

# The Climate Connection

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# Lesson plan

## 21st-century jobs

### The future of work and its impact on the environment

Suitable for use with adult learners of English,  
CEFR level C1 and above

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## 21<sup>st</sup>-century jobs

### Topic

The future of work and its impact on the environment

### Outcomes

During and after the lesson, learners will be able to demonstrate they can:

- work in groups to analyse and discuss the future of work and its environmental impacts by using 21st-century skills
- use a selection of modal verbs as required
- write a short analytical paragraph on a collaborative basis.

### Age group and level

Adults at CEFR C1 level

### Time

60 minutes

### Materials

The teacher will need:

- Student worksheets (All the content from the student worksheets is on the downloadable class PowerPoint slides.)

### Introduction

This lesson will encourage learners to discuss the future of work and the environmental impact that the workplace can and could have. They will consider both the types of jobs that we can expect to develop in the 21st century and the nature and characteristics of the jobs. The final task will be to make a list of ideas for the future of work in the light of the climate crisis and global inequality.

### Procedure

#### Stage one – introduction (20 minutes)

##### 1. Warmer (5-10 minutes)

- Ask your students to think about what their ideal job is. They don't need to write anything.
- Choose a selection of learners to say what their ideal job is and why.



**1. Introduction  
activity (8  
minutes)**


- Show slide 3 of the class PowerPoint or PDF (Three kinds of jobs). Explain to learners that they are going to think about jobs and the workplace and their environmental impact. Suggest to them that there are three kinds of jobs:
  - existing jobs that will continue into the future with some small changes, such as doctors or teachers
  - new jobs that have only recently arrived and that will continue into the future, such as cyber security
  - jobs that don't exist yet, but that learners think will appear in the future.
- Show slide 4 of the class PowerPoint or PDF  
Explain to learners that they are going to do a collaborative brainstorming activity and will consider two questions:
  - What are some of the environmental impacts of the workplace?
  - How might jobs in the 21st century be different from 'older' jobs?
- Divide learners into breakout rooms of four to six and ask them to discuss the two questions.
- After about 5 minutes, bring learners back into the main room. Collect ideas from the groups and discuss them at class level, putting some on the whiteboard if available. Accept all ideas, as the objective of this is to stimulate learners' knowledge of the world and creativity for the next activities.
- After the discussion, show slide 5 of the class PowerPoint or PDF tell learners it shows some ideas to think about, and go through each point if necessary.
  - *Driving to work adds to global warming.*
  - *Heating or cooling in large offices adds to global warming.*
  - *People might work from home more often.*
  - *Will working weeks become longer or shorter?*

**Stage two – Developing ideas and language review (30- 35 minutes)**
**2. Critical  
thinking and  
idea  
development  
(20-25  
minutes)**

- Show slide 6 of the class PowerPoint or PDF.  
Tell learners they are going to discuss jobs of the future and answer two questions. Explain that there are two parts to the task. Go through the information on slide 6 so that they understand question 1 of the task:
  - **What types of jobs will we have in the rest of the century?**





- Show slide 7 of the class PowerPoint or PDF.  
Go through the information on slide 7 so that learners understand question 2 of the task:
  - **What will be the structure and characteristics of work in the rest of the century?**
- Either share worksheet 1 with your learners using an online sharing site (Google Drive, Dropbox, etc.) or ask them to take a photo of slides 6 and 7 using their mobile device.
- Put the learners into breakout rooms of four to six and give them approximately ten minutes to complete the task.
- Each group should work on the task for about ten minutes, covering both section one and section two. They should make notes or use worksheet 1 to write their ideas. Visit each group and monitor their discussions, offering advice and support as needed.
- Stop learners after ten minutes (or before if they find the task too challenging) and bring them back into the main room.
- Ask representatives from each group to share some of their group's ideas from the task with the rest of the class.
- Show slide 8 of the class PowerPoint or PDF (Worksheet 2A) and explain that it shows some of the jobs that may exist in the 21st century. Ask students if they included any of the jobs on the list.
- Show slide 9 of the class PowerPoint or PDF (Worksheet 2B) and explain that it shows a number of questions that learners could think about when answering question 2 of the task.
- Either share worksheet 2 with your learners using an online sharing site (Google Drive, Dropbox, etc.) or ask them to take a photo of slides 8 and 9 using their mobile device.
- Ask learners to go back into their breakout rooms and continue to work on the two questions in the task for another ten minutes, using the additional information they have.
- After ten minutes bring learners back into the main room.
- Show slide 9 of the class PowerPoint or PDF (Worksheet 2B). Conduct whole-class feedback, focusing on some of the questions on the slide.

### 3. Collaborative language review –

- Tell learners that in the final stage of the lesson they are going to work collaboratively to write a series of ideas about what they think and hope the future of work will be like, including how newer jobs might be 'greener'.



**modals (10 minutes)**


- Put the learners into *new* breakout rooms of at least four. The rooms should be composed so that each room has a mixture of members from the previous rooms as far as possible. They will all need their copies of worksheets 1 and 2.
- Give each group access to worksheet 3 or show slides 10 and 11 of the class PowerPoint or PDF and ask them to take a screen shot or photo with their mobile device. Ask the learners to look at the examples of the sentences and modal verbs and their usage, and discuss them with the other members of the room. Tell them to ask any questions at class level if nobody in the group can help them.

**Stage three – Writing ideas (20 minutes)**
**4. Writing statements about 21st-century jobs (20 minutes)**


- Ask the learners to stay in the same breakout rooms and *using the notes on all the worksheets* to discuss, write and collaboratively edit four ideas about the future of work and how it might impact the environment. Each idea should have at least three sentences, and for higher-level learners in the group you could ask for more ideas and/or more sentences. They can put their work on a Word document to share later.
- Allow 15 minutes for the writing activity, and then bring learners back into the main room. Conduct class-level feedback and ask groups for some examples to be shared with all the group.
- A possible follow-up or project activity would be to collect all the ideas into one document that could be shared within the institution or online.

**Contributed by**

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