



Skills and Future Work (1) - The Relevance of Skills Training to Student Futures

Advanced (Classes 11-12) Intermediate (Classes 7-10)



Internal Motivation and Ambition (Pestalozzi Approach)

The facilitator asks the participants to brainstorm all the different practical skills the participants are learning or have learnt and lists them on the board. The participants then revise the 'Head, Heart and Hands' approach with the participant by focusing on a practical skill and eliciting what the participant would need (in terms of 'Head, Heart and Hands') to run a small business, using the chosen practical skill. The facilitator divides the participants into pairs and gives paper and colouring pens to each pair.

{NB: For more information on 'Head, Heart and Hands' refer to the section in bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions'.}

Instructions to Participants:

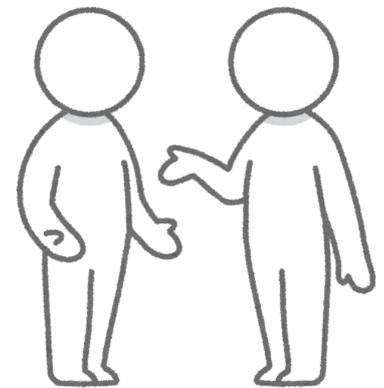
- Choose one of the practical skills you are learning or have learnt. Ideally you should choose a skill which you have an example of and which can be photographed. For example, if you have knitted your own cardigan and can easily bring it with you
- Think about what abilities, qualities and skills you would need in terms of 'Head, Heart and Hands', if you were going to set up a business using this skill. List them
- Write a piece describing your future business in terms of 'Head, Heart and Hands'

The participant takes a photograph of each pair of participants with their craftwork and displays it and the piece of writing together.

Pestalozzi wanted education to be useful and relevant to his students upon becoming adults, and he taught students the skills necessary for independence. He wanted students to have an all-round education – i.e., a vocational education (of the 'Hands'), an academic education (of the 'Head') and a moral education (of the 'Heart'), so that as adults the students would have the necessary abilities and qualities to put their practical skills to good use.

Materials Needed

Paper and pens for each student





Skills and Future Work (1) - The Relevance of Skills Training to Student Futures Continued

AI/Tech Enhancements

Students could use a shared digital board (Jamboard, Padlet, Miro).

- Students add texts, icons or pictures of skills they have.
- Use built-in voting/stickers to prioritise skills.

AI support:

AI tool suggests categories of future-relevant skills based on input (e.g., problem-solving, adaptability, digital literacy).

Why this matters?

- Builds digital collaboration skills and categorisation of competencies.
- Enables students see their existing abilities in a broader context of future work.
- Emphasises skills for learning, life and work (literacy, teamwork, problem solving).

Interactive Future Skills Dashboard

Students use a skills database or dashboard (student-led Google Sheets)

- Rate their current skill confidence levels
- Identify areas for growth
- Map learning steps required
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AI support:

- Suggest resources to build confidence in weak areas (e.g., online courses, local workshops).
- Opportunity to have an in-depth discussion about the pros/cons of using AI to search this information. Did it save time/ did it create more work creating the accuracy?

Why this matters

Supports self-directed learning planning and reflects lifelong learning trends emphasised in UK policy on future skills.