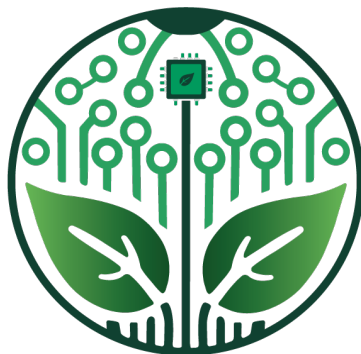


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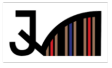


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LESSON PLAN

AI AND THE FUTURE OF WORK

 <p>QUADRAT HAK • HLW Bundeshandelsakademie Wolfsberg Austria</p>	 <p>Darica İlçe Milli Eğitim Müdürlüğü Turkey</p>	 <p>CAMPUS 02 FACHHOCHSCHULE DER WIRTSCHAFT Campus 02 Fachhochschule der Wirtschaft GmbH Austria</p>	 <p>ΔΙΕΥΘΥΝΣΗ ΔΕΥΤΕΡΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΕΦΑΛΛΙΝΙΑΣ Directorate of Secondary Education of Kefallinia Greece</p>	 <p>Jaunpiebalgas vidusskola Latvia</p>	 <p>succesos criativos Sucessos Criativos, Lda Portugal</p>	 <p>Средно общественообразователно училище Любен Каравелов Bulgaria</p>
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İLÇE MİLLÎ EĞİTİM MÜDÜRLÜĞÜ

Hatice Tunç

Disclaimer



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1. TITLE

AI AND THE FUTURE OF WORK

2. GRADE LEVEL

- ☐ ISCED Level 3 – Upper Secondary Education (ages 15–18)

3. SUBJECT AREA

- ☐ Economics
- ☐ Computer Science
- ☐ Social Studies

4. TYPE

- ☐ Lesson Plan

5. DURATION

- ☐ 2 x 40-minute classes

6. LEARNING OBJECTIVES

O1 – Understand how artificial intelligence affects labor markets by automating tasks and transforming occupations.

O2 – Distinguish between destructive and transformative AI and explain their different effects on employment and wages.

O3 – Identify and compare opportunity entrepreneurship and necessity entrepreneurship in the context of AI-driven labor market changes.



O4 – Reflect on how AI can create sustainable and innovative entrepreneurial opportunities in different regions and sectors.

7. Key Competences Developed

- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

8. Prior Knowledge / Prerequisites

Basic understanding of:

Employment and unemployment

What entrepreneurship and self-employment mean

No technical knowledge of AI is required

9. Lesson/Project Outline

Phase 1 – Introduction (Engage & Contextualize)

Teacher introduces the topic: “AI and the Future of Work”

Short class discussion:

“Will AI destroy jobs or create new opportunities?”

Explain that AI mostly affects tasks, not entire jobs

Introduce the idea that labor market changes influence entrepreneurship

Expected Outputs:

Students share initial ideas and concerns about AI and jobs



Increased engagement and curiosity

Resource (name)	Link (to the folder on Teams)

Phase 2 – Exploration (Investigate & Compare)

Teacher explains:

Destructive AI vs. Transformative AI

Examples of occupations affected by each

Group activity:

Students classify occupations (e.g., cashier, teacher, software developer)

Short explanation of opportunity vs. necessity entrepreneurship

Expected Outputs:

Group classification results

Improved conceptual understanding

Resource (name)	Link (to the folder on Teams)

Phase 3 – Application (Hands-On Practice)

Resource (name)	Link (to the folder on Teams)

Students work individually or in pairs on a case study:

Worker affected by AI → decision between employment, unemployment, or entrepreneurship

Students identify:



Type of AI impact

Type of entrepreneurship

Risks and opportunities

Expected Outputs: Practical application of concepts

Resource (name)	Link (to the folder on Teams)

Phase 4 – Reflection & Consolidation (Present & Connect)

Group discussion:

“Is entrepreneurship a good solution to AI-driven job loss?”

Students reflect on:

Sustainability

Regional differences

Skills needed for the future

Teacher summarizes key takeaways

Expected Outputs:

Oral reflection

Consolidated understanding of AI–entrepreneurship link

Resource (name)	Link (to the folder on Teams)



10. Assessment Criteria

Participation in discussion

Understanding of AI impacts

Correct use of entrepreneurship concepts

Ability to apply theory to examples

Resource (name)	Link (to the folder on Teams)

11. Teaching Materials

Name	Type (Developed/Existing)	Link	Role in the lesson

12. External Resources and References

Resource (name)	Link (external or to the folder on Teams)