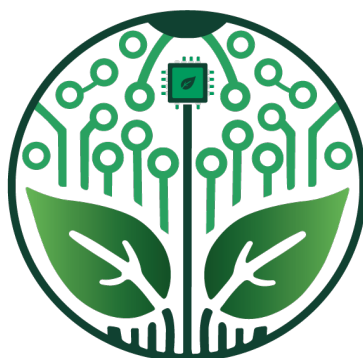




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[LESSON PLAN]

[AI AND THE WORLD OF WORK]

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Lyuben Karavelov Secondary school



Disclaimer



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1. TITLE

AI AND THE WORLD OF WORK

2. GRADE LEVEL

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

3. SUBJECT AREA

Choose the subject areas that best support the lesson's focus. From the following list several subject areas can be chosen:

- ☐ Economics
- ☐ Social Studies
- ☐ Computer Science

4. TYPE

- ☐ Lesson Plan

5. DURATION

- ☐ 1 x 40 minute class

6. LEARNING OBJECTIVES

O1- Distinguish between "destructive" (automation) and "transformative" AI effects on the labor market.

O2- Identify occupations at risk of automation versus those requiring new AI-human collaboration skills.

O3- Analyze how AI can create more sustainable and flexible employment opportunities.

O4- Forecast how AI will specifically impact the students' chosen future career paths.



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- Digital competence: Understanding new technological requirements in the workforce.
- Personal, social and learning to learn competence: Adaptability and critical thinking regarding future professional development.
- Citizenship competence: Understanding the social and ethical implications of automation.
- Entrepreneurship competence: Recognizing opportunities for self-employment through AI tools.

7. Prior Knowledge / Prerequisites

Knowledge of basic economic sectors (Primary, Secondary, Tertiary).
Familiarity with the concept of sustainability from Lessons 1 and 2.

8. Lesson/Project Outline

Phase 1 – Introduction (Engage & Contextualize)

- Goal: To spark reflection on how professions evolve over time.
- Activities:
 - Icebreaker: "Are we replaceable?" The teacher names a profession (e.g., driver, doctor, artist), and students raise a "green" card (transformable) or "red" card (replaceable) based on how they view AI's impact.
 - Context: Briefly introduce the AI-GREENER vision of a "future-ready" workforce.
- Output: Initial assessment of student attitudes toward AI in the workplace.

Resource (name)	Link (to the folder on Teams)
Red and green cards	

Phase 2 – Exploration (Investigate & Compare)

- Goal: To understand the difference between job loss and job transformation.
- Activities:
 - Mini-Lecture: Explain the "Destructive vs. Transformative AI" concept. AI removes routine tasks but creates a demand for "Augmented Intelligence" (humans + AI).
 - Visual Analysis: Look at an infographic of "Emerging Green Jobs".



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- Output: Understanding that AI changes how we work rather than just if we work.

Resource (name)	Link (to the folder on Teams)
Labor market insight report	https://www.jobspikr.com/wp-content/uploads/2025/05/N-Workforce-Planning-for-a-Sustainable-Future-1.png

Phase 3 – Application (Hands-On Practice)

- Goal: Apply theoretical knowledge to personal career goals.
- Activities (Individual or Pair Work):
 - Task: "Job Forecast 2030". Students select their dream job and answer:
 - 1.Which part of this job will be automated?
 - 2.What AI tool could make this job more "Green" or sustainable?
 - 3.What unique human skill (creativity, empathy, ethics) will be most important for this role?
- Output: A personalized "Career Forecast" sheet.

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

Phase 4 – Reflection & Consolidation (Present & Connect)

- Goal: Summarize findings and connect them to the project's HUB.
- Activities:
 - Discussion: "Is AI a threat to our dreams, or a tool to achieve them?"
 - Project Connection: Explain how these career forecasts will be uploaded to the AI-GREENER HUB to be shared with partners in Graz, Austria (2026).
 - Closing: One final thought on how to stay "AI-resilient."
- Output: Consolidated understanding of the link between AI, work, and sustainability.

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



9. Assessment Criteria

1. Critical Analysis: Ability to identify specific AI impacts on a chosen profession.
2. Participation: Engagement in the "Are we replaceable?" debate.
3. Future Planning: Quality and depth of the "Job Forecast 2030" entry.

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

10. Teaching Materials

This section lists the materials used during the lesson. These include documents, tools, worksheets, videos, templates, and other instructional elements. Each item should include a file name and a short description of its role in the lesson. All resources must be accessible to all partners and suitable for cross-national use in the context of the project.

Name	Type (Developed/Existing)	Link	Role in the lesson
Handout: "Job Forecast 2030" Template	Existing	https://www.reddit.com/media?url=https%3A%2F%2Fpreview.redd.it%2Ffastest-growing-and-declining-jobs-by-2030-how-well-v0-76qu4wgvgrbe1.jpeg%3Fauto%3Dwebp%26s%3D45ebf5430b1b60aa133ab1f0f16d7f8adf64dc00	Phase 3
Video:	Existing	How AI is changing the world of work	Phase 1

11. External Resources and References

Resource (name)	Link (external or to the folder on Teams)
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World Economic Forum: "The Future of Jobs Report".	https://www.weforum.org/publications/the-future-of-jobs-report-2025/?gad_source=1&gad_campaignid=22228224717&gbraid=0AAAAAoVy5F40ReOkhJ0z
AI-GREENER Project Framework (WP3 - HUB).	
EU Digital Competence Framework (DigComp 2.2).	https://employment-social-affairs.ec.europa.eu/news/digital-competences-framework-d