UNIT 3
Why Work?
Explores the relationship between people and work and how this has changed over time and encourages pupils to see work as a positive entity – one that is flexible enough to suit the needs of each individual.
### LEARNING INTENTIONS

By the end of this unit the pupils will have had the opportunity to:
- discuss what is work and understand the reasons why people work;
- explore how the world of work has changed over a period of time;
  - types of jobs available,
  - technological changes at home,
  - technological changes at work;
- identify a range of working patterns.

### SUGGESTED TEACHING & LEARNING ACTIVITIES

1. Using Activity Sheet 3(a) *What is Work?* teacher leads discussion on the nature of work

2. Working in pairs pupils are allocated Activity Sheet 3(b) *Occupation Pictures*, and list the reasons why a person may have chosen a particular job

3. Pupils interview an older person from home/community/school and draw up a list of changes that have occurred in their world of work (e.g. equipment, working hours, health and safety, working conditions) using Activity Sheet 3(c) *Changes in the World of Work*

4. Teacher leads discussion on different working patterns using Teacher Briefing Sheet *Different Working Patterns* and pupils list the advantages and disadvantages using Activity Sheet 3(d) *Different Ways of Working*

5. Using selected Occupation Pictures from Activity Sheet 3(b) *Occupation Pictures*, pupils identify jobs that they would most like and least like and give reasons why, giving some consideration to work patterns already covered

### SKILLS DEVELOPMENT OPPORTUNITIES

- Working with Others
- Managing Information
- Thinking, Problem solving, Decision making
- Self Management

### RESOURCES

- Teacher Briefing Sheet *Different Working Patterns*
- Activity Sheet 3(a) *What is Work?*
- Activity Sheet 3(b) *Occupation Pictures*
- Activity Sheet 3(c) *Changes in the World of Work*
- Activity Sheet 3(d) *Different Ways of Working*
UNIT OF WORK FOR PUPILS WITH MODERATE LEARNING DIFFICULTIES (KS 3)

Unit 3: Why Work? (C3, C4, and W3, C9)

TEACHER BRIEFING SHEET DIFFERENT WORKING PATTERNS

**Short Term**
This means the maximum amount of time you will be employed to do a job e.g. a builder.

**Shift work**
This means you may work at different times each day or each week.

**Temporary**
This is a job that does not last. At the start of the job you often don’t know how long it will last.

**Seasonal**
This means you are in a job for a “season”. You could do things like picking fruit or work as a Santa in a store.

**Zero Hours**
This means you will be on call in the place where you work, but there might not be work for you to do. You only get paid when you work.

**Contracted**
This means you are employed to do a certain job for a particular time for a fixed payment rate.

**Permanent**
This job lasts until the employer or the employee ends it for different reasons: Employee - for promotion or moving. Employer – because you did not do what you were supposed to or redundancy.
Work means different things to different people.

UNIT 3: WHY WORK?
Activity Sheet 3(a): What is Work?

- Why do we have to work?
- Can we earn a living if we haven’t got a job?
- What is a job?
- Can we be happy if we don’t work?
- Is being a pupil at school work?
- Is playing sport work?
- Can we be happy if we don’t have a job?
- What is a career?
- Does enjoying your job matter?
- Can we be happy if we don’t have a job?
- Do we work at our hobbies and interests?
- If you don’t have to work – would you still want to?
- Is being a volunteer work?
- Can work be fun?
- Is being a criminal work?
- Is being a ‘star’ work?
- What is a vocation?
- Is being a parent work?

Do we have to get paid for work?
UNIT 3: WHY WORK?
Activity Sheet 3(b): Occupation Pictures (3 of 4)
UNIT 3: WHY WORK?
Activity Sheet 3(b): Occupation Pictures (4 of 4)
UNIT 3: WHY WORK?

Activity Sheet 3(c): Changes in the World of Work

These questions will help you investigate how the world of work has and is changing. Some questions are more appropriate for a certain age group. For example "If you were still working..." is more suited to an older person.

- What is your job?
- At what age did you leave school?
- What qualifications did you have?
- Was it easy to find a job?
- How many jobs have you had since leaving school? If more than one, which was the job you had the longest?
- Did you train to do your job?
- How much did you earn?
- How many hours per week did you work?
- What were the good points about your job?
- What were the bad points about your job?
- Is your job still around today?
- If you were still working today, what would your ideal job be? Why?
- How has the world of work changed since you were young with regard to equipment, Health & Safety and working conditions?
- What skills did you need for your job?
- What age did you start your first job?
- Who influenced your choice of career? [Teacher/Family/Friends/Advisor]
Work with a partner. Make a list of some of the good things and some of the not so good things about each of the different working patterns.

Think about the effects on:
your free time, your spending money, lifestyle or family life.

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<tr>
<th>Way Of Working (Contract)</th>
<th>Good Things</th>
<th>Not So Good Things</th>
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<td>Short-Term</td>
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<td>Shift Work</td>
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