

VELS	Year	Blueprint	MIPs and MIPs Best Practice Framework
Level 6 – Physical, Personal and Social Learning – Personal Learning Strand – Dimension: Manage Personal Learning Civics and Citizenship Strand – Dimension: Community Engagement	9, 10	Phase 2 (B) Learning and Work Exploration 6.2 Understand how work contributes to the community	MIPs Aim: Develop Skills to manage their pathways throughout their working lives MIPs Aim: Develop their knowledge, understanding and experience of opportunities in education, training and employment Best Practice Framework 3: Pathways and Planning Process

WHAT IS WORK?

Teachers' notes

Outcome

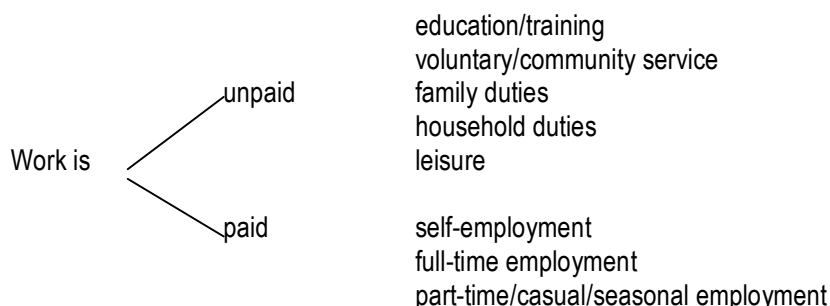
Define work.

Rationale

Students need to understand that work can take many different forms and that their definitions may be different from those of others. They also need to be aware that work can be paid and unpaid.

Task description

- In pairs, students discuss and complete the 'Work exploration' worksheet.
- The teacher facilitates a whole-class discussion of the definition and explores why there are differences within the class. Some common responses could include 'an activity requiring effort', 'paid employment', 'time spent completing tasks'.
- Students copy the flow chart (below) into their files and give one example of each kind of work.



- In small groups, students reach a consensus on the definition of work. One student acts as scribe for the group. These definitions then form the basis of a teacher-facilitated whole-class discussion.

Extension activities and Local Standards

- Students draw up a questionnaire to explore why people work. They then conduct a survey of people they know who work, asking such questions as 'Why do you work?', 'Would you still work if you didn't have to?'. Ask the people why they chose that kind of work and place of work. The students then present their findings, in a brief written or oral statement. This could also be done as a small group activity where students interview a range of people.
- Complete a mind-mapping exercise to explore the question 'What would happen if no-one worked?'. Responses might be light-hearted at first, but students should be encouraged to think further 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.

Suggested resources

- Copies of the 'Work exploration' worksheet
- Blackboard/whiteboard
- myfuture website at <http://www.myfuture.edu.au>

Career competencies

This activity links to the Exploring step in <http://myfuture.edu.au>.

What is Work? Worksheet: Work Exploration

1. Write a definition of work.

Work is:

2. Study the following tasks and put a tick in the columns you think are correct – some work may be both paid and unpaid.

Task	Is this work?		Paid?		Would you enjoy this?	
	Work	Non-work	Paid	Unpaid	Yes	No
Gardening						
Cleaning your room						
Shopping for groceries						
Doing homework						
Guitar practice						
Washing your clothes						
Going to school						
Fixing your bike						
Washing a car						
Listening to music						
Babysitting						
Shopping for clothes						
Ironing clothes						
Football training						
Organising a party with friends						
Mowing the lawn						
Seeing a movie						
Playing sport						
Driving						
Cooking a meal						