

Unit 10 Rights and responsibilities in the world of work

About the unit

In this unit, pupils learn about the changing world of work and how citizenship contributes to working life. It enhances their understanding of the rights and responsibilities of employers and employees. Pupils explore aspects of working life through enquiry, group activities and role-play, taking part in a range of activities that develop the key skills of communication and participation.

The activities in this unit may be supported through pupils' work experience, and aspects of the unit could be taught through an off-timetable event involving expert visitors from the wider community. The unit also contributes to PSHE and careers education. The final section of the unit can be used at the end of key stage 4, even if the rest of the unit is used earlier in the key stage.

Where the unit fits in

This unit addresses the following aspects of the key stage 4 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1g the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion
- 1h the rights and responsibilities of consumers, employers and employees

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- 2b express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in formal debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- 3b negotiate, decide and take part responsibly in school and community-based activities
- 3c reflect on the process of participating

This unit links with unit 5 'How the economy functions' and unit 11 'Europe – who decides?'

Expectations

At the end of this unit

most pupils: understand what work is and how the workplace has changed in recent years. They know some of the rights and responsibilities of employers and employees, and about some of the legislation that supports this. They are aware of the role of trade unions and staff associations in the workplace. They know how to access guidance through Connexions and how to obtain help and advice in different work-related situations. They use their decision-making and presentation skills to share the findings of an enquiry they carry out. They review what they have learned during key stage 4 and identify learning needs and opportunities for the future.

some pupils have not made so much progress and: know about different types of work. They recognise that employees and employers have rights and responsibilities. They know about sources of support and guidance, including those available through Connexions. They make decisions and review their own progress in key stage 4.

some pupils have progressed further and: know about and understand the different types of paid and unpaid work. They identify the changes that have taken place in the workplace in recent years and the effect these have had on workers. They devise questions for an enquiry within their school and wider community. They analyse their findings, and draw conclusions relating to the effect of changes in the world of work on individuals and organisations. They recognise the importance of rights and responsibilities in the workplace, and know about the laws that underpin these. They understand the role of trade unions and staff associations in the workplace. They access careers guidance information through a range of sources, including the Connexions service. They reflect critically on their progress in key stage 4, produce objectives for the future and identify learning opportunities for career and life plans beyond the age of 16.

Resources

Resources include:

- *A Better Way to Work*, an information pack produced by the TUC

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 4 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Department for Work and Pensions
- Department for Trade and Industry
- Citizens Advice Bureau
- Connexions
- Education Business Links
- Becta
- Millennium Volunteers

Links with other subjects

In this section, references are made to the programme of study if there is one at key stage 4, or to the subject specific criteria on which GCSE courses are based. Some of these links have been included in the 'Points to note' section to illustrate these opportunities.

History: GCSE social and economic history, including industrialisation, changing patterns of work, industry and agriculture, transport and communications, protest and reform

Geography: GCSE criteria: the nature of work/employment (3.1ii); contemporary issues (3.1vi); decision-making about the environment and resources (3.1vii); the process of enquiry (3.1x)

RE: the world of work includes people who work locally or nationally for religious and charitable organisations, both paid and voluntarily.

Religious and ethical issues relating to work and leisure are covered in several GCSE religious studies specifications

PSHE: 1a, 1f, 1g, 3k, 4a, 4e, 4h, 4i in the non-statutory guidelines

There are also links with vocationally-related courses.

Pupils should learn:

Pupils:

What is work?

- about the different types of work (paid and unpaid) that people undertake
 - to carry out an enquiry, devising questions and using interviews to explore different types of work and how the world of work has changed
 - to present their findings and record their own contribution
- Ask pupils to reflect in pairs on the different roles they play at the moment, *eg as pupil, son or daughter, employee, carer*. Compile a class list. Pupils identify what work or tasks are associated with the roles, *eg schoolwork, housework, delivering newspapers, caring for children, other relatives or neighbours*.
 - Pupils work in groups to develop questions to be used to interview adults – in school, at home or in the community – to find out what type(s) of work they do, *eg paid or unpaid, full-time or part-time*, where they have worked, if they have ever moved to find work, if they have retrained to change jobs, what changes they have seen during their working life.
 - Pupils use the results of their research, together with data from the internet, newspapers and other media sources, to:
 - identify categories of work, *eg employment, self-employment, job-seeking, voluntary work, work in the home including caring for children*, and consider how people in different roles contribute to the economy and to society
 - identify changes and trends in working life and their consequences, *eg a shorter working week, the growth of service industries, the decline of manufacturing, the ICT revolution (resulting in the need for retraining and lifelong learning), workforce migration, the introduction of equal rights and benefits for part-time workers, changes in maternity/paternity leave*
 - consider the implications for their own career paths, *eg the need to develop transferable skills and to plan to continue learning throughout their lives*, and the value of voluntary community work
 - Each group of pupils looks through a selection of newspapers to find articles that discuss work-related issues. How do different newspapers portray the world of work, *eg different types of paid and unpaid work, parents who stay at home to look after children, a successful company, an industrial tribunal, a case of bullying at work, a case of unfair dismissal, voluntary or charitable work?* How does the media present different industries in the UK, *eg manufacturing, farming, banking, teaching, the public sector?*
 - Groups present their findings orally, in writing or through a presentation using ICT. They could produce a display for other members of the school or wider community.
 - Individuals record their own findings and contributions in their citizenship portfolio.
- know that they play different roles in life and that these involve different types of paid and unpaid 'work'
 - recognise that the world of work is changing rapidly, and identify the impact of certain changes
 - appreciate the need for lifelong learning and a commitment to developing their own skills
 - recognise the role of the media in presenting different types of work and work-related issues and an image of work in the UK
 - discuss and present the results of their enquiry (using ICT), describing causes of trends and some of the consequences
- Statistics and other supplementary information could be provided to add to the groups' own survey results and contribute to informed discussion, *eg on part-time workers in local organisations, on part-time or full-time carers, on the role of volunteers in charitable organisations*.
 - This unit offers scope for pupils to add evidence of their achievements to a citizenship portfolio.
 - Link with geography: GCSE criteria: the nature of work and employment (3.1ii); geographical enquiry (3.1x).

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**What are rights and responsibilities at work?**

- how the law protects the rights and responsibilities of employers and employees
 - about the rights and responsibilities of pupils in part-time work
 - about sources of advice and support for employees
 - about strategies for dealing with workplace disputes
- Pupils work in four groups, considering and discussing their perceptions of one of the following: the rights of employees, *eg equal opportunities, health and safety in the workplace*; the responsibilities of employees, *eg complying with equal opportunities and health and safety legislation*; the rights and responsibilities of employers, *eg ensuring equal opportunities and health and safety at work*. Pupils present their results and conclusions, and identify the relationship between the different groups' findings.
 - Pupils who have part-time jobs discuss what they think their own employment rights and responsibilities are. As a class, produce a checklist of employment rights. Give pupils information about employment laws that relate specifically to young people, and discuss the legal age for different kinds of work.
 - Working with expert visitors, *eg local employers, human resources specialists, Citizens' Advice Bureau advisers, health and safety consultants*, pupils identify how rights and responsibilities are clarified in job descriptions and contracts and protected by legislation relating to employment, health and safety at work, equal opportunities, employment protection.
 - Using case studies, pupils identify the rights and responsibilities of employers and employees in relation to:
 - equal opportunities issues
 - health and safety issues
 - aspects of the law that have been contravened (civil or criminal)
 - sources of information, help and advice
 - the role of staff associations and trade unions
- recognise that civil and criminal laws, including juvenile employment laws, protect the rights and responsibilities of employers and employees
 - demonstrate understanding of equal opportunities issues in the workplace
 - know how to obtain help and advice with a problem at work
 - understand the role of staff associations and trade unions
- There are new European guidelines for pupils who undertake part-time work while still at school – 'working time legislation'. Under the EU Young Worker's Directive 94/33, students under 16 are entitled to holiday and sick pay.
 - When visitors are coming to the school to act as sources of information and advice, it may be best to arrange the activities as an off-timetable afternoon. The visitors could present information, take part in hot-seating or role-plays, answer questions, and support individual groups as they work through a case study.
 - The TUC information pack *A Better Way to Work* includes case studies and activities that can be used to support or extend this section.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Extension activities**

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| <ul style="list-style-type: none"> • to use role-play to explore issues relating to rights and responsibilities, and to determine how they might react in various situations • how membership of the European Union affects and influences employers and employees | <ul style="list-style-type: none"> • Drawing on the case studies they have examined, pupils carry out a role-play to explore rights and responsibilities in different situations at work. They reflect on the roles they play, considering what is fair or unfair and reasonable or unreasonable, and describe how they would behave in a similar situation, either as an employee, employer or observer. • Pupils could find out how membership of the European Union affects the workplaces they visit, <i>eg on work experience</i>. They could also ask any local employers they interview about this. • While exploring the influence of government on working life, pupils could extend the activity to consider how decisions made in the European Parliament affect working life in Britain. • Groups or individuals investigate in more detail the benefits of and opportunities for working in other European countries, considering whether they would move to another EU country to work. They could also write a magazine or leaflet for key stage 3 pupils, describing the opportunities for working in another European country and how to access them. • Other investigations that could be carried out during workplace visits or work experience include: <ul style="list-style-type: none"> – how the rights and responsibilities of employers and employees are defined – the profile of the workforce/workplace, <i>eg number of part-time workers, support facilities available (childcare, etc), age profile, mobility of workforce</i> – the role of trade unions and how industrial relations are managed – how equal opportunities, <i>eg race and gender issues</i>, are protected, and what happens if they are infringed | <ul style="list-style-type: none"> • develop the strategies and confidence to challenge inequalities and stereotypes, <i>eg relating to gender, race, disability or age</i> • use their imagination to consider other people's experiences and consider what they would do in similar situations • identify how EU membership affects working life in the UK • describe the benefits of and opportunities for working in other European countries | <ul style="list-style-type: none"> • Role-play could take the form of a discussion in which pupils put across someone else's point of view. Pupils must have time at the end of the role-play to reflect on how they would react in the same situation themselves. • Friends of the school, parents and governors who have first-hand experience of working in another EU country may be willing to share their knowledge. Some embassies may be useful sources of information. • Link with MFL: this activity could draw on learning in MFL. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

Reviewing progress and planning future learning

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| <ul style="list-style-type: none"> • to reflect on and summarise their achievements • about the roles, rights and responsibilities they will have post-16, and what learning needs and opportunities will be available to them | <ul style="list-style-type: none"> • Pupils select examples of their work/achievements for their portfolio. They produce objectives that relate to their future careers and/or life plans. • If this unit is used at the end of key stage 4, pupils could reflect on the sum of their achievements during the key stage. They could identify the knowledge, skills and understanding they have acquired to help them become active citizens. They could use the end of key stage 4 description (see the programme of study for citizenship), rewriting it in their own words and assessing whether or not they have achieved different aspects of it, whether they have exceeded it, or whether there are areas of knowledge or skills that they still need to acquire if they are to meet the objectives they have set themselves for career or life plans. As they do this, they consider the roles, rights and responsibilities they will encounter beyond the age of 16 as community members, consumers, family members, continuing learners, taxpayers, future voters and workers. • Pupils consider how they can put their key stage 3 and 4 learning into practice post-16, and begin to identify the kinds of opportunities there may be for continuing their learning through active citizenship. | <ul style="list-style-type: none"> • contribute to a portfolio of achievement and develop objectives relating to future careers and/or life plans • review and critically evaluate their achievements at key stage 4 • identify some of the roles, rights and responsibilities they will have beyond the age of 16 • identify future learning needs and opportunities | <ul style="list-style-type: none"> • This section has potential to aid progression to post-16 citizenship opportunities. • It may be possible for someone who is or has been involved in one of the post-16 development projects to speak to pupils about post-16 opportunities. The Learning and Skills Development Agency can provide further information. • Connexions advisers may also contribute to discussion and planning. |
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