

# The many faces of work: Work interdependence

## Strands

Time, Continuity and Change

Culture and Identity

Systems, Resources and Power

## Core learning outcomes

<i>Time, Continuity and Change</i>	<b>TCC 2.2</b>	Students record changes and continuities in familiar settings using various devices.
	<b>TCC 2.4</b>	Students describe cause and effect relationships about events in familiar settings.
<i>Culture and Identity</i>	<b>CI 2.4</b>	Students identify how their roles, rights and responsibilities change in different groups.
<i>Systems, Resources and Power</i>	<b>SRP 2.3</b>	Students enact a simple cooperative enterprise to identify their own and others' strengths and weaknesses.
	<b>SRP 2.4</b>	Students analyse information about their own and others' rights and responsibilities in various settings.

## Purpose and overview

Activities are organised using the investigation phases of exploring, investigating and synthesising. Students explore the nature of work in a school setting by identifying paid and unpaid workers in the school environment. They investigate the world of work using surveys and interviews to gather information. They analyse this information to understand the workers' roles, rights and responsibilities and the changes and continuities associated with work in the school. They investigate cause–effect relationships associated with interdependence of familiar workers and stereotypes associated with work. Students collaboratively synthesise information then conduct a cooperative class enterprise to apply the concepts and skills associated with work. They analyse and reflect on their own strengths and weaknesses in this cooperative work situation.



Phases	Activities	Core learning outcomes	Assessment opportunities
<b>1. Exploring</b> Workers in the school	Activities 1 to 5 Students: <ul style="list-style-type: none"> <li>identify paid and unpaid workers in the school, including themselves</li> <li>identify and classify their work</li> <li>map changing locations in which classroom workers work.</li> </ul>	TCC 2.2	<b>Student–teacher conference</b> as demonstrations of TCC 2.2: Students use their observation maps to explain some changes and continuities in a worker's week.
<b>2. Investigating</b> Causes and effects in work contexts	Activities 6 to 13 Students begin to: <ul style="list-style-type: none"> <li>understand effects of stereotyping</li> <li>challenge various stereotypes about work using observations, surveys, interviews and literature</li> <li>investigate and analyse the intrinsic and extrinsic reasons why people work.</li> </ul>	TCC 2.4	<b>Student explanations</b> as demonstrations of TCC 2.4: Students describe some effects of stereotyping on a familiar person; and/or use a collage of synthesised information to explain why people work.
<b>3. Investigating</b> Workers depend on each other	Activities 14 to 22 Students: <ul style="list-style-type: none"> <li>identify own work roles at home and school</li> <li>identify work roles of familiar adults</li> <li>describe some personal responsibilities and rights</li> <li>explain how workers depend on each other</li> <li>link school experiences to adult work.</li> </ul>	CI 2.4 SRP 2.4 TCC 2.4	<b>Teacher observation checklist with criteria</b> to record demonstrations of CI 2.4 and SRP 2.4.  Activities offer students further opportunities to demonstrate TCC 2.4.
<b>4. Investigating</b> Cooperating games	Activities 23 to 27 Students engage in any or all of the cooperating games to: <ul style="list-style-type: none"> <li>reveal and analyse personal strengths and weaknesses</li> <li>practise cooperative skills needed in group situations.</li> </ul>	SRP 2.3 CI 2.4 TCC 2.4 SRP 2.4	<b>Student reflection sheets</b> (Activity 27) and <b>teacher observations</b> offer formative assessment of SRP 2.3.  Activities offer further opportunities to demonstrate TCC 2.4, CI 2.4 and SRP 2.4.
<b>5. Synthesising</b> Class enterprise	Activities 28 to 35 Students engage in early enterprise experiences of a cross-curricular nature by: <ul style="list-style-type: none"> <li>creating a class shop</li> <li>manufacturing a product to sell</li> <li>applying processes and concepts associated with work.</li> </ul>	SRP 2.3 TCC 2.2 CI 2.4 SRP 2.4	<b>Student reflection statements</b> about enterprise participation as demonstrations of SRP 2.3.  Activities offer students further opportunities to demonstrate TCC 2.2, CI 2.4 and SRP 2.4

## Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Any combination of activities in each phase can be used to develop the processes and concepts associated with the core learning outcomes. Use professional judgment to decide which learning activities to use to assess students' demonstrations of learning outcomes. Advice is offered about:

- the potential of an activity for assessment purposes
- the potential of an activity to assess combinations of learning outcomes
- the types of assessment tasks that could be undertaken.

**Assessing  
outcomes at  
different levels**

Activities in this module are designed primarily for students working towards demonstrations of Level 2 outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate the *know* and *do* of core learning outcomes before or after this level.

## Using this module

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**Module context**

Activities use the school community as a familiar context in which to investigate the concepts associated with work and promote the Studies of Society and Environment values of democratic process, social justice and peace. Students are provided with learning opportunities to develop an appreciation of the diversity of experience, knowledge, skills and values within the school's working community. There are also opportunities for students to reflect on their own developing experiences associated with work.

Interviewing people who work at the school is suggested within activities. In small schools, teachers and students may be able to identify such workers. Interviewing unfamiliar people, however, needs to be considered in light of 'stranger danger'. Activities may need to be modified to accommodate other familiar work contexts for investigation — for example, distance education students might interview workers associated with their property.

**Inquiry  
processes**

The learning outcomes described in this module include those that emphasise communicating (TCC 2.4, CI 2.4 and SRP 2.4). Activities require students to find information (for example, observations, interviews and surveys) and to organise and present information (for example, maps, tables, collage and concept webs). Students create appropriate records (TCC 2.2) and enact an enterprise (SRP 2.3).

Finding and synthesising information involves the stages of a social inquiry. This module is structured into phases, each developing processes related to various stages of inquiry. In particular, students learn to *frame questions*, *make inferences* (reasoned guesses) and *gather data* to find answers and test their assumptions. They learn about interviews and surveys and the types of information that can be drawn from them. Students *record information* in a number of formats and *analyse the information*. They learn to *draw conclusions* from this data and apply concepts to their own experiences and futures. There is a *recursive* component to this inquiry process, where students return to information sources as new questions arise.

**Challenging  
stereotypes**

During discussions and activities, ensure that students' views of work roles are not limited by the possibly narrow experiences that they may encounter in some settings. Some schools, for example, may only employ female teacher aides, so students must be helped to understand that this situation does not represent the full range of people working as teacher aides. Some teacher aides in other schools may be male, vary in age or have a language background other than English.

Broadly constructed views of masculinity and femininity need to be made explicit. Stereotypical images of males, females, people with disabilities, people of various ages and people of different cultural backgrounds need to be challenged through thoughtful discussion and the development of critical literacy skills. Resources selected for use in the classroom (for example, literature, pictures, CD-ROMs, websites and video) should illustrate work roles and life experiences of a wide range of groups.

Many activities are planned for small groups of students working cooperatively. When arranging groups or allowing students to form their own groups, encourage a mix of genders and abilities and ensure that roles within the groups are shared equitably.

**Work education** Studies of Society and Environment has significant potential to promote understandings in relation to work education. Work education, as defined by the Queensland School Curriculum Council, is an essential cross-curricular perspective with three interrelated components, each developed in the activities of this module:

- **learning for work** where students learn about personal work roles, strengths and weaknesses in different work contexts, analyse their interdependence, cooperation, rights and responsibilities in work contexts, and make inferences about their future needs
- **learning about work** where students use familiar school workers to investigate the workers' skills, knowledge and equipment, their rights and responsibilities, and how they are interdependent and work together
- **understanding the nature of work** where students investigate the meaning of paid and unpaid work, the intrinsic and extrinsic value of work, and the inherent interdependence of work.

**Enterprise education**

The world in which we live requires students to be able to cope with rapid change in creative, flexible ways. 'Enterprise education aims to achieve a learning culture which will result in greater numbers of students being enthused and equipped to identify, create, initiate and successfully manage opportunities' that will arise in their lives (DEETYA 1998, p. 4). Enterprise education also teaches students to work cooperatively, make decisions and take responsibility to solve problems creatively.

During the activities that promote enterprise, students will encounter opportunities to solve problems and work with others purposefully toward a shared goal and in so doing, will begin to develop some of the skills and attitudes needed to be enterprising individuals.

## Background information

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### Terminology

Students will need to understand these terms in the context of the activities in this module:

advertise	effect	product	staff
cause	information	record	stereotype
change	interview	responsibilities	strengths
classify	job	rights	survey
compare	manufacture	roles	table
concept map	map	rules	volunteer
cooperation	needs	salesperson	weaknesses
disability	paid/unpaid	skills	work/worker

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module — for example, social justice strategies and workplace, health and safety policies.

## Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- work and socialise peacefully in various social settings
- challenge stereotypes about gender, age, ability and ethnicity
- practise consensus and begin to resolve conflict effectively
- respect institutional procedures and rules
- understand their own rights and responsibilities in work contexts
- understand rights and responsibilities of adults in various work roles and settings.

Some students with disabilities may need assistance for activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

## Links

### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website ([www.qscc.qld.edu.au](http://www.qscc.qld.edu.au)) for more information.

This module has conceptual and process links to the following modules:

- Level 1: Rights and responsibilities
- Level 1: Whistle while you work
- Level 2: Goods and services in the community.

### **Other key learning areas**

Activities offer opportunities for cross-key learning area planning. However, it is important that the integrity of the processes and concepts within key learning areas is not compromised.

Possible links to *English*:

- framing questions for various purposes — for example, open-ended questions for interviews
- developing and practising oral and written communication skills in context
- observing and practising written genres — for example, invitations, work references, instructions, recipes, recounts
- analysing and designing various advertising media
- using literature as a source of information about work, social mores and rules, and to challenge stereotypes
- viewing the note-taking process.

Possible links to *Mathematics*:

- using surveys to collect, organise and analyse statistical data
- spatial and number concepts in map-reading and design
- developing and practising measurement and spatial concepts in designing a class shop
- estimating, measuring and predicting when manufacturing a class product
- developing and practising number and money concepts when operating in the class shop.

Particular core learning outcomes of *Health and Physical Education*, *Technology* and *The Arts* may be relevant to the activities of this module, particularly those of the synthesising phase.

### **Evaluation of a unit of work**

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes and in the cross-curricular priority areas
- opportunities provided to gather evidence about student's demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Exploring: Workers in the school

*Core learning outcomes emphasis: TCC 2.2*

In this phase, students identify paid and unpaid workers in the community, including themselves, and classify their work. They identify classroom workers and map the changing locations in which workers work. In a teacher–student conference, students use their observation maps to explain some changes and continuities in a classroom worker’s week to demonstrate TCC 2.2.

#### Activity 1 Who works at school?

Pose the question ‘What is work?’. Accept all definitions that students offer and add to a class chart to be refined as the module develops.

With students, list the names of people who work in the school. Using a large chart entitled ‘Types of workers in the school’, help students to classify the workers into groups — for example, students, teachers, cleaners, teacher aides, school administrators, administration assistants, janitor/groundskeeper, tuckshop staff, parent helpers, visiting workers, religion teachers. Pictures of workers could be added to the chart.

To pre-empt investigations which follow, guide students to ask questions about information on the chart and to consider possible answers — for example:

- What do you think each worker does?
- Why do we have so many teachers?
- Why do we have only two aides?
- Why do some people only visit and not work here all the time?

#### Activity 2 Mapping work places

During this activity, review or teach the ‘bird’s-eye view’ perspective for mapping. Guide students on a tour of the school to observe the range of places within the school where people work.

With student input, create a large map of the school — for example, students represent features such as trees, pool, play equipment and buildings on a prepared chart showing boundaries such as fences, administration building, pathways and their classroom.

Students cooperatively record on the map where people work in the school, based on their tour and their experiences. They develop symbols, colour shading and a map legend to record this information. As they record information, have students consider questions such as:

- Does everyone have a place of his or her own in which to work?
- Does each person stay in his or her place all day?
- Does anyone share his or her place of work with others?
- Why do some people work in one place and some in many?
- Do places of work change? For which workers? Can you guess why?

#### Activity 3 Recording changes and continuities of class workers

Have students draw a representation of their classroom (to be called a ‘map’). While the students may choose any style of representation, it must show all areas and use symbols to identify features (not people). Copy each student’s ‘map’ four times so that they have five copies. Label the maps with each school day of the week.

Students choose a worker or group of workers (for example, parent helpers) who work in the classroom most days. Explain that they will be recording where their worker works and with whom. They need to design symbols for workers, students, furniture, walls and so on, which will be the same on each map. (Some of these symbols will evolve as students progress.)

Each day, on a fresh map, students use the symbols to record where their workers operate and with whom the workers talk or work. They may also write notes about what the workers are doing.

#### Activity 4 Analysing map records

At the end of the week, guide students to individually analyse their maps with questions such as:

- Where does this person work in the classroom?
- Did these places change? Can you guess why or why not?
- What people does he or she work with or talk to?
- Did this change at any time?

Students share their map records and findings in groups. Assist them to compare maps — for example, Who found that their worker has different jobs each day? Who worked with the same people each day? Add class ideas to the ‘What is work?’ chart from Activity 1.

To review developing knowledge about workers, students could play a ‘headbands’ game where the name of a school worker is placed on the head of a student who may ask only closed questions (requiring ‘yes’ or ‘no’ answers) about the worker.

#### Teaching considerations

Further mapping activities could be developed from this activity to promote the learning outcome PS 2.4. Summarise the activities of all workers on one large class map using symbols and codes.

#### Activity 5 Map conference

#### Assessment

To assess students’ demonstrations of TCC 2.2, conference with each student about his or her maps — for example, ‘Tell me about your maps. What stayed the same and what changed during the week for your worker?’

There are opportunities for students to demonstrate this learning outcome again in Phase 3 where students reflect on what they have learned over time.

## Phase 2 Investigating: Causes and effects in work contexts

#### Core learning outcomes emphasis: TCC 2.4

Use any or all of the activities in this phase. Students use surveys, observations, interviews and literature to understand the effects of stereotyping and begin to challenge stereotypes about work. They investigate and analyse the intrinsic and extrinsic reasons why people work. For assessment of TCC 2.4, students describe some effects of stereotyping and/or use a collage of synthesised information to explain why people work.

#### Activity 6 Work role stereotypes

#### Teaching considerations

This activity is designed to develop awareness in students that stereotypes are socially constructed. Prior to the activity, it would be useful to collect information sources such as headlines, literature, photographs or interviews that represent people of diverse age, gender, ethnicity and ability/disability in diverse work contexts. Highlight and analyse examples of stereotypes as they arise in student texts and interactions.

Create a word web based on a school worker or category of workers using describing words — for example, the principal: female, hardworking, stern, helpful, busy. Help students analyse the description through questions such as:

- Could you describe all principals in the same way? Why do you think so?
- Do you think all principals are stern? busy? helpful? Why or why not?
- Are all principals women? How do you know?
- Could a principal be a man? in a wheelchair? young/old? have different skin colour? speak another language? Why or why not?
- Where did you get these ideas about principals?
- Do you know of other principals? What are they like?
- Repeat this activity for other workers.



Explain stereotypes to students in the following way: 'Sometimes we think some people can only do certain things — for example, only girls cook, boys are tough or disabled people don't play sport. These are called *stereotypes* and we have to be careful not to believe they are the only ways to view people and the work they do.'

### Activity 7 Gender tally

Use the categories of workers from Activity 1 to create a tally graph showing gender ratios of workers — for example:

	Teachers	Administrators	Administrative officer	Teacher aides	Grounds staff	Cleaners	Parent helpers	Others
Female	///	/	/	//		/	///	
Male	//	/			/	/	/	/

Help students to draw some simple conclusions from the information presented — for example, there are more female teachers than male teachers; men and women clean.

If possible, network with a class in a different setting to compare tally results.

Present humorous stereotypes to prompt challenges from students — for example:

- Most women are teachers because only women know how to look after children.
- Men do principal's work because they are tougher and smarter.
- The tuckshop only has female workers as men are not allowed to work there.

Invite students to offer similar humorous statements about work roles to prompt challenges. This activity can be repeated to explore age, ethnicity and disability.

### Activity 8 Using literature to challenge stereotypes

**Support materials and references**

Read children's books about stereotypical characters who do not behave according to their stereotype — for example, *Crusher is Coming* or *Greetings from Sandy Beach* by Bob Graham. See 'Support materials and references' for details.

### Activity 9 Investigating disability stereotypes

Investigate the work roles of people with disabilities. Interview people with disabilities in the school or from the community (for example, a Spinal Awareness worker) to find out how they are affected by stereotyping.

Have students reflect on the interview findings by asking questions such as:

- Could a person in a wheelchair be a principal?
- If yes, what might the person encounter with the job? What might he or she do better?
- Could a person with vision impairment be a music teacher? Why or why not?

Display the list of school workers from Activity 1. Pose questions about other ways people are stereotyped, such as:

- Can a teacher aide be old? Why or why not?
- Can a groundskeeper be a woman? Why or why not?
- Can an Aboriginal person be a teacher? Why or why not?

Lead students to write and illustrate some class mottos about not stereotyping people — for example:

- Boys can do anything, girls can do anything.
- Different colours make the world more interesting.
- If Louise Sauvage did her best to win a Paralympic medal then I can do my best as well.

**Activity 10 Interviewing to find the effects of stereotyping**

Discuss the usefulness of interviews for gathering information about people’s experiences of being stereotyped. Make students aware that interviews take planning and skill — for example, interviewers:

- plan questions before the interview
- think about the types of questions that elicit information rather than ‘yes’ or ‘no’ answers
- use positive body language during the interview — that is, they are pleasant, nod, smile, face the interviewee
- use their voice well by speaking politely and not too loudly and thanking the interviewee.

Help students frame open-ended questions to obtain information from familiar identified workers about their experiences of being stereotyped, ensuring that questions about the cause and effects are included. Students then design an invitation to the interviewees.

Before the interviews, model how to conduct an interview using the prepared questions. Model how to ask further questions when interesting or confusing information arises.

Model how to record the interview information — for example, answers to the prepared questions could be written in note form on a chart. Have students conduct the interviews.

**Activity 11 Communicating the effects of stereotyping**

**Assessment**

To gather evidence of demonstrations of TCC 2.4, have students illustrate, describe or write about the effect that stereotyping had on someone they have investigated — for example, she had to try even harder to get the job; he was very hurt by the name-calling.

**Assessing other outcomes**

Any of the stereotyping activities offer opportunities for students to further demonstrate TCC 2.2 by recording continuous stereotypical behaviour (for example, girls always denied access to playing fields) and/or changes in behaviour when stereotypes are challenged (for example, self-correcting gendered language).

**Activity 12 Surveying why people work**

Pose the questions: ‘Why do people work?’ and ‘How can we find out?’

Students may suggest that they interview people to find out why they work. Explain that interviewing to find out this information may take a long time and involve a lot of note-taking. Explain to students that through using a survey, they can ask many more people about why they work than they could by interviewing.

The response of most students to the first question is likely to be ‘money’. Use this response as a starting-point for designing a survey. Show students an OHT of a survey, such as the one below, and explain what information can be gathered and how the survey could be administered.

Survey: Why people work		
School worker surveyed:		
Type of school worker:		
Are you a paid (\$) or unpaid (no \$) worker? Please circle.	\$	no \$

Organise students into pairs and allocate a school worker drawn from the 'Types of workers in the school' chart from Activity 1. Within each pair, students decide who will ask the questions and who will record the answers. Have pairs invite their identified worker to participate in the survey. Using the survey sheet, students ask the school worker the survey questions.

On a large chart, organise the information about paid and unpaid workers according to the type of worker — for example:

Teachers	Admin. officer	Teacher aides	Grounds staff	Cleaners	Parent helpers	Others
\$	no \$	\$	\$	\$	no \$	
\$	\$	\$		\$	no \$	

Model statements such as the following and ask questions to help students analyse the data:

- All the teachers are paid for their work.
- Some of the administrative officers are not paid for their work.
- The parent workers work for no money.

Lead students to the conclusion that work may be paid or unpaid.

### Activity 13 Classifying reasons why people work

Ask students why some people work for no money. Ask students for suggestions for how they can find answers to this question, and whether they think a survey or an interview will provide the best information.

Organise for students to interview some volunteer workers and paid workers in the school. Have students prepare questions about why people work. Questions could include:

- Why do you work?
- If your main reason for working is money, are there other reasons too?

Students create a class collage of drawings or photographs of workers in the school, entitled 'Why people work'. Add conversation bubbles with their reasons written within. Help students classify the reasons that people work — for example, money, makes them feel good, friendship, a desire to help.

To help students develop a value for the help that volunteers give the school, have students infer what effect it would have on the school if volunteers did not help — for example, 'What would happen if parents/caregivers did not help with the maths activity groups?'. Ask how students and teachers should show their appreciation to helpers.

#### Assessment

To gather evidence of demonstrations of TCC 2.4, have students use the collages to explain why people work, thus demonstrating the cause-and-effect component of the outcome.

#### Teaching considerations

Activities 12 and 13 could be repeated to find why people work full or part time.

**Phase 3 Investigating: Workers depend on each other**

*Core learning outcomes emphasis: CI 2.4, SRP 2.4 and TCC 2.4*

Using any or all of the following activities, teachers help students to identify their own work roles at home and school, identify work roles of familiar adults, describe some personal responsibilities and rights, explain how workers depend on each other, and link school experiences to adult work. Teachers use an observation checklist to assess students. Activities offer further opportunities for students to demonstrate TCC 2.4.

**Assessment** Create an observation checklist to record students’ demonstrations of knowledge and processes associated with CI 2.4 and SRP 2.4 (and TCC 2.4 where needed). Use the following criteria to assist:

- identifies own work roles at home and school
- identifies work roles of familiar adults
- describes some personal responsibilities and rights
- explains how workers depend on each other
- links school experiences to adult work.

**Activity 14 What work happens at home**

Explain that most people work whether they realise it or not. Model how to complete the following survey about the work of household members at home. Provide examples of paid/unpaid, rewarded/unrewarded jobs. Have students conduct the survey.

Survey of work in my home			
Person	Paid work	Rewarded work	Unpaid/unrewarded work

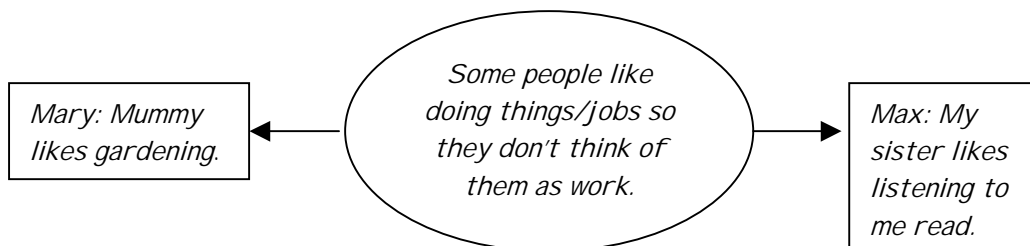
Students share their survey results with the class by answering questions such as:

- Jane, I notice that your mother takes out the garbage and she’s not paid for it. What would happen if she stopped doing it?
- Angelo, I notice that your older brother is paid to babysit you. If he was not paid, do you think he would still do it? Why or why not?

Students read the following statements placed in the centre of prepared charts:

- Some people like doing things/jobs so they do not think of them as work.
- Some people only do a certain job because they are paid.
- Some jobs must be done even if you do not get paid.
- Some people do jobs that others do not like because it makes them feel good.

Students match examples from their survey (written on pieces of paper) to statements on the charts — for example:



**Activity 15 My work at school**

Ask students what activities they do at school and record their responses on a chart similar to the example below. During the day, have students individually consider each activity on the chart and indicate with a tick in the appropriate column whether they view that activity as work, play or both.

Things we do at school	Play	Work	Both
Write			
Help the teacher			
Use calculators			
Look after the mice			
Play games			
Monitor the paint			
Tidy up			

Discuss the data on the chart. Ask individuals to explain their input into the chart. Use questions such as:

- Who feels that painting is work? Why?
- Can play be work? Why do you think this?
- When you are playing, are you learning? Why? Give examples.
- When you are learning, are you working? Why? Give examples.
- What do you feel is the most important work you do at school?
- Why do you need to come to school?
- Why is your schoolwork unpaid?
- Why do you need to work to the best of your ability at school?
- What are the rewards for working at school?
- What other work do you do at school besides learning in activities?
- Can work be play?

**Assessment**

Allow individual students to modify the chart if, after the discussion, they have changed their views of what work and play are. This could be used as another opportunity to assess demonstrations of TCC 2.2 (recording changes and continuities in their personal opinions).

**Activity 16 School prepares people for work**

**Teaching considerations**

This activity offers another opportunity to gather evidence about demonstrations of TCC 2.4.

Use cause-and-effect scenarios to enable students to consider how school prepares people for work — for example:

- Could you become a builder if you did not know your number facts?
- If you do not learn to play with others appropriately, could you work successfully in an acrobatic team?
- What does a truck driver need to be able to do? What would you learn at school to help you become a truck driver?
- What is another job that we could create questions about?

**Activity 17 Sharing work responsibilities**

**Support materials and references**

Use literature to explore sharing responsibilities and cause-and-effect relationships in work contexts (see 'Support materials and references'). *Piggybook* by Anthony Browne is a good example. Draw students' attention to the illustrations in this book as they are significant to the story. Discuss elements of the story such as fairness, justice, sharing and gender stereotypes, using questions such as:

- What was the house like before Mrs Piggott left?
- What was the house like after she left?
- Why did Mrs Piggott do all of the housework?
- Why did Mrs Piggott leave?

- Why did the picture on the front cover show Mr Piggott and his two sons on Mrs Piggott's back?
- Why couldn't the males look after themselves when Mrs Piggott was home and straight after she left?
- Who does the jobs in your house?
- If no-one in your house did the jobs, what would your house look like?
- Whose responsibility is it really to clean the house?
- Should jobs be left up to one person? Why or why not?
- How did Mrs Piggott feel when nobody helped?
- How did Mrs Piggott feel when everyone started being more responsible?
- Why do you think the book's title is *Piggybook*?
- Why was the house unfair to live in at the beginning of the story?
- What made this a fair house to live in by the end of the story?

**Activity 18 My responsibilities**

Have students write or draw jobs that they do at home on separate pieces of paper. Present a table for students to paste their words or pictures to according to where they do them — for example:

Jobs we do at home					
Garden	Kitchen	My bedroom	Living and dining rooms	Bathroom	Other places

Help students analyse the organised information by asking questions such as:

- What jobs do many children seem to have at home?
- Trinh, what might happen if you did not put your toys away?
- Harry, what would happen if you did not walk the dog?
- Are there some jobs that only girls or boys seem to do at home? Why?
- Is there a place children do not seem to work?
- Why do children have jobs at home?

Create a picture sequence or enact a scenario depicting the consequences when a school job is not done — for example, the classroom windows are not closed → a thief climbs in and steals the computer → no computer for students → parents and students have to raise money to replace the computer.

Select students to act out a scenario demonstrating the consequences of not doing one of their jobs.

Write the following letters and lines on the board. Ask students to guess the word that means 'doing our job properly because we care about the effect on others':  
 resp\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ (responsibility).

**Activity 19 My rights**

Review the word 'responsibility' and its meaning. Explain that this word has a partner, 'rights', and when we work, we also have rights. These rights include feeling safe, being happy, having food and sleep, and being included. Have students consider the following:

- Is it OK to have so many jobs that there is no time to play? Why or why not?
- Is it OK to have so much work that there is no time to sleep? Why or why not?
- Is it OK to be locked up for a year if you do not pick up your toys? What would be a reasonable consequence? Why or why not?
- Is it OK to be given a dangerous job, like mowing the lawn, without an adult to supervise? Why or why not?

Model how to brainstorm the rights and responsibilities associated with a common home job or class job. Have students try working out the rights and responsibilities associated with their own jobs — for example:

My job	My rights	My responsibilities
Sharing the computer	<ul style="list-style-type: none"> <li>- have a turn on the computer</li> <li>- not be told how to play</li> </ul>	<ul style="list-style-type: none"> <li>- give others a go</li> <li>- look after the computer</li> </ul>
Making biscuits	<ul style="list-style-type: none"> <li>- have an adult help with the oven</li> <li>- to eat some of the biscuits</li> </ul>	<ul style="list-style-type: none"> <li>- tidy up</li> <li>- be careful with sharp things</li> <li>- share the biscuits</li> </ul>

**Activity 20 Interviewing school workers about rights and responsibilities**

Review the words ‘rights’ and ‘responsibilities’ with students. Have students offer meanings. Refine the definitions and display written definitions in a prominent place. Remind students of the list of workers in the school they compiled in Activity 1. Pose the question: ‘We know a little bit about their responsibilities but how do we know if they have rights?’. Establish that an easy way would be to interview workers invited to the classroom.

As a class, choose a number of school workers to interview. Set up the interviews as whole-class activities with students cooperatively preparing interview questions. Record or have capable students record notes of the interviewees’ responses on a prepared chart — for example:

<p style="text-align: center;"><b>Mr White</b></p> <div style="border: 1px solid black; width: 80px; margin: 0 auto; padding: 5px; text-align: center;">                 Drawing or photo of worker             </div> <p><i>Job: Road crossing supervisor</i></p> <p><i>Rights: To have uniform and sign, to have people be polite</i></p> <p><i>Responsibilities: Be on time, do the job properly, be polite</i></p>	<p style="text-align: center;"><b>Mr Nguyen</b></p> <div style="border: 1px solid black; width: 80px; margin: 0 auto; padding: 5px; text-align: center;">                 Drawing or photo of worker             </div> <p><i>Job:</i></p> <p><i>Rights:</i></p> <p><i>Responsibilities:</i></p>	<p style="text-align: center;"><b>Ms Malouf</b></p> <div style="border: 1px solid black; width: 80px; margin: 0 auto; padding: 5px; text-align: center;">                 Drawing or photo of worker             </div> <p><i>Job:</i></p> <p><i>Rights:</i></p> <p><i>Responsibilities:</i></p>
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**Activity 21 Classifying workers’ needs**

Explain that workers need certain things to do their jobs. Help students to understand the meaning of the words in the following survey:

Worker’s name:			
Job:			
The worker needs to know ...	The worker needs special abilities in ...	The worker needs people skill of ...	The equipment the worker needs is ...

Divide the class into groups to interview a number of workers using the survey. Assign a student to record the interviewee’s responses. After the interviews, have each group transfer the workers’ needs from their survey sheets onto separate pieces of paper, each group having their own colour paper.

Have students paste these pieces of paper onto a class chart similar to the survey, and create a legend— for example, blue for group 1, red for group 2.

Help students analyse the survey results, using questions such as:

- Do all jobs need workers who can cooperate?
- Do all the workers share some needs?
- What jobs require special equipment? Why?
- What jobs require special abilities? Why?
- How are you developing these abilities at school or out of school?
- Which jobs seem most alike/unlike? Why?

### Activity 22 Workers need each other

#### Assessment

This activity can be used to assess students' demonstrations of TCC 2.4, CI 2.4 and SRP 2.4.

Create a web entitled 'Workers need each other' by writing all school worker groups (including students) on a chart. Have students draw links between people who need each other to do their jobs. Pose questions and scenarios to promote students' thinking — for example:

- How would cleaners feel if students did not cooperate and left rubbish all over the floor?
- Would volunteer tuckshop assistants want to continue to work without pay if students or teachers were not polite or appreciative? Why or why not?
- How do you feel when you are working quietly but someone keeps talking to you?
- How do you feel when you need help but the teacher is too busy dealing with another student who is doing the wrong thing?
- What happens to the teacher when the teacher aide is sick and cannot help?
- Which people need to work together if a student breaks a window accidentally? a student feels sick in class? the tuckshop convenor needs more help?
- Who is affected when you do not put your tuckshop order in on time?
- Is there anyone on the web who would not care about people using good manners when they ask for help? Why or why not?

## Phase 4 Investigating: Cooperating games

*Core learning outcomes emphasis: SRP 2.3, CI 2.4, TCC 2.4, SRP 2.4*

Choose any of the following cooperating games to assist students to reveal and analyse personal strengths and weaknesses, and to practise cooperative skills needed in group situations. Teacher observations and student-reflection sheets in Activity 27 can be used for formative assessment of SRP 2.3. Any or all activities in this phase can be used to demonstrate CI 2.4 and effectively carry out the enterprise starting in Phase 5. Activities offer further opportunities to demonstrate TCC 2.4, CI 2.4 and SRP 2.4.

### Activity 23 Cooperating without plans

Have students participate in a whole-group activity, either indoors or outdoors, for which no rules and no instructions are given — for example, 25 students try to tidy the books in the library corner together; eight students try to fold a tablecloth; 12 students try to construct with one set of blocks; all students try to make a soccer ball land in a bucket. If possible, video the activity and play it back to the class or assign an observer. Discuss the results with questions such as:

- Did this work well?
- What was difficult about it?
- How did you feel?
- What would have made this work better?



Repeat the activity, allowing time for students to work out rules and strategies beforehand. Discuss the results — for example:

- Was this better?
- How did you feel?
- What did you do that made it work better?
- How could you do this job even better?

Collaborate with students to draw conclusions — for example:

- Everyone needs to work together cooperatively to get things done.
- TEAM stands for 'Together Everyone Achieves More'.
- Different roles help people work together.
- Too many chiefs and not enough Indians.
- Too many cooks spoil the broth.

#### Teaching considerations

Help students plan roles within their groups prior to other key learning area group tasks, then analyse their effectiveness in their roles.

### Activity 24 Choosing playmates

Have students identify situations where they need to cooperate — for example, playground, playing games, team sports. Discuss with students why they choose particular people to play with in the playground. Have students consider the following questions:

- Why do you choose a person whom you like?
- What if the person you like finds it difficult to get along with others?
- Would you choose to play with a bully? Why or why not?
- In what situations would you include someone with whom you did not get along in a game?
- Can boys play well with girls? Can girls play well with boys?
- What are the 'dos and don'ts' of being a good winner and being a good loser?

#### Support materials and references

See 'Support materials and references' for literature that depicts characters cooperating or not cooperating.

### Activity 25 Cooperation rules

Have students role-play, illustrate or explain examples of their own cooperation. Use their responses to make a chart entitled 'We are cooperating when ...' with some points listed such as:

- we all work together well
- we help each other
- we give and take
- we are considerate of other people's feelings
- we all take turns
- we tell people when we are upset or angry, rather than hitting, yelling or calling them names
- we treat each other fairly
- we listen to each other
- we praise others
- we talk quietly and politely
- we stay on the job
- we keep trying even if what we are doing is hard
- we do not make negative comments
- we all work toward the same goal.

#### Teaching considerations

Refer to this list when cooperation issues arise between class members.

### Activity 26 Sharing your strengths

Have students identify their abilities or strengths — for example, drawing, dancing, saying tricky tongue twisters, performing magic tricks, being friendly, playing a musical instrument, constructing with blocks, playing elastics or computer games.

Have students choose one of their strengths that they think they can easily teach. In pairs, students teach their partners their particular skill. Students can reflect upon their own performance as ‘teacher’ or as ‘learner’ through discussion or writing.

#### Support materials and references

An alternative is to use Multiple Intelligence theory (see ‘Support materials and references’). Have students identify their dominant intelligence(s) and share with others. An alternative is to assign the class the same goal allowing students to achieve this according to their preferred intelligence(s) — for example, to explain why workers depend on each other, students could mime, enact in a group, draw a cartoon strip or give a talk.

### Activity 27 Team reflection game

#### Assessment

Self- and group-reflection sheets (Resources 1 and 3) can offer evidence of cooperative skill development required for SRP 2.3.

#### Resource 1

Organise students into groups of five and set a simple task— for example, planning a picnic for themselves. Before students start planning, explain the processes of group work by reading the points on Resource 1. Explain that students will review their cooperative skills after the activity.

Explain that each person in the group will have a job for which they are responsible. Issue each group with badges (which can be reused for all other small-group activities) with the following job titles printed on them and explain the responsibilities of each role on a chart:

- recorder (writes, observes or tapes the group’s picnic plans)
- runner (collects equipment for the group)
- reporter (reports the group’s work to the class)
- timekeeper (keeps track of the time; teacher will need to specify a time and indicate how to track the time)
- observer (watches and records on Resource 2 how effectively everyone in the group cooperates — that is, colours smiley and sad faces that represent effective and ineffective group practice).

#### Resource 2

Clarify that no one person is the leader. Explain that despite their assigned job, all people in the group must cooperatively contribute to the activity. Allow five minutes for students to negotiate their roles. Set a time limit for groups to complete the picnic planning.

#### Resource 3

Once time is up, have the observers share the recorded observations of their group work. Allow a few minutes for the group to discuss using Resource 3. Ask all groups to share their experiences and consider questions such as:

- Are there things you all seem to do well or not so well yet?
- Is there anything you could have done to cooperate better?

#### Assessment

Have students use Resource 4 to reflect on their own cooperative efforts/abilities. Keep these for assessment purposes. Alternatively, adapt the before and after reflection tasks in Resources 1 and 3 to tailor assessment for any of the previous cooperation activities.

#### Resource 4

#### Teaching considerations

Reassign roles when students are involved in other small-group activities.

## Phase 5 Synthesising: Class enterprise

**Core learning outcomes emphasis: SRP 2.3, TCC 2.2, CI 2.4, SRP 2.4**

This phase offers opportunities to demonstrate learning outcomes from other key learning areas. Students enact early enterprise skills and concepts by creating a class shop and manufacturing a product to sell. They apply their understanding of the processes and concepts associated with work, developed in preceding activities. For assessment of SRP 2.3, students write reflection statements about their enterprise participation. Activities also offer further opportunities to assess demonstrations of TCC 2.2, CI 2.4 and SRP 2.4.

To develop students' understandings of how products are manufactured, use non-fiction texts, videos or visit a place where products are made or sold. See 'Support materials and references' for suggested texts. Students start the process by defining their prior knowledge and later reflecting on new knowledge as they learn. They use the KWL process, also known as ARC, an acronym for Anticipation, Realisation and Contemplation (Marzano et al. 1987).

### Activity 28 Getting ready

#### Teaching considerations

The following activities model the establishment and operation of a class shop, which is a popular cross-curricular learning centre in early childhood classes. The activities aim to develop early skills and concepts associated with enterprise. Alternatively, teachers could negotiate a class enterprise with students to support other class experiences — for example, a newspaper or recycling project.

Create three charts headed '**K**: What I know', '**W**: What I want to know' and '**L**: What I have learned'. On the '**K**' chart, have students brainstorm what they know about shops. Include all responses whether correct or incorrect.

### Activity 29 What do we want to know?

Have students decide how to set up the shop, by asking questions such as, 'Where should we put the counter?' 'How do we sort the groceries?' 'What should we use to price the items?'

To begin setting up the shop:

- discuss where the shop will be located within the classroom
- discuss and list equipment needed — for example, desks, shelves, boxes, cash register/moneybox
- discuss and vote on a name for the shop
- negotiate how to enlist adult help
- compile a list of job vacancies that need to be filled for the shop to operate.

The job vacancies could include:

- architectural team to plan the layout of the shop and draw up plans
- construction team to clear the space and arrange the equipment according to the architects' plan
- stock controllers to sort and price grocery items, decide where to put each category of stock, how to arrange stock, and make labels
- advertising team to write and design advertising posters, paint or draw a name sign for the shop
- cleaners to tidy the shop.

While students are developing the shop, write new information they discover on the '**L**' chart. Confirm the validity or invalidity of statements that they made on the '**K**' chart. All students should have the opportunity to be a shop assistant.

### Activity 30 Establishing work teams

Photograph the developmental stages of the enterprise.

**Resource 5** Write a job vacancy advertisement (as in Resource 5) listing the jobs mentioned in Activity 29 and place it in a prominent position in the classroom. Encourage students to reflect on their own strengths and limitations when choosing a job to apply for.

**Resource 6** Continue preparation activities listed below, continuing to reflect using the KWL chart:

- Model how to write a simple job application (Resource 6) then assist students to write their own.

**Resource 7**

- Explain what work references are, demonstrate how to write one (as in Resource 7) and assist students to write a reference for a classmate.
- Create work teams using students' job applications. Allow time for teams to discuss their responsibilities.
- Explore where the class can obtain a stock of empty grocery boxes, packets, tins and so on. Assign the advertising team the job of creating posters and letters requesting help from parents and students.
- Negotiate and publish rules for use of the shop.
- Organise a system to control the number of students using the shop at any one time and set time limits for equitable use of the shop — for example, use a timer.
- Discuss and role-play appropriate behaviours for customers and shop assistants — for example, polite speech, appropriate volume, moving safely around shop, appropriate use of calculator/cash register, taking turns, replacing items after use.

### Activity 31 Playing shop

Allow opportunities for students to use the shop regularly. Students take turns at being the shop assistant and customer. Provide related activities from other key learning areas. Revisit the KWL charts.

Students might interview a shop worker and ask shops for any appropriate disused signs, posters or promotional display units.

### Activity 32 Manufacturing a class product

To begin production of the item to be manufactured for sale in the shop, work with students to complete the following tasks:

- Negotiate an item to be manufactured. Ask students where shops obtain their goods, and how they can locate goods for their shop. Help students to decide which items to manufacture by listing easily made items — for example, chocolate crackles, recycled paper, marshmallow-filled ice-cream cones, or any other item which requires little or no cooking, is cheap to produce and would sell successfully.
- Discuss the recipe or instructions for producing this item, listing ingredients and equipment required.
- Investigate appropriate packaging for sale — for example, look at packaging of similar commercially produced items.
- Investigate the potential market for this product — for example, survey other classes or parents to determine possible quantities needed.
- Compile a suggested flowchart of production for this item — for example, read recipe → purchase ingredients → measure rice bubbles → melt copha → add cocoa. Produce as a chart for students to follow.
- Discuss jobs required for this production. List roles — for example, interpreter of recipe, measurer, mixer, label maker, cleaner, packer, runner. Allow students to choose the job they feel they would be good at.
- Discuss how production can be achieved efficiently — for example, cooperation, coordination, good planning, team work.
- Enlist adult or older student helpers.
- Discuss how to organise production of the item. This could be a production line similar to a factory where one person does the mixing and another measures and so on; or in supervised groups where each group completes its own production.
- Discuss good hygiene and/or safety practices before commencing production.

- Design labels for the product after investigating labels on similar commercial items.
- Produce, package, label and price the product.
- Design and display advertising.
- Sell the item produced in the class shop and invite others to visit the shop.
- Possibly design order forms for potential customers. Fill and deliver orders.

### Activity 33 Reflecting on the enterprise process

Review the class effort in the enterprise process by asking the following questions:

- What did you like about setting up the shop?
- Was the shop/product successful?
- What worked well? Why?
- What did not work so well? Why?
- How well did your team work together?
- How could your team have done better?
- What would we do differently if we could do it again?

Have students reflect on their contribution to the enterprise and where they feel their strengths lie by asking questions such as:

- What did you like/not like about your job?
- How well do you feel you contributed to your team?
- Are you pleased with your effort? Are you pleased with the efforts of others?
- What would have happened if you had not done your job well?
- What would we do differently if we could do it again?

### Activity 34 What did I learn?

Use a shared concept web to synthesise students' understandings of the concept of enterprise. The concept web should model how the enterprise capitalised on an opportunity — for example:



#### Assessment

Have students paste onto the chart their own reflection(s) about their participation and what they learned during the enterprise. Use this evidence to make judgments about students' demonstrations of SRP 2.3. Students may also demonstrate TCC 2.2 in this activity. Students could contribute to another concept map entitled 'We solved problems during our enterprise by ...'.

### Activity 35 Sharing our success

Use the photographs taken during the stages of the enterprise to stimulate a photographic flowchart and add written recounts of the process including descriptions of work roles and responsibilities. Share these records with others.

Resource 1



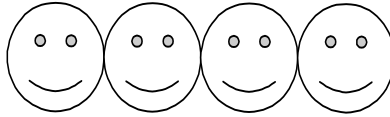
- Speak quietly
- Shout
- Wait my turn
- Act in a bossy way
- Be polite
- Speak while others are speaking
- Listen carefully
- Talk about problems to sort them out
- Ask nicely to have a go if someone is bossy

Resource 2

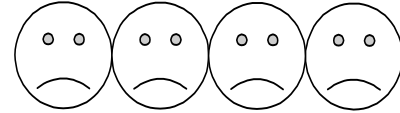
**Observer's recording sheet**

Colour a face when you see or hear a group member doing one of these:

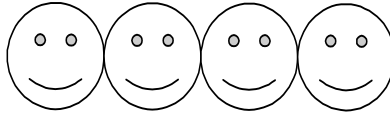
Showing manners



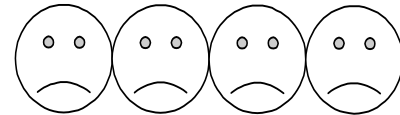
Not showing manners



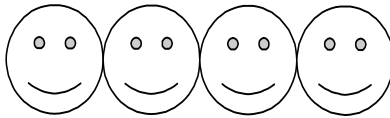
Taking turns



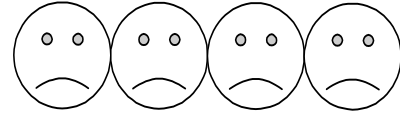
Not taking turns



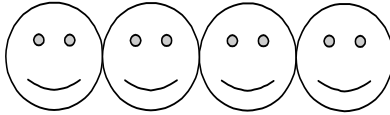
Helping others



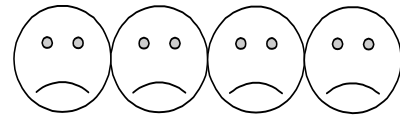
Not helping others



Listening carefully



Not listening carefully



How many happy faces? \_\_\_\_\_

How many sad faces? \_\_\_\_\_

**Team reflection game**

**Resources 3 & 4**

**Resource 3**

After planning your picnic activity, talk in your GROUP about your cooperating skills.

	Sometimes	Often	Always
1. Spoke quietly .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Shouted .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Took turns .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Acted in a bossy way .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Was polite .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Spoke while others were speaking .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Listened carefully .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Talked about problems to sort them out .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Asked nicely to have a go if someone was bossy ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Resource 4**

After talking with your group, ask, 'How did I work in the group?'.

- Spoke quietly
- Shouted
- Waited my turn
- Acted in a bossy way
- Was polite
- Spoke while others were speaking
- Listened carefully
- Talked about problems to sort them out
- Asked nicely to have a go if someone was bossy

**Establishing work teams****Resources 5, 6 & 7****Resource 5****Job vacancies  
Retail grocery shop**

A new grocery shop will be opening for business soon and needs reliable people to fill the following vacancies.

1. Architects to plan the layout of the shop.
2. Construction workers to arrange the equipment in the shop.
3. Stock controllers to sort and arrange grocery items.
4. Advertisers to design signs and posters.
5. Cleaners to tidy the shop.

Those interested in applying for the above job must apply in writing to:

(The Class Teacher)  
(date)

**Resource 6****Sample of a job application**

Date

Dear (teacher's name)

My name is Jeff and I am writing to apply for the job of advertiser for your shop. I would be good at this job because I can draw well and write neatly. I can also spell words and know how to get help if I need it. I work hard and can work well with others.

Yours sincerely  
Jeff Bonano

**Resource 7****Sample work reference**

To whom it may concern

I have known Jeff Bonano for two years. Jeff is a good person, who works hard. He can paint well and is good at spelling. He gets on well with people too.

I feel sure that Jeff will do well in the advertising job that he has applied for.

Yours sincerely  
(student peer name)



## Support materials and references

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The Children's Book Council of Australia. [www.cbc.org.au/](http://www.cbc.org.au/)  
Contains reviews of books short-listed for the Children's Book Awards.



**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**  
***Years 1 to 10 Studies of Society and Environment Syllabus***  
***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***  
***Studies of Society and Environment Initial In-service Materials***

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