## Term 1, 2013 Unit: “Get to Work!” (Learning To Learn)

### Throughline: Learning about and becoming ourselves

**Understandings:**
- The way we see, think and feel about ourselves has an effect on the way we live, behave and relate to others.
- We can take responsibility for our own physical, mental, social and emotional health and well-being, and contribute to that of others.

**Focus Questions:**
- What is work and why do people work?
- What are the different types of work?
- How does work help the community?
- What are the differences between paid and unpaid work?
- What interpersonal and personal qualities do you need to work?
- What are the rights and responsibilities of people who work?
- What skills, qualifications and experience do you need to work?
- How does who you are decide on the type of work you do?
- How are different types of work valued in our community?

### Tuning In

**Think, Pair, Share**

- **What is work?** Small groups need to come up with a consensus for their definition of work to share with the class (these will be put up around the room as pre-assessment). State that they need to nominate a scribe and a reporter.

**Create a Flow chart (model)**

```
education/training
voluntary/community service
family duties
household duties

Work is

paid

self-employment
full-time employment
part-time/casual/seasonal employment

unpaid

leisure
```

**Placemat Brainstorm in groups of 4**

- Why do people work? Share with class.

### Finding Out

**Using the question dice, groups create 6 questions to explore why people work.** Type these up and interview 3 people each for homework. (Use MakeDice) Links to Probability and Statistics (AusVELS)

**Invite guest speakers in to talk about their work.**
Collate homework results and present them in some form of graph or table

Learning Styles – Share read information on learning styles, highlight on sheet. Complete online quiz that determines learning style. (http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/ict/multiple_int/index.htm)

Bundling Task – Think, Pair, Share.: Brainstorm different jobs, partner up and then into groups of four. Bundle these according to different learning styles.

Venn diagram of two different occupations (in pairs).

Identify & research different voluntary jobs at the local, national & global level (homework and class time). Students can search internet, magazines and newspapers to find different organisations and groups that use volunteers and create a set of class posters titled ‘Local, National & Global’.

Going Further

What job (from the list of jobs that suit your learning style) are you interested in researching. Research & present as character.

Job interviews – what do you think a job interview is like? What skills and qualities do you need to do a successful job interview? Mock interviews (could be part of previous task).

What is unpaid work? How does unpaid work contribute to boosting health of individuals and communities? What can we do as volunteers? (visits to and from services; guest speakers etc.) Students suggest the types of voluntary work that they could do considering their own qualities, strengths, skills and learning styles.

Students explore what occupation/job they may do in the future, connecting to their learning style, interests, strengths and abilities.

Students research their chosen ‘occupation’ to find out what skills and studies they need, where they might work etc.

Taking Action

What volunteer work can you do? How can you contribute to the community? What groups can you belong to?

Using the information from their interviews students identify the strengths needed for that occupation comparing it to their own strengths.

Students present a talk to the class in the role of ‘their occupation’, answering questions etc. They dress up to suit the part.

Write a letter to your future adult self that includes what you would like to be doing for work, the contributions you would like to be making in the community and the ways you are assisting in the conservation of resources.
Useful Websites

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/ict/multiple_int/index.htm


http://www.myfuture.edu.au/


http://psychology.about.com/od/educationalpsychology/ss/multiple-intell_4.htm