1. ACTIVITIES FOR 1st and 2nd ESO

LESSON 5

1st ESO Understand the concept of lifelong learning. After that, in small groups make a list of topics or areas of interest which you would like to learn about all your life. Compare your lifelong-learning projects with your classmates. Which are the common interests?

2nd ESO Watch the video on ways to develop life-long learning. Add two more reasons to the list on the video. Then take an online quiz to find out which famous life-long learner you are. Compare your results with your classmates and learn about other famous life-long learners.



ProProfs Quizzes

5 GRADED RESOURCES



5.1. ACTIVITIES FOR 1st and 2nd ESO

LESSON 6

1st ESO E-sports is a new job for many young people. Watch the video on [girls in e-sports](#). Then make a list of what characteristics you need to have to become a professional e-gamer. Find out which games are played professionally and decide which one you would choose.

2nd ESO Do you know [how drones work](#)? Do you think you could become a professional drone pilot? Check out these [ambulance drones](#). What jobs can you use a drone for? In small groups watch the videos and describe 3 tasks drones could do in 3 different jobs.

BBC
NEWS



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 1

3rd ESO Watch the [video](#) and create your own personalised set of skills for your future. When you finish, present it to your classmates in a short monologue. Listen to your classmates' skills and add one extra skill from what you hear.

4th ESO Visit the webpage [Basics skills](#) Then individually, write your own personal ideal curriculum of skills for the future using [Google Docs](#) Which skills will be in your CV when you grow up?



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 2

3rd ESO Watch the video to learn about the concept of **STEM**. After that, with your teacher, read about **women in STEM** and, in groups of 4, try to explain or give answers to the 8 facts about women in STEM. Feedback to the class and try to agree on your answers.

4th ESO Look at the map of **degrees in Spain**. Then, in pairs, think of three degrees related to the digital economy and find out where you can study them in the universities in the Valencian Community. Which job prospects do they offer? Are there other ways to get into these jobs? Present your information to the rest of the class.

STEM?

educaweb (*)

5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 3

3rd ESO In groups of 4 choose, 4 jobs from the list shown in the picture and try to describe in your own words what the job consists of.

When you finish compare your answers with the description on the webpage

Emerging Jobs.
.....

How many did you get right? Are you interested in any of these jobs? Why?

4th ESO Read the information about **10 surprising jobs that will be huge in**
.....
2050. Then, in pairs or small groups, think of new jobs and their descriptions, to add to the list. Finally role-play a job interview for one of the jobs.

**Best Tech
Jobs 2020**



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 4

3rd ESO Have you heard about BIG DATA? Now that you know what it is, try to get some **Big data** in your class.

In small groups look at the **infographic** and try to gather the same information from your classmates. Add new categories which you may want to research. How easy is it to analyse that information? Organise your class Big Data into a digital presentation.

4th ESO Before watching the video to **learn about Big Data**, in pairs, write down in which activities of your daily life you may be exposed to data mining.

After watching the video, split the class in two big groups and discuss the pros and cons of data mining and its uses.



BIG DATA is the term used to manage massive volume of both structured and unstructured data.



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 5

3rd ESO What is a **Community Manager**? Once you have learned a bit about this new job, go into groups of companies and applicants. The 'companies' will write the questions and demands for a post of community manager. The 'applicants' will write short CVs with their best skills to become community managers. When you are ready, role-play the job interviews.

4th ESO Read about **Jobs in social networks**. Then, in small groups, design your own social network on a specialised topic (i.e. music, athletics, gamers...), then, assign the necessary roles and tasks to run it. Prepare job advertisements for the profiles you need.

metricool

FALCON.IO

5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 6

3rd ESO Go online and look for the credits of a video game and find the main jobs involved in its creation. Pick 3 or 4 jobs and look for their description online. Which jobs would you like to do? Research online to find out what you have to study to get the job.

4th ESO Cybersafety is a key element nowadays. Look at the information on jobs in cybersecurity. In pairs, identify activities in which cyber safety is most necessary for its development. Compare your ideas with your classmates. How would you convince a company that they need a cybersecurity professional? Prepare a monologue with your key points.



WHICH CYBERSECURITY CAREER IS RIGHT FOR ME?

Cyber-security professionals are in high demand. Determine the right path for you based on your passions.



6 INCLUSION



RESOURCES FOR SPECIAL NEEDS STUDENTS



Videos

[What will you be in the future?](#)

[Teaching Entrepreneurship for Kids](#)



Websites

[Big data. Data never sleeps](#)

[Degrees of the 21st Century](#)

[So you want to make video games?](#)

[14 Tools to Turn Game-Obsessed Kids into Genuine Game Designers](#)

[How To Explain Big Data To A 5th Grader](#)



7 OTHER LEARNING RESOURCES



Videos

[How can build AI to help humans?](#)

[3 myths about the future of work](#)

[The Future Of Work](#)

[The 5 Trends Shaping the Future of Work](#)

[Digital transformation](#)

[Big data](#)



Websites

[Telecommuting best practices](#)



MARGARET MITCHELL



DANIEL SUSSKIND



DIGITAL CULTURE

Work

in the digital world

UNIT_7



GENERALITAT
VALENCIANA

Conselleria d'Educació,
Cultura i Esport

TOTS
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