

Why Do People Work?

Age Range:

14+, Years 10 +,
KS 3, KS 4

Programmes to use with:

What Next?

Topics Covered:

Consolidating the learning
and exploring attitudes
around work.

Time:

20 – 40 minutes

Equipment needed:

Nine diamond shaped
pieces of card

An exercise to consolidate the learning and exploring attitudes around work.

Introduction

This exercise uses reflective learning and team working to bring together the knowledge, skills and exploration of attitudes that the group have gained. This works well as a follow up session to Loudmouth's theatre in education programme 'What Next?'

Exercise

Ask the group to reflect on what they have learned about why people work.

Run a discussion and record the key points on 'why people work?' e.g. earn money, gain new skills, gain self respect etc. Try to push answers beyond just financial benefits.

Ask the group to choose nine of these suggestions that they think are the most important learning points. You could use a situation where you ask the group to imagine that they are going to design the plan for what next year's group will learn and so we need to prioritise which areas are most important.

Cut out nine diamond shaped pieces of card. On each of these write one of the nine learning points the group have chosen.

Ask the group to randomly arrange the nine cards so that they have one at the top, then two of these below, then a row of three followed by a row of two and then finally one at the bottom. This should form a large diamond shape made up of the nine cards.

Ask the group to then re-arrange these so that at the top of the large diamond they have the learning point that is the most important. Then a row of the two that have joint second importance and so on.

Discuss and arrange until you have a consensus. You could do this in smaller groups and compare the diamonds.

Summary

This information could feed into the PSHEE curriculum planning for next year or you could ask the group to create a talk or presentation that focuses on informing other young people about the top three or five points from their diamonds.

You could use this exercise as an assessment tool and run this twice, once quickly at the beginning of a programme of work on employment and then again at the end. You could compare the lists they created as often the first list is dominated by earning money and financial rewards. The latter list tends to increase the position of the emotional benefits or skills you can gain.

Learning Outcomes:

- Young people have increased awareness of different perspectives, attitudes and expectations on employment.
- Young people have increased awareness of the importance of work and economic wellbeing.
- Young people have increased confidence in looking for work.

The key concepts for PSHE education in personal wellbeing for What Next? are:

- personal identities
- healthy lifestyles
- risk
- relationships