



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