



What is work?

Teachers' notes

Year level

Year 6, 7, 8

VELS

Level 4 & 5



Time One hour



Purpose

Identify students' understandings about the world of work.



Rationale

Students have different levels of knowledge and understandings about work. These activities are designed to explore these understandings and share the knowledge they have with other students.

Activities

- To introduce the world of work do a mind mapping exercise.
- Write the word 'work' on the centre of the whiteboard and ask students to do a visualisation of all the things they associate with that word.
- Write all the words/ideas thought of by the students on the board.
- Work with the students to group these words. Categories may include:
 - Types of work;
 - Job titles;
 - Work conditions;
 - Work tasks; and
 - Work tools etc.
- Use this as a basis for a class discussion about work. Include discussion of the definitions of work, such as 'an activity requiring effort', 'paid employment', 'time spent completing tasks', unpaid work.
- Students complete the table on the *What is work* sheets giving one example of each kind of work and write their own definition of work.
- Students think about different tasks in number 3 on the *What is work* sheets to decide if these are work or not work, paid or unpaid, and whether they enjoy doing them. Follow up discussion should show that many tasks in different context can be classified as work or non work and can be paid or unpaid. Enjoyment of tasks does not necessarily relate to whether they are work or not, nor whether they are paid or not.

Further activities

- After this activity, students could find definitions of 'work' in dictionaries and thesauruses – some dictionary definitions may portray work in a negative context, such as 'drudgery'. Follow up with a discussion on the dictionary definition versus the outcome of their learning and discussions.



Resources

- Copies of the *What is work?* sheets (2 pages)
- The Facts section of the *myfuture* website at <http://www.myfuture.edu.au>

Victorian Essential Learnings (VELS)

Level 4 and 5

Strand	Domain	Dimension
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level

Year 6, 7, 8

VELS

Level 4 & 5



Time Two hours

Purpose

Explore people's motivation to work and the effects on society



Rationale

People have different motivations to work, that is not always driven by monetary rewards. These activities are designed to explore people's reasons for working and to consider the effects it would have if people chose not to work.



Activities

1. Discuss with students the sort of questions you could ask people who are working to find out the reasons they work e.g. 'Why do you work?', 'Would you still work if you didn't have to?'
2. Students draw up a questionnaire to explore why people work. You should check to ensure that they are not asking questions that are too personal or that people may find uncomfortable to respond to.
3. Students then conduct a survey of people they know who work. This may be people at home or people in the school environment – office staff, teachers, grounds people, cleaners, canteen workers etc.
4. Students then present their findings, in a brief written or oral report, which could include powerpoint or poster presentations. This could also be done as a small group activity where students interview a range of people.
5. Students investigate one occupation from the *What careers can offer* sheet. They give it a rating out of 10 in terms of the series of criteria - Interest, Job satisfaction, Money, Hours of work, Prestige, Legal Responsibility.
6. Students then combine with other students who have chosen the same career and compare their results. They discuss any differences and come to a consensus score for that occupation. This activity should raise issues that judgements of these criteria will vary depending on personal perspectives.
7. Each group then presents the career they have studied and their rating – the ratings are compiled to give a "most desirable career" using the table.
8. Explore the questions 'What would happen if no one worked?' and 'What would happen if certain groups of workers stopped working?' This should encourage students to think about the extent to which many jobs are dependent on other jobs, and how much our standard of living depends on people being at work.



Why work?

Further activities

- Older students could discuss issues for those people who do not have paid work and the effects this can have on themselves and their families.



Resources

- Copies of the *What careers can offer* sheet (one page) for each student
- *Youth Central* <http://www.youthcentral.vic.gov.au/>
- The facts section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 4 and 5

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
	Civics and Citizenship	Civic knowledge and understanding Community engagement
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communication	Presenting
	Information and Communications Technology	ICT for communicating
	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 6, 7, 8, 9, 10

VELS
Level 4, 5 & 6



Time

Two hours

This investigation may be ongoing and completed over a period of time.

Purpose

Investigate a variety of occupations to assist in making informed career decisions.



Rationale

Students need to know how to obtain information about occupations from the wide range of sources currently available. This will enable them to do ongoing exploration as required at different stages in their lives in the rapidly changing world of work. Through these activities, students should identify at least two occupations they may be interested in for future work roles. This will assist them in their decision making about pathways in senior secondary schooling and beyond.



Activities

Activities are grouped for Years 6, 7 and 8, and for Years 9 and 10, but teachers may use whatever activities best suit their students.

Years 6, 7 and 8

1. Ask students to identify all the sources of information about careers that they are aware of currently.
2. Distribute and discuss *the Gathering careers information* handout with the students, noting any of the sources that they missed in the earlier discussion.
3. Using resources such as *Youth Central*, *myfuture* and the *Job Guide*, ask students to select five jobs that seem interesting or unusual to them and find out about them. Students complete the *Researching careers Year 6, 7 and 8* for one or two of these jobs. Ask students to briefly describe one of their jobs to the rest of the class.
3. Divide the class into groups of three. Each group is given a list of unusual job titles together with the relevant job descriptions. The groups discuss the jobs in the list and a representative from each group tells the class about one or more unusual jobs.
4. The teacher writes the names of different jobs on pieces of paper and puts them into a box. Each student draws one and has to think about the job and write ten statements / clues which will help other students guess the job title. Students one at a time give the first clue, verbally or non-verbally. If the job title is not guessed within a reasonable time, the student gives a second clue.
5. If the clues involve stereotypes, (particularly gender issues) a discussion should follow to address this.

Years 9 and 10

1. Work through the *Gathering careers information* handout with the students (if necessary). Using the school library, an excursion to the Careers Information Centre and local employers, students work through the *Researching careers Years 9 and 10* sheet to complete their research.
2. Teacher introduces the *Researching careers peer assessment* sheet and explains how students are to assess the presentations of other students in their class.
3. Students present their completed assignments as prepared talks. They can include powerpoint presentations, posters or other support materials. Students complete a *Researching careers peer assessment* sheet for each student presenting. The assessments may be done individually, in pairs or in small groups.

Researching careers

Further activities

- Students think of someone they know who has a job. They then describe that person at work and what they might be doing now.
- Identify common careers or work that several students (if not a majority) are interested in and invite guest speakers to the class to talk about their work.



Resources

For Years 6, 7 and 8

- List of unusual jobs with job descriptions (to be prepared by teacher)
- Job titles on separate sheets of paper (to be prepared by teacher)
- Copies of *Gathering careers information* sheet for each student
- Copies of *Researching careers (Year 6, 7 and 8)* sheet for each student
- *Youth Central* <http://www.youthcentral.vic.gov.au/>
- The Facts section of the *myfuture* website <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

For Years 9 and 10

- Copies of *Gathering careers information* sheet for each student
- Copies of the *Researching careers (Year 9 and 10)* sheet for each student
- Copies of *Peer assessment* sheet for each student
- *Youth Central* <http://www.youthcentral.vic.gov.au/>
- The Facts section of the *myfuture* website <http://www.myfuture.edu.au>
- School library booking and/or excursion to local Careers Reference Centre
- *Job Guide* – in print or online at <http://www.jobguide.dest.gov.au/>
- *Job Outlook* – <http://jobsearch.gov.au/joboutlook/>

Victorian Essential Learnings (VELS)

Level 4, 5 and 6

Strand	Domain	Dimension
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communication	Presenting
	Information and Communications Technology	ICT for communicating
	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



Time One hour

Purpose

Students consider different attributes of work and explore career options that they may not necessarily have considered before.



Rationale

Students should be encouraged to consider different attributes of work and learn to explore a range of occupational possibilities for themselves. Throughout life careers can develop in unexpected directions. This activity introduces an element of chance into their career exploration, and may result in identification of other work possibilities.



Activities

1. Discuss with students that sometimes people end up in jobs that are not necessarily ones that they would have chosen.
2. Each student rolls the die three times and uses the number they roll to identify the settings, skills and opportunities.
3. Students use the sources of occupational information (*Youth Central* website, *myfuture* website, *Job Guide*) to identify a number of possible occupations that meet the three criteria.
4. Students then identify the sort of lifestyle that these occupations would have.
5. Students in small groups discuss how these lifestyles would suit them – what they would like and dislike about it and whether it would be a realistic possibility for them.

Further activities

- Students may do the dice rolling exercise more than once to explore further occupations.



Resources

- Dice
- Copies of the *Dicing with life* sheet (1 page)
- *Youth Central* website <http://www.youthcentral.vic.gov.au/>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>
- The Facts section of the *myfuture* website at <http://www.myfuture.edu.au>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities - Economics	Knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



Time

One hour before the Careers Expo/Market
Excursion to the Expo
One hour follow up after the Expo

Purpose

Students maximise the opportunity offered by a Careers Expo/Market to gather information about career pathways, education and training, and job opportunities.

Rationale

In order for students to gain value from a careers and training expo or careers market, they need to know:

- what the expo or market is about, and why they are going;
- the information they will be able to access at the expo or market; and
- how and from whom they can get this information.

Ideally, a visit to the expo or market should be part of a comprehensive career education program. If this is not the case, a preparation program for students before the visit to the expo or market is strongly recommended.



Activities

Accompanying teachers should be briefed about the Expo and given guidelines on what they can do to help students gain the maximum benefits from their visit.

Before the Expo

1. Students brainstorm ideas about how to gain information about jobs and work opportunities. They should include:
 - accessing information from the internet e.g. *Youth Central* www.youthcentral.vic.gov.au and *myfuture* www.myfuture.edu.au
 - talking to people - parents, friends, teachers, careers coordinators, student counsellors, employers, people who do the job;
 - reading information on courses and occupations – the *Job guide*, newspaper advertisements and articles, company brochures, tertiary institution handbooks, the OZJAC database;
 - contacting or visiting a Career Information Centre or library;
 - experiencing the job, e.g. work experience, work placement, part-time work.

Teachers may want to distribute the *Gathering careers information* handout from the Researching careers section of this resource.

Careers expos/markets

2. Students discuss what a Careers Expo is about and the benefits for themselves including:
 - an opportunity to gain occupational and training information that is directly useful for themselves;
 - many different employers, education and training providers and occupations are represented;
 - a broad range of information is in the same place at the same time;
 - information is presented in several ways – via brochures and printed material, videos and visual displays, practical displays and explanations by representatives who can answer questions; and
 - information provided should be accurate and up-to-date.
3. Students generate a list of occupations in which they are interested. Ideally, this list should not be too long, but there should be a few options. Students who have no idea, or are undecided should be encouraged to talk to careers coordinators, teachers, parents or other significant adults before attending the market.
4. Students fill in their chosen career titles on the *Expo worksheet* (they may use more than one if they have more than two jobs to explore). They complete some information for their Expo worksheet before attending. Students who have been able to answer all questions ahead of time could be encouraged to find different information or explore other careers. For example, they could look for more detailed information about employment and training opportunities.

At the Expo

1. Assist students to develop a list of exhibitors they think they should visit to gain information about the careers they want to research.
2. Assist students to 'interpret' the map and decide which employers or organisations can provide the information they require;
3. Watch for students who lack the confidence to approach adults and ask questions and help them where necessary.
4. Approach groups of students and check that each person is finding what he/she needs.

Post Expo program

A good program should include some kind of 'debriefing' following the visit to the Expo. Teachers can use the *Expo follow up* sheet or discuss the following questions with the class:

- Who felt that the information they gained confirmed their choice(s) of occupation(s)?
- Who changed their mind about their chosen occupational choice, and why?
- Who found out about new jobs that they had not previously considered? What were they?
- What requirements did most employers expect school leavers to meet?
- Do students prefer employment in some organisations over others? If so, why?
- What were some positive features about the jobs investigated?
- What were some negative features associated with the jobs investigated?
- Who has not yet managed to get all of the information required about their occupational interest? What can they do about this?
- Who still has no ideas about occupations that could be of interest to them? What can they do about this?
- Which occupations or training options would they like to see at the market, but were not represented?

Further activities

- Students discuss the information gathered at Expo with their parents. If possible they could attend the Expo with their parents as well.
- Remember that employers and training organisations represented at Expos are generally large organisations, and most school leavers find employment in smaller businesses. For each of the careers in which students express an interest, get students to generate a list of specific names of other possible organisations where they might find employment or training. Resources such as telephone books, business directories, the Internet or local newspapers can be used. Students can concentrate on opportunities in their own or preferred location.



Resources

- Copies of *Student Expo preparation* sheet for each student (one page)
- Copies of *Expo to dos* sheet for each student (one page)
- Copies of *Expo follow up* sheet for each student (one page)
- Copies of *Accompanying teachers* sheet for each teacher taking students to the Expo (one page)
- *Youth Central* website <http://www.youthcentral.vic.gov.au/>
- The Facts section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Interpersonal Development	Working in teams
	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 9, 10

VELS
Level 6



Time Two hours (plus further activities homework)

Purpose

Identify the attributes of their paid part-time or casual work and share this information with others.



Rationale

Australia has one of the highest participation rates of secondary school students in part-time or casual work in the world. This experience can be used to further develop their understanding of the working world, through analysis of their experiences and sharing this information with other students.



Activities

1. Identify students who have undertaken any paid part-time or casual work. Ask students to describe their paid part-time work experiences.
2. Students complete the *Paid work survey* sheet. Students who have not engaged in part-time or casual work respond from their knowledge of some paid work with which they are familiar, or from people working at the school. These students could use these questions to interview someone about their job.
3. Students discuss in small groups their accounts of their paid work. Students should consider what is consistent and different in their experiences and what kinds of work:
 - are attractive and interest them;
 - offer prospects for career advancement;
 - are the kinds of work that the students would not recommend to others.
4. Students in groups answer the questions on the *Paid work review* sheet to identify attributes of different types of work.
5. Students answer questions on the *Paid work summary* sheet, then discuss how their paid work influences their thinking about post-school pathways.

Further activities

- Students interview others about their part-time or casual work experiences



Resources

- Copies of the *Paid work survey* sheet, the *Paid work review* sheet, and the *Paid work experiences summary* sheet for each student (3 pages)
- *Youth Central* <http://www.youthcentral.vic.gov.au/>
- Identifying step in the My Guide section and Researching careers in The Facts section of the *myfuture* website at <http://www.myfuture.edu.au/>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities - Economics	Knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



Time One hour (plus homework activities)



Purpose

Investigate how work can develop in unexpected directions.

Rationale

Careers often develop in unexpected directions. Work may not evolve as planned and students must acquire skills to help them benefit from unplanned changes.



Activities

1. If students have not already done any survey work, the teacher will need to introduce them to surveys:
 - The purposes of surveys;
 - How to develop surveys;
 - Appropriate questions to obtain the required information;
 - How to administer a survey – including interpersonal skills and safety issues involved with interviewing strangers; and
 - Ethics of survey research – confidentiality of responses etc.
2. Teachers can choose to use the *How careers develop survey* or have students create their own surveys.
3. The teacher facilitates discussion on the *How careers develop survey*, including the reasons for and type of information sought through questions in the survey.
4. Students in Years 7 and 8 should survey family members or members of the school community. Students in Years 9 and 10 may survey members of the wider community.
5. Students practise doing the survey pairs. This can be done in front of the class, with the rest of the class and the teacher providing feedback.
6. Students administer the survey as a homework assignment.
7. On completion of the survey, students collate the results. Students could be divided into groups and assigned a number of questions on which to collate the responses. They could do an oral presentation of the findings including some graphically representation of the results. Graphs could be prepared for such responses as:
 - how many career changes the respondents have made (maximum, minimum, average);
 - how many people were in the job they wanted to be in when they left school and how many not; or
 - how many first jobs were part-time, casual, full-time or volunteer.
8. The teacher facilitates discussion of issues that the students need to be aware of when planning careers.



Further activities

- Students could present summaries of the survey results and findings. Their summaries could be in the form of a poster on how careers develop or an article for the school magazine or newspaper, a powerpoint presentation etc.



Resources

- Copies of *How careers develop survey* (2 pages) or the surveys the class develops for each student
- Relevant resources for the creation of posters, magazine articles and letters
- Researching careers section of The Facts in *myfuture* <http://myfuture.edu.au>.
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Interpersonal Development	Working in teams
Discipline-based Learning	The Humanities – Economics	Knowledge and understanding
	Mathematics	Measurement, chance and data
Interdisciplinary Learning	Communication	Presenting
	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition



Teachers' notes

Year level

Year 9, 10

VELS

Level 6



Time One hour

Purpose

Develop an understanding of employability skills.



Rationale

All people need a set of skills and attributes that prepare them for employment and further learning. Students need to understand the term 'employability skills' in relation to the world of work and to realise that certain skills are common to many types of work.



Activities

1. Teacher introduces the terms 'employability skills', and discusses the employability skills framework and summary handouts with the students.
2. Students in small groups, identify at least three scenarios in which employability skills may be used, e.g. home, school and workplace.
3. Ask students in small groups to find a variety of jobs using *myfuture*, the *Job Guide* and/or *Youth Central*. They could include one from each of the Job Guide categories:

Analytic or Scientific

Creative or Artistic

Helping or Advising

Nature or Recreation

Organising or Clerical

Persuading or Service

Practical or Mechanical

4. Students rank the importance of each element of each employability skill for the jobs they choose to explore.

Further activities

Guest speaker activities

- Invite a guest speaker from the local Chamber of Commerce or Rotary Club to speak about the importance of employability skills in the workplace from an employer's perspective.
- Invite a parent who has gained skills in the family or community context to talk about how he or she has transferred these skills to the workplace.



Resources

- Copies of *Employability skills framework and summary handouts* (3 pages) for each student
- Copies of the *Employability skills worksheet* (2 pages) for each job the students will explore
- The Facts section of the *myfuture* website at <http://www.myfuture.edu.au>
- Job Guide - in print or online at <http://jobguide.dest.gov.au/>
- Employability Skills for the Future report at http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Victorian Essential Learnings (VELS)

Level 6

Strand	Domain	Dimension
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



Time One hour

Purpose

Explore skill shortage areas and job prospects.



Rationale

To develop an understanding of the skills shortage area. This includes the different types of shortages that currently exist and how to develop the understandings needed to interpret the skills shortage information.



Activities

1. Discuss the area of skills shortages with the students, including:
 - Skills shortages occur when the demand for a particular type of worker exceeds supply of those workers.
 - Occupations may be in shortage in some geographical areas and not others.
 - Skills shortages usually involve skills that require a significant amount of training, education and/or experience.
 - Changes in technology that require workers to have different skills can result in skills shortage.
 - Changes in the labour market because of economic change can result in skills shortage.
2. Discuss how skills in demand can benefit job seekers
 - If a skill is in demand there will be more vacancies for people with that skill.
 - Wages and conditions may be better if your skills are in demand.
 - There may be better training opportunities for jobs with skills shortages.
3. Students complete the *Skills shortages* handout and discuss
4. Students complete the *Careers* handout using web based resources, newspaper classifieds and other information sources.

Note: Teachers may want to use their own list of careers instead of the handout or students could select careers they want to explore.



Resources

- One copy of each of the *Skills shortages* handouts for each student
- One copy of each of the *Careers* handouts for each student (or a modified version developed by the teacher)
- Skills in demand article in the How to find a job section of *Youth Central* at <http://www.youthcentral.vic.gov.au/>
- *Job Guide* – Skills shortages section - in print or online at <http://jobguide.dest.gov.au/>
- Skills in demand at <http://www.liveinvictoria.vic.gov.au> - a list of skills shortage areas prepared by the Victorian government for Visa applicants, but suitable for others to access
- Victorian priority VET areas at <http://www.otte.vic.gov.au/vetoutputs.asp> - reports about priority areas for VET in Victoria including Study Area and Industry Priorities for different regions
- Trade skill shortages (<http://www.getatrade.gov.au>) - National and state/territory trade skills shortages
- Professional, trade and ICT skill shortages at <http://www.workplace.gov.au/workplace/Category/ResearchStats/LabourMarketAnalysis/SkillsDemand/>
- Skills for the Future (<http://www.skillsforthefuture.gov.au/>) - national initiatives focussing on the need for continuous upgrading of skills over the course of an individual's working life
- Skills Initiative information about jobs for which Australia doesn't have enough trained people (<http://www.skillsinitiative.gov.au>)
- Job prospects (<http://jobsearch.gov.au/joboutlook/Search> for Information on Occupations and Careers) - job prospects, weekly earnings, type of work and other occupational information

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Information and Communications Technology	ICT for communicating
	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition

Teachers' notes

Year Level
Years 7, 8, 9, 10

VELS
Level 5 and 6



Time

Two hour (plus further research homework)

Purpose

Identify the effect of changing work patterns on balancing leisure and work.



Rationale

As work patterns change, with an increase in part-time work or job-sharing, the time spent on leisure activities is likely to increase. As a result, people will look for more diverse leisure interests to fill their non-work time. Students will examine how this will affect the local community.



Activities

- In small groups, students discuss the concept of leisure and collate their responses.
 - The teacher facilitates a discussion on the concept of leisure: e.g. leisure is doing your own thing; leisure is spending time enjoying yourself; leisure is simply not working.
Leisure activities can be classified in a number of ways: formal or informal; passive or active; cultural/educational; sporting; indoor or outdoor; individual or group; and entertainment.
Leisure activities can cater for various groups, from pre-school, to primary school, adolescence, young adulthood, middle age, and elderly. Some leisure activities are designed to cater for a range of ages within families.
- Personal exploration**
- Students complete individual pie graphs and divide them into sections to show how they spend their time. Students show their average weekday and their average weekend day. They should include such activities as leisure, school, study, sport, and part-time work.

Community investigation

- Students conduct an investigation of the leisure activities available in their local community and report the findings back to class, either orally or using presentation software.
- In small groups, students list leisure resources or facilities in their town or suburb and then use maps you have provided or draw a map to show the location of the listed facilities.
- The teacher then facilitates a discussion on the positive and negative effects that leisure resources and facilities have on the community.
- Divide the class into groups and ask them to research one of the following:
 - current careers in the leisure industry;
 - how people combine leisure interests and working and how leisure interests can help toward gaining employment;
 - predict what leisure activities and what associated careers there may be in ten years time; or
 - investigate leisure courses offered by TAFE and the Adult and Community Education sector and how these courses can be used for paid and unpaid work.

Each group reports their findings to the rest of the class.
- Students debate one of the following topics
 - Leisure is more important than work.
 - If you are unemployed, you can't afford to have a hobby.
 - Everyone needs to work.



Further activities

- Invite a guest speaker from the local council, e.g. the person who manages the provision of leisure services, to talk about the facilities and services available. You may prefer to take the students to the facilities for this talk.
- Students may devise a campaign to encourage people of their own age to participate more in leisure activities in their community. They may include hobby courses, short courses, etc. This could include conducting a survey of students in their school to find out the types of leisure activities they would like to see in their community and presenting the results to the local council.



Resources

- Copies of the *Leisure time* sheets (2 pages) for each student
- Newspapers and magazines that contain information on leisure activities
- Directories or newspapers giving information on local leisure centres
- Promotional brochures on leisure activities from the local council
- Promotional materials from TAFE and Adult and Community Education sector about leisure courses
- *Youth Central* <http://www.youthcentral.vic.gov.au/>, *Job Guide* and *myfuture* <http://www.myfuture.ed.au/> have information on occupations in recreation and leisure fields.

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, personal and social learning	Personal learning	The individual learner Managing personal learning
	Civics and Citizenship	Civic knowledge and understanding Community engagement
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Information and Communications Technology	ICT for visualising thinking ICT for communicating
	Thinking Processes	Reflection, evaluation and metacognition