

Victorian Careers Curriculum Framework

**Lesson Plan: Present and future work patterns**

**Australian Blueprint of Career Development competencies**

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| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA B: LEARNING AND WORK EXPLORATION | | |
| 6. Understand the relationship between work, society and  the economy | 6.2 Understand how work contributes to the community | 6.2.5 Understand how the community,  the economy and technological advances impact upon work, and work roles  6.2.4 Explore the economic contributions workers make to a community |
| AREA C: CAREER BUILDING | | |
| 10. Understand the changing nature of life and work roles | 10.2 Explore  non-traditional life and work options | 10.2.2 Investigate advantages and challenges of entering  non-traditional work |

Teachers’ notes: Present and future work patterns

**Outcome**

Investigate and compare changes that have occurred in the nature of work.

**Rationale**

The number of full-time jobs is falling. Students need to consider the changes in present and future work patterns and plan accordingly.

**Task description**

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. The teacher facilitates a whole-class discussion of the main differences between work 100 years ago, today and in the future.

2. Students interview at least two people who are in full-time work. The teacher clarifies questions with students and encourages them to select people from two different industry areas, where this is possible.

3. Students analyse their findings and highlight any differences in the interviewees’ work habits from when they had started work and now. They could present their findings orally, in writing, visually on a poster or by using presentation software.

**Extension activities**

• Update dictionary of terms in portfolios.

• Students use the questions to complete a survey of two or three retired people and write reports comparing the answers.

• Students use the interview questions as the basis for biographical writing about the person they have interviewed – A day at work in the life of ….

• Students explore the history of work, looking at the ways in which work has changed over time, and some of the social implications of these changes. They could investigate the kind of work people did 2000 years ago and 100 years ago. How has work changed? Are there jobs that exist today which did not exist then? Have some jobs disappeared? Are there jobs which have disappeared in some parts of the world but not in others? What effect has job restructuring had on work and industry?

• Students present a pictorial summary or collage of what life in the 22nd century might be like.

• In small groups, students collect cuttings from newspapers, magazines and trade journals that refer to women doing traditional male jobs, e.g. electrician, motor mechanic, pilot and bank manager. They could also collect information on males performing traditional female jobs, e.g. nursing and kindergarten teacher. The students could arrange the material they have collected and display it, giving it a title such as ‘Jobs for all’.

• Older students could be encouraged to think about issues such as specialisation of jobs, the extent to which people are able to be self-supporting and the greater flexibility of modes of work and training.

• Older students might obtain any information relevant to the labour market, analyse the findings, and present these findings to the class or group. This activity should be carried out over at least a month.

• Older students could analyse women’s roles in the workforce. For example, they could compare participation rates for men and women; they could discuss the reasons women give for returning to work and whether these reasons will be important in the future.

• Projects could be undertaken individually or in small groups.

**Number of student worksheets for this Lesson Plan – 1**

• Interview.

Suggested resources

• Copies of Interview worksheets

• Newspapers, magazines, trade journals

• Job Guide – in print (Section 1) or online at www[.deewr.jobguide.gov.au](http://www.deewr.jobguide.gov.au/)

• [m](http://www.deewr.jobguide.gov.au/)yfuture website at: www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

• Job Outlook website at www[.joboutlook.gov.au/Pages/default.aspx f](http://joboutlook.gov.au/Pages/default.aspx)or labour market information.

This activity links to the Exploring step in www.myfutur[e.edu.au.](http://www.myfuture.edu.au/)

Student Worksheet: Present and future work patterns

**Interview**

Interview two people who have been in full-time work for a long time. Choose people in two industry areas. Write a short report about how the work was done when they were young. Include answers to the following list of questions in your report. Each question could form the basis of a paragraph.

1. Whom did you interview? What was their gender and approximate age?

2. What were the differences between work for men and work for women when they started work?

3. What was their job called? What kinds of work/tasks/skills were involved?

4. What were the working hours – hours per day, days per week?

5. What were the holidays, tea breaks, annual leave, sick leave and maternity leave?

6. What were the physical conditions – place of work, workplace safety and health conditions?

7. What was the school leaving age?

8. What were the study or training requirements for entry into the job?

9. Any other details – dress standards, uniforms, workplace rules?

10. Advancement or promotion in the work – who got the promotions?

11. What changes have they experienced in their working lives – equipment, machinery, hours of work, procedures, etc.?

12. As a conclusion, you might ask them to sum up the main differences in employment and work between then and now.