

## **CLASS PARTICULARS**

**Class Name and Level:** 1T, First Year (Mixed ability)

**Pupils:** 32

**Subject:** Business Studies

**Date:** 08/12/2020

**Time:** 08:45AM

**Duration:** 40 minutes

**Topic:** Categories of Work

**Linking to the Sustainable Development Goals:** Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all.

## **LEARNING OUTCOMES**

*Learning outcome 2.3*

“Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each.”

*Learning outcome 2.4*

“Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective.”

## **LEARNING INTENTIONS**

- Differentiate between work, employment and volunteering.
- Explain the benefits of different types of employment.
- Outline the rights and responsibilities of employees and employers.

## **SUCCESS CRITERIA**

At the end of this lesson, students will be able to;

- ✓ Explain the term work
- ✓ List the different types of employment
- ✓ Discuss the different types of employment
- ✓ Compare and contrast the difference between work, employment and volunteering
- ✓ Identify the benefits of each type of employment
- ✓ Assess the benefits of each type of employment
- ✓ Define what is meant by rights and responsibilities
- ✓ Explain the rights and responsibilities of employees and employers
- ✓ List the laws that protect employees.

## **RESOURCES**

- Network Textbook and Activities
- Laptop and data projector
- Clicker
- Online timer
- Power point
- Ebooks
- Edmodo
- Mini whiteboards
- Mentimeter
- Categories of work role cards
- Migrants Centre Ireland Case Study
- Not Business As Usual

## **PRIOR KNOWLEDGE**

I expect most students to have an awareness and understanding what the term work means and what it entails. To add to this I expect majority of students to be able list examples of different types of work. All students will have little knowledge of the rights and responsibilities of an employee and employer as well as the laws established to protect employees. This lesson will seek to establish a deeper understanding of what rights and responsibilities of employees and employers in the workplace but also create a greater awareness of the injustice/unfair working conditions that exist for many employees around the world.

### PLANNING FOR LITERACY

- **Listening** – students will listen to other students answers and explanations when answering questions based the different types of work and the rights and responsibilities of employees and employers.
- **Listening** – students will listen to their classmate opinions when discussing their opinions and conclusion on the categories of work role play.
- **Reading/visual** – students will read from the power point slides and engage in statements/scenarios describing various types of work when completing the categories of work role play.
- **Reading** – students will read a case study for homework. While reading the case study they will identify key pieces of information they found interesting.
- **Communicating** – The students will contribute their answers to class with confidence as the teacher will encourage all answers. Students will also communicate with one another when completing group activities.
- **Writing** – Students will note ideas of what is meant by work when completing the mentimeter.

### PLANNING FOR NUMERACY

- Students will consider the financial impact of unpaid work.
- Students will also develop a greater awareness and understanding of the variance of pay between jobs.

### PLANNING FOR DIFFERENTIATION

- I will ensure that all students adhere to class rules.
- I will ask lower and higher order questions to ensure all students are being challenged. E.G. What is work? **(L)** versus Employees are protected by law and have employment rights. What individuals are being denied their employment rights? Can you identify the legislation that would protect employees in these situations? **(H)**
- All work will be displayed on a projector (PowerPoints and worksheets).
- Sufficient time will be given to complete group activities.
- I will read the text from the PowerPoint to help students correct words they struggled to understand or pronounce.
- I will also aid the students understanding of what the statistics/facts mean and the impact they have by explaining and providing examples or scenarios.

**ASSESSMENT FOR LEARNING (AFL):**

- **Questioning:** I will ask questions orally throughout the lesson. Students will answer questions orally throughout the lesson in which I will praise their contributions to encourage future participation.
- **Discussion:** Students will contribute to class discussions throughout the lesson on topics varying from what is work to can you identify employment rights within any workplace ?
- **Observation:** While completing group work I will walk around the classroom to ensure all students have completed the work and are answering appropriately.
- I will observe group work and discussions being had to ensure all students are staying on task.
- **Feedback:** I will give immediate oral feedback to students when answering questions in class to encourage future participation.
- **Homework:** Students will read Migrants Centre Ireland Case Study and highlight 5 pieces of information that you found interesting or were shocked by. This case study is posted on Edmodo.

**KEY SKILLS:**

**Being literate** – Students will read from the power point slides. Students will read questions and answers completed on Mentimeter as well as reading workplace scenarios to complete the group activity.

**Being numerate** – Students will consider the financial impact of unpaid work. Students will also develop a greater awareness and understanding of the variance of pay between jobs.

**Working together** – Students will work together in small groups where they will read statements/scenarios describing various types of work and identify the correct type of work per scenario.

**Communication** – The students will contribute their answers to class with confidence as the teacher will encourage all answers. Students will also communicate with one another when completing group activities.

**Managing information and data** – Students must differentiate between the various categories of work given different scenarios. Students must also read a case study and identify 5 pieces of key information.

**Managing myself** – students must ensure they bring the correct materials to class such as calculators and mini whiteboards to complete activities.

**Staying well** – students will become aware of what rights they are entitled to but also consider how they could aid people in unfair work where their rights are not being met.

<b>CONTENT:</b>	<b>METHODOLOGY:</b>
<b><u>Housekeeping 5 Mins</u></b>	<ul style="list-style-type: none"> <li>• Welcome students</li> <li>• Set up projector</li> <li>• Roll</li> </ul>
<p><b><u>Development one 10 Mins</u></b></p> <p>Mentimeter – What is work ?</p> <p>Formal paid work, informal work and unpaid work</p>	<ul style="list-style-type: none"> <li>• Tease out students understanding of work</li> <li>• Use mentimeter to assess students prior knowledge of ‘what is work?’</li> <li>• Is work always paid ? Why/Why not ?</li> <li>• Can you think of any examples of work where employees may not be paid ?</li> <li>• In your opinion justify why this is fair or not fair ?</li> <li>• Can you think of any examples of work where employees are be paid ?</li> <li>• Are all employees doing the same job paid equally ? Explain</li> <li>• Describe what is meant by full time work/part time work/seasonal work. What is the difference ?</li> <li>• Clarify what is meant by formal paid work, informal work and unpaid work</li> </ul>
<p><b><u>Development Two 20 Mins</u></b></p> <p>Categories of work role play cards – Group Work Activity</p> <p>Display timer on the board when completing role play activity</p> <p>Pros and cons of each category of work</p> <p>The rights and responsibilities of employees and employers</p> <p>Laws that protect employees</p>	<ul style="list-style-type: none"> <li>• Break the class into small groups and distribute the 10 role cards to each group.</li> <li>• Ask students to work out which category each of these individuals fit.</li> <li>• When the groups have put the case studies into their categories, ask each group to name where they put theirs.</li> <li>• Does everyone agree or disagree ? justify your argument/opinion</li> <li>• Discuss the pros and cons of each category of work, who has the double burden of both formal paid and informal unpaid work.</li> <li>• Discuss what can be done to tackle exploitation, safety issues and low income.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider what is meant by a right and a responsibility</li> <li>• What are some employee rights/laws that should protect unfair/unequal workplace treatment ?</li> <li>• Employees are protected by law and have employment rights. What individuals are being denied their employment rights? Can you identify the legislation that would protect employees in these situations?</li> </ul>
<p><b><u>Summary, Recapitulation &amp; Conclusion</u></b>  <b><u>5 Mins</u></b></p> <p>Assign and explain homework</p>	<ul style="list-style-type: none"> <li>• Read Migrants Centre Ireland Case Study</li> <li>• This case study is posted on Edmodo</li> <li>• Highlight 5 pieces of information that you found interesting or were shocked by</li> <li>• This is in preparation for the next class</li> </ul>

**HOMEWORK:**

- Read Migrants Centre Ireland Case Study
- Highlight 5 pieces of information that you found interesting or were shocked by

**DAILY POST-LESSON REFLECTION:**

Overall this lesson went well. The students engaged and interacted with all aspects of the lesson. I feel the categories of work role play group activity really emphasized unequal and often unfair work for people. The role plays encouraged students to develop their literacy skills while at the same time developing a greater awareness of a global justice issue. While some students surprised me with their existing knowledge of unfair working conditions and a violation of employee rights, other students were highly unaware of what was going on in the world around them.

Given the school I am teaching in this was not a sensitive topic for anyone as the school attendance is primarily white middle class. I was not presented with many challenges of how I would present this topic as not one student in the class has experience of family members or even themselves being denied the right to decent employment. However, one thing I would change about this lesson would be the time spent on assessing prior knowledge. Majority of students knew what is meant by the term work as well the various types of work. I believe the activity fitted perfectly into the lesson and transferred the message of how people around the world are often denied decent work but we can make a change. If I was to teach this lesson again I would spend more time on the rights and laws of employees as well as give more time to what we can do to protect employees in these situations.

## Categories of Work Role Cards



**Deirdre is 37 years of age.** She has 3 children age 4, 7 and 9. She cleans houses 3 mornings a week when her children are in school. She gets paid into the hand €8 an hour.



**Pablo is from Spain.** He is 26 years of age. He works in the construction industry and sometimes works 16 hour days. He is paid €7 an hour. When he injured his shoulder recently while carrying a heavy load, he was not paid whilst out sick.



**Thomas and Mary have a small dairy farm in Co. Longford.** Their weekly income is €500.



**Rob works in a factory manufacturing tyres.** He gets the average industrial wage of €725 and he also does 8 hours overtime a week.



**Elaine works for Dublin Bus.** She is married with no children. Her average week wage is €600. She cleans the house top to bottom every Saturday and cooks the dinner the days she is home early.



**Orla is the Assistant Manager of a Bank of Ireland branch.** Her salary is €50,000 per annum. Her husband Jack was made unemployed 5 years ago and minds their 4 children while Orla works.



**Mensu came over from the Philippines 3 years ago to work as a nanny.** Her wage is €300 per week but she does not pay any tax or PRSI. She works from the time she gets up in the morning till the children are in bed. She also helps with the house cleaning.



**When Vincent's wife Eileen became ill 2 years ago with a serious illness, he took early retirement and now cares for her full time.** He receives the carers allowance of €214 a week from the state.



**Suma is from Kenya and works as a junior doctor in Beaumont Hospital.** He wants to gain experience in a Western hospital before going back to Kenya and working in his own country's health service, which badly needs trained doctors.



**Luke works at putting in kitchens.** When the firm has no work for him, he does 'nixers' to supplement his income.