



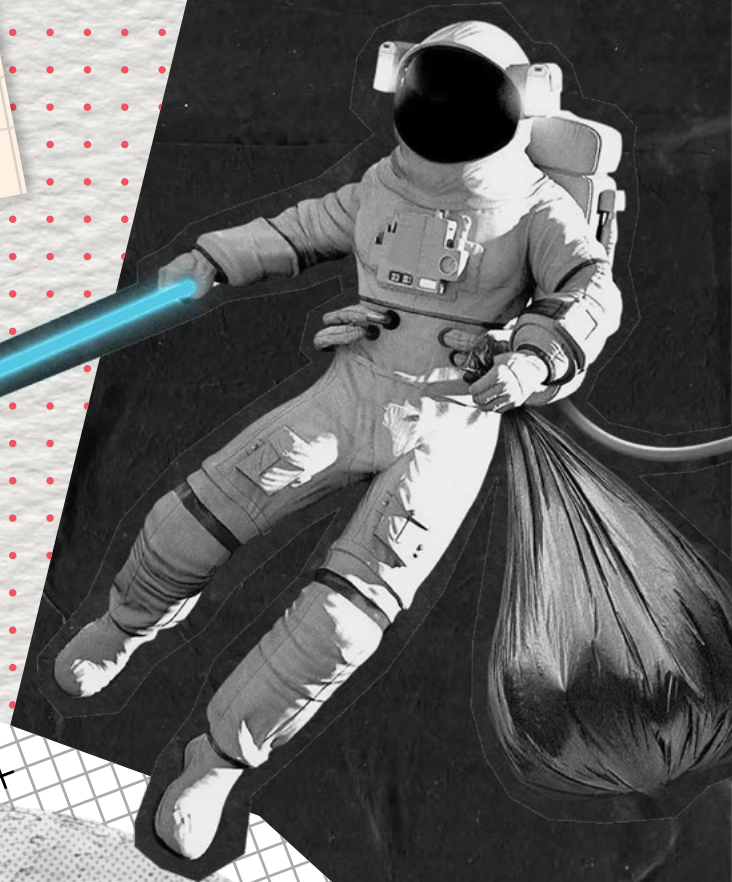
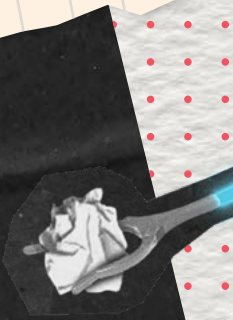
That's NOT EVEN A REAL job!



SECONDARY LESSON PLAN

Theme Future Careers, Innovation,
and Problem-Solving

Duration 80 minutes
(2 × 40-minute lessons)



Lesson Aim

This lesson invites students to think big, explore the future with curiosity, and see work as a way to make a positive impact!

During the lesson, they imagine and design a future job that does not exist yet, creating a collage to explain what the job is, who it helps and what skills it requires.

Lesson Objectives

- 🌀 use English to describe jobs and skills
- 🌀 collaborate to create a shared idea
- 🌀 think creatively about real-world problems and solutions

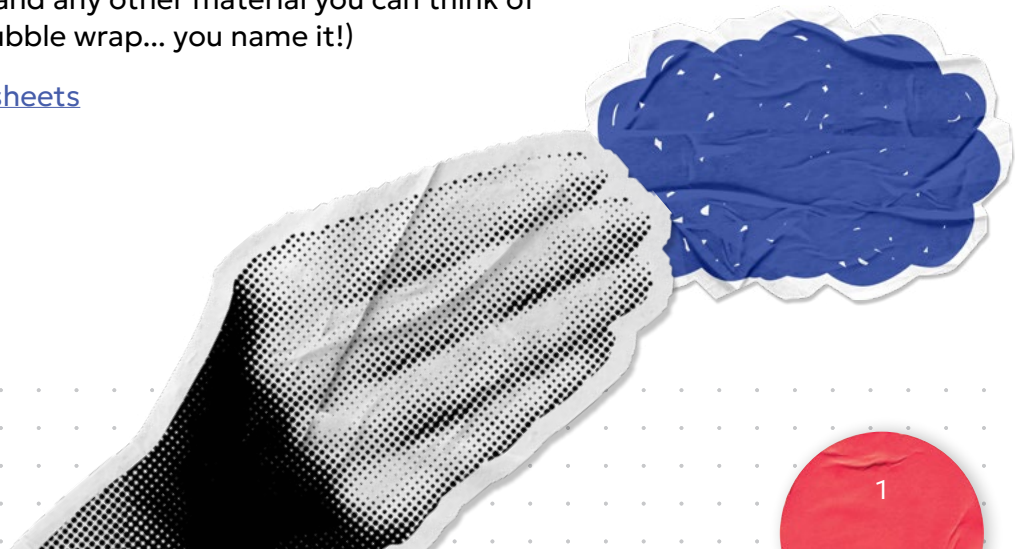
Final Output (Contest Submission)

A **mixed-media collage** one job of the future, including the job title and information on who the job helps.

1. the **job title**
2. the **problem the job solves**
3. information about **who the job helps**

Materials

- 🌀 A3 Paper sheets, markers, magazines and newspapers, stickers, post-it notes
- 🌀 Scissors, glue and any other material you can think of (foil, leaves, bubble wrap... you name it!)
- 🌀 Student [worksheets](#)



Lesson 1 40'

1. Lead-in / Warm-up

10' 

Display an image of a **Knocker-up**.

Ask students: What do you think this person does for a living?




Explain if needed: A knocker-up walked down the street early in the morning carrying a long pole and tapped on windows. Why did people need someone to do this?

Explain that 100 years ago, this was a normal job. Without the knocker-up, people might oversleep.

Ask whether this job is still useful today. Explain that as the world changes, some jobs disappear and new ones appear.

Tell students that, today, their mission is to invent **a new job for the future!**

Ask:

-  What might be different in the future?
-  What will people use more? (robots, technology, space travel)
-  Will people have new needs?

2. Future Needs Discovery

12' 

Draw a table on the board. Start by giving students the prompt: “We use screens all day.” Ask them to think about the consequences of this situation and identify a problem people will have as a result and the job that would help solve this problem.

Next, ask students to brainstorm two additional future situations (e.g. increased use of AI, remote work, overcrowded cities, longer life expectancy). For each situation, students again identify the need created by that situation, and a job that would address it.



SITUATION	NEED	JOB
We use screens all day	We need to spend more time with friends	Screen-Free Activity Designer
Cities become bigger	We need more space to grow food	City Garden Planner
Houses become smart	We need help fixing smart systems	Smart Home Fixer

3. Group Task

10' 

Divide students into **groups of three** and hand out the [worksheet](#), **instructing them to only look at page 1.**

Students discuss:

-  What problems might exist in the future?
-  What needs will people have?

Monitor groups and support where necessary.

Invite a few groups to share their ideas with the class and write interesting ideas on the board.




Then ask them to write the most important problem (Step 2) out of the ones you discussed during the whole-class discussion.

4. Refine the Problem

8' 

Ask groups to look again at the problem they chose on the worksheet.

Students discuss and write short answers:

-  Who does this problem affect?
-  Why is this problem important?
-  What could happen if nobody solves it?

Then ask 2–3 groups to briefly share their ideas.



Lesson 2 40'

5. Name the Job



8' 

Ask students what jobs could help solve the problems we discussed. Encourage students to create **specific and realistic job titles**.

Provide examples if needed (Cybersecurity Analyst, Climate Scientist, Artificial Intelligence Engineer, Data Scientist, Game Developer)

Ask students to look at **page 2 of the worksheet**. Students return to the needs they identified on page 1.

Ask:

-  What kind of help do people need to solve this problem?
-  What could we call the person who does this job?

In groups, students create a **job title**. Encourage them to think creatively but logically.

Explain that there is no right or wrong job. The important thing is that the job solves a real need.





Support groups as needed.

6. Poster Planning

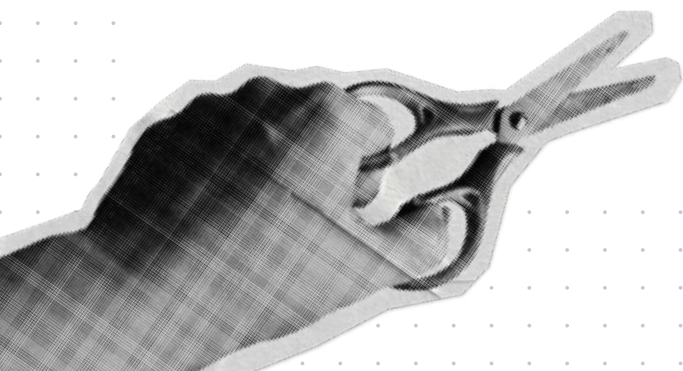
5' 

Before using materials, students quickly plan their poster.

Groups decide:

-  the job name
-  the problem the job solves
-  who the job helps
-  what images or drawings they will include

Students can sketch a quick layout.



7. Design the Job Poster

20' 

Give each group **A3 paper** and **explain that their poster must include:**

 the **job title** and **what the person does**

 **who the job helps**

Students create a collage using drawings, magazine images, markers and other craft materials.

Make sure each group member has a role (writing, drawing, cutting, organising the layout).

Monitor the groups and support where needed.

8. Optional Follow-up: The Most Useful Job

7' 

Each group places their poster on their desk.

Give every student **two post-it notes** (their “investment money”).

Students **invest their post-it notes** in the jobs they think the world will need the most.

The posters with the most votes become the **winning inventions**.

Submission Information

Teachers must **complete the official contest [submission form](#)** and upload their students' entries through the **contest [Google Form](#)**.

Important: The form allows a maximum of **10 file uploads**.

If you need to submit **more than 10 student files**, please complete and submit the form again.

PRIZES:

10 international winners will each receive a **€50 Amazon gift card**.

Submission deadline: **June 15, 2026**

Announcement of international winners: **July 10, 2026**

Read the **[Terms & Conditions](#)** before submitting.

Questions: epcompetitions@expresspublishing.co.uk