

Education unlocks skills and employment

Activity pack for ages 7–11



About this resource

These fun and easily-adapted activities for ages 7-11 help young people to develop the skills they need to be effective change-makers in their lives, their communities and the world around them.

Activity 1 – Thinking about my skills

Learners will think about their personal skillset and decorate an outline of their hand to celebrate the skills they have.

Activity 2 – What skills are important?

In this activity, learners will work collaboratively to rank different types of skills according to how important they think they are.

Activity 3 – Jobs for an ideal future

This activity introduces the Sustainable Development Goals (SDGs), the set of global goals and targets aimed at making our world a better place. Learners will imagine a job of the future that could help one of these global goals to be achieved.

Activity 4 – My toolkit for learning skills

Learners will investigate how we learn skills and identify things that can support this learning process, as well as potential barriers. They will then choose a skill that they would like to develop and create a toolkit to support this learning.



Notes for educators

- These flexible activities are intended to support your teaching rather than direct it. The activities could be used as standalone sessions for a drop down (off-timetable) day or to enrich the teaching of different subjects and topics. An overview of potential curriculum links is provided below.
- The approximate timings given for each activity are a guide only. We recommend completing all the activities over a series of lessons if possible but educators may prefer to use a selection depending on their learners' needs and the time available. Some additional activity ideas are included at the end of the resource.
- Learning outcomes are provided at the start of each activity. No starters and plenaries are included as it is assumed that educators will want to plan these individually.
- All activity and resource sheets are included in this pack. An accompanying slideshow is provided as a separate download.
- We have tried to make these activities appropriate and relevant for the 7-11 age range but educators may find that some of the activities are more suitable for ages 8+. Where possible, the activities and resources are differentiated to help you meet the needs of different learners in your class. This guidance might also be useful in adapting some of the activities for younger and older learners. It may also be helpful to refer to the Education unlocks skills and employment activities for ages 11-16.
- We've also put together a list of useful links and resources to help support any additional teaching about the topics and concepts explored in these activities.

Curriculum links

England: Personal, Social and Health Education

Northern Ireland: Personal Development and Mutual Understanding;
The World Around Us

Scotland: Health and Well-being; Technologies

Wales: Health and Well-being; Humanities; Science and Technology

Background information

Young people make up one-third of the global unemployed workforce and by 2030, it is forecast that more than half of all young people will not have the basic skills necessary for the workforce of the future. Next-generation skills go beyond the future of work. They also include the skills young people need to engage with others and be effective in their lives, communities and the world around them. Education is critical in providing the life skills young people need for a rapidly changing and complex world.

We are entering a fourth industrial revolution where advances in technology are fundamentally altering the way we live, work and interact with each other and the world around us. Approximately two billion jobs, half of the jobs available in the world today, are expected to disappear by 2030 as a result of automation. Young people are particularly at risk of job displacement because they are more likely to be in those lower-skilled occupations where automation is predicted to have the greatest impact. Covid-19 has accelerated the growth in remote work, e-commerce and automation – it is estimated that up to 25% more workers may need to change occupations than before the pandemic. Many jobs will disappear or become obsolete, but alongside this many new jobs will be created.

About Theirworld

Theirworld believes that every young person deserves the skills and preparation they need to unleash their potential and be engaged citizens. Our campaigns, Global Youth Ambassadors program, and skills projects are preparing the next generation of campaigners, coders and entrepreneurs – especially young girls – with skills for the future.



Activity 1 – Thinking about my skills

30 min+



Learning outcomes

Learners will:

- identify and describe some of the skills they have as an individual

What you need:

- Slideshow (slides 3-5)
- Paper, pencils and pens
- Copies of the [My skills](#) resource sheet

What to do:

- 1** Show slide 3 and discuss with learners what is meant by a skill. Explain that we can think of a skill as a particular ability or type of ability to do something.

- 2** Invite learners to give examples of different skills that they have learned during their life. This might be things that they learned how to do in the first few years of their life (such as walking or talking). It might be skills they have learned at school, at home or elsewhere in their community.

- 3** Say that every person has their own set of skills that makes them unique. We learn skills by training, experience and practice. We will all have some skills that we are better at than others. Sometimes we might be naturally good at a particular skill, but we can still get better by practising it. We carry on learning new skills (and developing existing skills) throughout our lives.

- 4** Ask learners to think about what skills they have. Give each learner a piece of paper and ask them to draw an outline of their hand on it. Show slide 4 and explain that learners need to decorate their hand with words and pictures to show some of the skills they have.

- 5** The list of possible skills on slide 5 and in the [My skills](#) resource sheet could be used to prompt learners' thinking.

- 6** Invite learners to share their ideas with others. Their hands could be used to create a 'Skills display' in the classroom.

Activity 2 – What skills are important?

30min+



Learning outcomes

Learners will:

- rank different types of skills according to how important they think they are
- work collaboratively and discuss their ideas with others

What you need:

- Slideshow (slides 7-9)
- Scissors and copies of the [Sorting skills](#) activity sheet

What to do:

- 1** Ask learners what skills they think are the most important to have in life. Ask learners to talk with a partner before sharing their ideas as a whole group. Possible questions to prompt their thinking are provided on slide 7.

- 2** Organise learners into groups of three or four. Give each group a copy of the [Sorting skills](#) activity sheet. These skill types are also provided on slide 8. Talk through the meaning of each of these skills to check learners' understanding. Say that learners are going to work together in their groups to think about the importance of these different skill types.

- 3** Show slide 9 and explain that learners should cut out the skills cards and sort them into a diamond. The skills that learners think are the most important should go at the top of their diamond. The skills they think are less important should go at the bottom. There are three blank cards on the activity sheet in case learners want to replace some of the skills with their own ideas.

- 4** Say that there is no right or wrong way of doing this, but learners need to agree as a group and have reasons for why they chose this order.

- 5** Allow time at the end of the activity for learners to share and talk about their ideas with other groups. Learners could also reflect on and discuss what skills they have developed through taking part in this group-based activity.

Activity 3 – Jobs for an ideal future

40min+



Learning outcomes

Learners will:

- understand what the Sustainable Development Goals (SDGs) are and be able to provide examples of these goals
- imagine a job of the future that could help to achieve one of these global goals

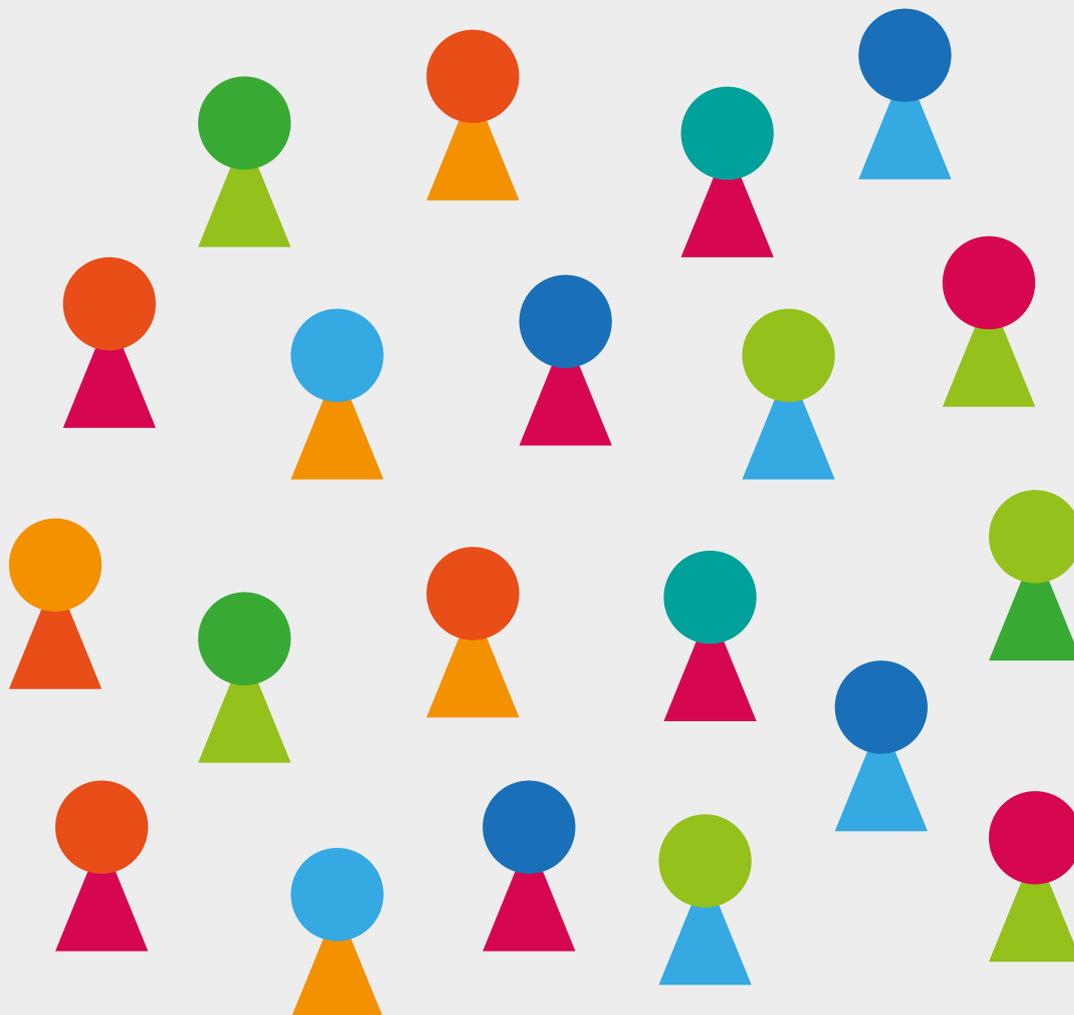
What you need:

- Slideshow (slides 11-15)
- Paper, coloured pencils and pens

What to do:

- 1** Show slide 11 and ask learners whether they have heard of the Sustainable Development Goals. Learners are introduced to these goals in the [Education unlocks big change activities for ages 7-11](#).
- 2** Explain that in 2015, countries all over the world came together to commit to the Sustainable Development Goals. The SDGs, also known as the Global Goals, are a set of goals and targets aimed at making the world a better place by 2030. The goals apply to everyone, young or old, in all the 193 countries that signed up to them.
- 3** Depending on learners' knowledge about the goals you may wish to use this [animation from the World's Largest Lesson as an introduction to the SDGs](#). We've also put together a list of [useful links and resources](#) to help support any additional teaching about the SDGs that might be needed.
- 4** Show slide 12 and ask learners to work out how old they will be in 2030. Point out that in 2030, learners might be old enough to be working. Or they might be studying or training for a future career. Invite learners to share their thoughts about what they might be doing in 2030 with a partner. What job might they have? What would they like to be studying or in training for?
- 5** Say that it is likely that many children at primary school today will have a job in the future that doesn't exist yet. Similarly, many of the jobs people do today didn't exist when their parents were children.
- 6** Discuss learners' ideas about why they think this is. Show slide 13 and explain that one of the reasons for this is automation – using technology to do things that people used to do before. Automation means that some existing jobs won't be needed in the future, but other jobs will be created to support these technological changes.
- 7** Ask learners for examples of things we use technology for such as buying and selling things online, virtual learning or making things in factories. You might like to extend this discussion by asking learners to reflect on how they think our use of technology has changed during the Covid-19 pandemic.

- 8** Explain that new jobs are also needed now and in the future to tackle the challenges facing our world and achieve the SDGs.
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- 9** Show slide 14 and ask learners to each choose one of the SDGs and create a job in the future that could help to achieve this goal. They should draw an annotated picture to describe what this job will be like and what global problem it will help to solve.
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- 10** Encourage learners to be as creative as possible and imagine a world where anything is possible. Perhaps they could be an engineer who develops a new way of using renewable energy (SDG7 – affordable and clean energy) or a computer programmer who controls drones that fly around removing carbon dioxide from the atmosphere (SDG10 – climate action) or a scientist who finds a cure for malaria (SDG3 – good health and well-being).
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- 11** Allow time for learners to share their imaginary jobs with others. Some suggested discussion questions are provided on slide 15. Which goal (or goals) will their job help to achieve? How will their job do this? What skills do they think a person doing this job will need? Would they like to do this job? If so, why?
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Activity 4 – My toolkit for learning skills

40min+



Learning outcomes

Learners will:

- consider what and who can help them to learn skills and investigate potential barriers that young people face in learning skills
- choose a skill they would like to learn or develop and create a toolkit with advice and ideas to support this learning

What you need:

- Slideshow (slides 17-20)
- Copies of the [My toolkit for learning skills](#) activity sheet

What to do:

1 Explain that in this activity learners are going to be thinking more about how we learn skills. They will be considering what and who can help people to learn skills, as well as thinking about what might make it difficult.

2 Show slide 17 and ask learners to think about one of the skills they have and discuss with a partner (or in a larger group) how they learned this skill. Additional information to prompt this thinking and discussion is provided in the slide notes and below:

- **Where did they learn this skill?** We learn skills in lots of different places – at school, online, at home or in other places in our community. We are learning skills all the time throughout our lives.
- **Who or what helped them to learn this skill?** For example, this might be other people teaching or showing them how to do something, or offering them encouragement. It might be having the necessary equipment, space or time to learn and practice a skill. It might be having self-belief and motivation to keep going and practice a skill.
- **What might make it difficult to learn a new skill?** We will all have some skills that we naturally find easier to do or learn. There will also be some skills that we enjoy learning more than others. However, there may also be other things that can make it more difficult. For example, we might not have the equipment, space or time we need to learn a skill or someone to teach us how to do it.

3 Say that many young people around the world don't have the skills they need for life and work in the future. Share the facts on slide 18 and explain that things like living in poverty can make it more difficult to have the opportunity to go to school and learn skills. Girls, refugees and children with disabilities are all more likely to be out of school and missing out on learning.

4 The case study on slide 19 could be used to prompt further discussion about the challenges that some young people can face in learning skills and the importance of education in locking skills and employment. Additional information is provided in the slide notes. You might also like to show these video clips of three girls involved in the Code Clubs project talking about the digital skills they have learned.

[10 year old Sarah tells us why she loves going to Code Club in Kenya](#)

[10 year old Blessing tells us how Code Clubs have helped her access technology](#)

[A message from Leonia](#)

5 Ask learners to think of a skill that they would like to learn. This might be a new skill or a skill that they already have but would like to be better at.

6 Show slide 20 and explain that learners are going to each create a toolkit to help them to learn this skill. Ask learners to think about where and when they might learn this skill, what support they might need and who might be able to help them. Learners could share their ideas with a partner.

7 Give each learner a copy of the [My toolkit for learning skills](#) activity sheet to complete using words or pictures.

8 Encourage learners to use their toolkit to help them develop this skill in the future. They might like to stick their toolkit in a class planner or up in their bedroom as a visual reminder. Learners could be invited to reflect on their progress with developing this skill later in the term.

Differentiation

Make it more difficult:

Older or more able learners could create an action plan for learning their skill. How could they break down learning this skill into smaller steps? How will they know when they have achieved each of these steps? What timeframe will they set for learning this skill?

Additional activity ideas



Learners could:



Create a 'skills compliment box' for the class to celebrate the skills that they have. Learners could write down examples of when others in their class have successfully demonstrated a particular skill and post them anonymously in the box. The box could be opened and the compliments shared during a circle time session.



Take turns at teaching each other a new skill. For example, this might be how to count to ten in a different language, how to make something, how to mend a puncture on a bike or perhaps a digital skill. Use this activity to further make the point that each one of us has many skills that we can share but learning and developing skills is something that we all need to do throughout our lives.



Think critically about the opportunities they have to learn skills at school. Learners could think about what skills they learn in different subjects or in the playground.



Organise a 'skills day' with fun activities to help younger children at their school to learn skills.



Research possible new jobs in the future. Encourage learners to think about what skills might be needed for these jobs and how young people could go about learning these skills.



Talk to elderly members of their family or community about how the importance of digital skills and the internet has changed in their lifetime. How do they think the internet has changed our world for the better (or the worse)?

Share your learning!

Theirworld would love to hear how any schools have used these activities in the classroom. Please also let us know any feedback so that we can try to improve our resources and support for schools in the future. Email schools@theirworld.org or find @theirworld on [X](#) and [Facebook](#).

Useful links and resources

- Browse [Theirworld's other teaching resources](#) and investigate the importance of education in unlocking big change.
- [The Key](#) is a comprehensive information toolkit created by Theirworld with all the talking points, pitch decks, facts and infographics you need to make the case for education.
- The [World's Largest Lesson](#) has a huge selection of free resources to engage and inspire young people aged 8-14 to learn about and take action for the Sustainable Development Goals.
- UNESCO has a [helpful resource bank](#) with hundreds of teaching ideas and resources to support education about and for the sustainable development goals. The activities linked to [SDG8 \(Decent Work and Economic Growth\)](#) could be used to develop learners' understanding of the importance of education in unlocking skills and employment.
- [Reboot Education](#) is an online platform which lists hundreds of resources to support teachers in developing a global dimension in the classroom and across the school community.
- Theirworld and its Global Business Coalition for Education initiative brought together experts to discuss the most important issues of the day and how education underpins solving them. Educators may wish to listen to this [discussion exploring the role of skills and community-level investments in education and economic recovery](#). This report from Deloitte Global and the Global Business Coalition for Education – [Preparing tomorrow's workforce for the Fourth Industrial Revolution](#) - may also be of interest.

The links and resources [provided above] include and will take you to materials and sites that have been produced by third parties. We do not maintain or control these links, materials or sites and have no responsibility for the content or your use of the same. Please be aware that there may be separate terms and conditions applicable to your use of these materials and sites.

My skills

Resource sheet

sharing	organising	coming up with ideas
singing	speaking	working in a team
writing	building things	taking turns
numeracy	being adaptable	investigating
caring for others	managing my feelings	leading others
swimming	playing an instrument	remembering
drawing	solving problems	being resilient
being self-motivated	reading	cooking
making decisions	coding	playing football
managing disagreement	riding a bike	investigating
dancing	listening	being aware of other people's feelings

Cut out the skills cards. Sort them into a diamond. The skills you think are the most important should go at the top of your diamond. The skills you think are less important should go at the bottom. There are three blank cards in case you want to replace some of these skills with your own ideas. There is no right or wrong way of doing this, but you need to agree as a group and have reasons for why you chose this order.



<p>Adaptability</p> <p>being able and willing to change in order to manage successfully in new situations</p>	<p>Communication</p> <p>being able to share or exchange information with others</p>	<p>Interpersonal</p> <p>being able to form good relationships with other people</p>
<p>Creativity</p> <p>being able to use your imagination or own ideas to create something new</p>	<p>Organisation</p> <p>being able to arrange and prepare things effectively</p>	<p>Teamwork</p> <p>being able to work well together with others</p>
<p>Critical thinking</p> <p>being able to take in new information and work out how best to use it</p>	<p>Problem-solving</p> <p>being able to find ways to deal with problems or difficulties</p>	<p>Resilience</p> <p>being able to recover quickly after something difficult has happened</p>
<p>Your idea</p>	<p>Your idea</p>	<p>Your idea</p>

Where and when will I learn this skill?

You might learn this skill at school, home and/or somewhere else. Think about when and how often you will practise it.

What things will I need?

Do you need any particular equipment to help you learn this skill?

What skill would I like to learn?

Who can help me to learn this skill?

This might be people at school, at home or others in your community.

What else might help me to learn it?

Think about other things that can help us to learn, such as eating a healthy diet and getting enough sleep. Perhaps you could write down some helpful thoughts to motivate you when you are finding it difficult to learn this skill.



Theirworld

Theirworld is a global children's charity committed to ending the global education crisis and unleashing the potential of the next generation.

Registered Charity 1092312

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