

FR-32 • Class Kit • Discussion Catalyst

AI Career Shift Map

What does AI threaten in your planned career — and what does it create? This class kit maps change without fear-mongering: tasks shift, skills shift, opportunities shift.

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DISCUSSION PROGRESS

0 XP

Level 1: Career Watcher

- ☐ Pick careers
- ☐ Run live AI prompt
- ☐ Map threat vs opportunity
- ☐ Debate scary vs exciting
- ☐ Make personal plan
- ☐ Finish in class

Teacher-facing discussion catalyst

The class question: **If AI changes your planned career, what should you do about it?**

The tone matters. This is not “AI will take every job.” It is: AI may take over some tasks, change some skills, and create new opportunities in the same field.

1 Pick 3–4 careers from the class

Use careers students are actually curious about.

Ask students to call out careers they are considering. Choose a mix: one tech career, one people-facing career, one creative career, and one professional career if possible.

Tech

Data analyst, software engineer, cybersecurity, robotics.

People-facing

Teacher, psychologist, doctor, counsellor, HR.

Creative

Designer, filmmaker, writer, architect, musician.

Professional

Lawyer, CA, civil servant, finance, operations.

THOUGHT BULB

AI usually changes tasks before it changes job titles. That is why we ask: what parts of the job change?

☐

I picked class-relevant careers for the discussion.

2 Run the live AI prompt

Teacher types this live into ChatGPT, Claude, Gemini, or Perplexity.

Career to test

Example: lawyer

LIVE TEACHER PROMPT

For [career], list what AI is likely to take over, and what NEW opportunities AI creates in the same field.

Keep the tone balanced: no fear-mongering, no hype.

Make two columns:

1. Tasks AI may take over or reduce
2. New opportunities AI may create

Then add:

3. Skills a student should build now

4. One practical first step for a Grade 9-12 student

Copy filled prompt

FILLED PROMPT PREVIEW

For lawyer, list what AI is likely to take over, and what **NEW** opportunities AI creates in the same field.

Keep the tone balanced: no fear-mongering, no hype.

Make two columns:

1. Tasks AI may take over or reduce
2. New opportunities AI may create

Then add:

3. Skills a student should build now
4. One practical first step for a Grade 9-12 student

TEACHER CAUTION

If AI gives dramatic claims, pause and ask: “Which specific task are we talking about?” Keep the discussion anchored in tasks, skills, and choices.

☐

I ran or prepared the live AI prompt for one career.

3 Map threat vs opportunity

Put both sides on the board. Do not hide the risks. Do not ignore the openings.

Tasks AI may take over or reduce

Routine drafting or formatting

Basic research summaries

Repetitive data checking

First-pass content or document review

New opportunities AI may create

People who can supervise AI well

Faster prototyping and testing

New services for smaller clients

Hybrid roles combining domain knowledge + AI tools

THOUGHT BULB

“AI threat” does not always mean “career gone.” Often it means: easy tasks shrink, harder judgement becomes more valuable.

☐ I mapped both sides: tasks at risk and opportunities created.

4 Debate: scary, exciting, or both?

The best answer is often not one emotion. It is a plan.

Scary because...

Some entry-level tasks may become automated, so beginners may need better judgement earlier.

Exciting because...

Students can use AI to learn, prototype, research, and build faster than earlier generations.

☐ I debated the change without fear-mongering or hype.

Bac

“AI will ruin everything.” This gives no action.

“If routine tasks shrink, I need to build judgement, communication, and tool fluency.”

CLASS DEBATE PROMPT

“What should a student do differently if AI changes this career?”

☐ I debated the change without fear-mongering or hype.

5

Teacher Class Kit Preview

Use this as the 4-page Discussion Catalyst kit copy.

PAGE 1 • OUTCOMES + SETUP

AI Threat + Opportunity Career Map

By the end of this 40-minute class, students will be able to: (1) describe how AI may change tasks inside a career, (2) separate threat from opportunity, and (3) write one practical skill step for a career they are considering.

Materials: Projector or shared screen, one AI tool such as ChatGPT, Claude, Gemini, or Perplexity, board/marker, notebooks.

Class stance: AI changes jobs. It does not only remove jobs. Students should learn to ask: what changes, what remains human, and what new roles appear?

Vanguard Scholar — Smart questions. Smarter answers. You, upgraded.

PAGE 2 • LIVE ACTIVITY

40-minute discussion flow

Step 1 • 5 min: Students call out careers they are curious about. Teacher selects 3–4.

Step 2 • 10 min: Teacher runs the live AI prompt for one career: what AI may take over, what new opportunities it creates.

Step 3 • 10 min: Board split: TASKS AT RISK / NEW OPPORTUNITIES. Students add examples and challenge vague claims.

Step 4 • 10 min: Debate: scary, exciting, or both — and what would you do about it?

Step 5 • 5 min: Exit line: “For my career, AI may change _____. I should start building _____.”

Personal plan questions

1. Which task in this career looks most likely to be automated or reduced?
2. Which human skill becomes more valuable if AI handles routine work?
3. What new kind of role might appear in this field because of AI?
4. What should a Class 9–12 student practise now to stay useful?
5. Would you still choose this career after seeing the AI shift? Why or why not?

TEACHER MOVE

When students say “AI will take this job,” ask: “Which part of the job?” Push the discussion from headlines to tasks.

My career shift map

Students complete this paragraph:

Career: _____

AI may reduce: _____

AI may create: _____

Skill I should build: _____

My first step this month: _____

Discussion stays in class. Students do not send work to Vanguard Scholar.

Vanguard Scholar — Smart questions. Smarter answers. You, upgraded.

☐ I reviewed the Class Kit and personal planning page.

Final 5-minute move

Pick one planned career. Write one task AI may reduce, one opportunity AI may create, and one skill you will start building.

My career shift line

Example: In design, AI may reduce basic layout drafts, but create more demand for people who can test ideas and understand users. I should start building user research skills.

☐ I named a task, not just a whole career.

☐ I named one opportunity AI may create.

☐ I named one skill I can start building.

EXIT LINE

“AI may change _____ in my career. I can prepare by building _____.”

Print kit

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Questions? Teachers and parents, write to us. Students, speak with your teacher or a grown-up first.