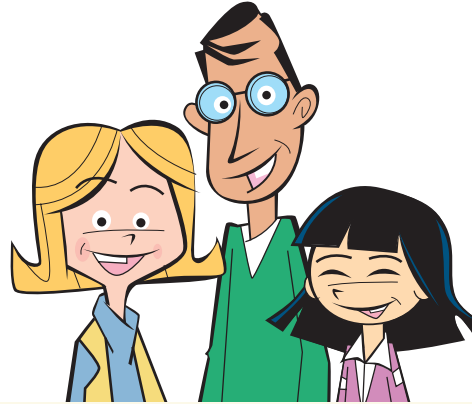


DIFFERENTIATING PAID WORK FROM UNPAID WORK

LEVEL: **ELEMENTARY SCHOOL**
AGE GROUP: **STUDENTS AGES 8 AND 9**



ACTIVITY SUMMARY

Students learn to differentiate paid work from unpaid work. They develop their point of view on paying kids for household chores and participate in a class debate to defend their views.

FINANCIAL AND COOPERATIVE SKILLS

- Differentiating paid work from unpaid work
- Understanding that money is earned by working



AGE GROUP
Students ages 8 and 9



WHEN
May or October



TIME REQUIRED
5 hours and 26 minutes

AREA OF LEARNING
Citizenship and community life

COMPETENCIES

DISCIPLINARY COMPETENCIES

Disciplines	Competencies	Learning progression
Ethics and religious culture	Practicing dialogue	<ul style="list-style-type: none"> • Respecting conditions favourable to dialogue <ul style="list-style-type: none"> • Respecting rules • Expressing your ideas • Respecting other people's right to speak • Listening attentively to understand other people's ideas • Using syntheses to coherently summarize the subject.

AFFECTED DISCIPLINARY COMPETENCIES

Disciplines	Competencies
English	Writing a variety of genres

NON-DISCIPLINARY COMPETENCIES

Using critical judgment

PREPARATION

STUDENTS DIFFERENTIATE PAID WORK FROM UNPAID WORK AND FORM AN OPINION ON THEM.

TASK 1 LISTING HOUSEHOLD CHORES



TIME REQUIRED
30 minutes

TASK 1 OBJECTIVE

At the end of this task, students will be able to list all the chores they do either at home or school, and explain their purpose.

Instructions

Organize a discussion about the students' chores and responsibilities at home and school.

TEACHER'S NOTES

- Ask students which chores they do at home. Examples: wash the dishes, sweep the floor, clean up their room, etc.
- Discuss the chores students do at school, the responsibilities you have given them.
- Examples of questions to ask:
 - Do you get paid for doing these chores?
 - Do you think it's important to take part in household chores? Why?
 - Do feel the same way about your chores at school?

TASK 2

IDENTIFYING THE CHARACTERISTICS OF BOTH TYPES OF WORK



TIME REQUIRED
45 minutes

TASK 2 OBJECTIVE

At the end of this task, students will be able to identify the characteristics of paid work and unpaid work.

Instructions

1. Ask students if all work is paid.
2. Ask them for examples of paid and unpaid work.
3. Write their ideas on the board or easel.
4. Discuss the advantages and characteristics of both types of work.

TEACHER'S NOTES

- Help students understand why unpaid work exists.
- Suggest that students consult their friend and families to find examples of both types of work. Example: their parents' work, unpaid work of other people they know.
- Examples of questions to ask:
 - Why do we have to work?
 - Why can't be paid for all the work we do?
 - Can you make a living by choosing to do only unpaid work?
 - What are the advantages and drawbacks of unpaid work?

EXECUTION

STUDENTS DEVELOP A POINT OF VIEW ON PAYMENT FOR HOUSEHOLD CHORES AND PARTICIPATE IN A DEBATE ON THE SUBJECT.

TASK 1

DEVELOPING A POINT OF VIEW



TIME REQUIRED
30 minutes



TEACHING MATERIAL

My Point of View
Pre-Discussion
[On desjardins.com](https://www.desjardins.com)

TASK 1 OBJECTIVE

At the end of this task, students will be able to develop a point of view about paying young people for work.

Instructions

1. Ask students if kids should be paid for household chores.
2. Hand out the **My Point of View Pre-Discussion** sheet and have them write their opinions.

TASK 2 HOLDING A DEBATE



TIME REQUIRED
60 minutes

TASK 2 OBJECTIVE

At the end of this task, students will be able to understand the rules of a debate.

Instructions

1. Present the characteristics of a debate.
2. Suggest that students debate their viewpoints from task 1.
3. Explain the rules of a debate.
4. Hold the debate.

TEACHER'S NOTES

Characteristics of a debate:

- A debate is a discussion about a subject or question where several people with different views participate.
- During a debate, it's important to respect everyone's right to speak and listen to the other opinions to avoid repeating the same arguments.
- If an idea has already been expressed, it shouldn't be repeated unless additional information is added.

Debate rule suggestions:

- Form 2 groups based on their opinions and have team members sit side by side, with both teams facing each other. Give students a coloured card to hold and put down on the table when they want to speak. The moderator gives each student the chance to speak when they like.
- Have students remain quiet and listen to each speaker.
- Suggest that students take notes.
- Ask students to complete their thoughts after the debate.

EVALUATION

**STUDENTS RE-EVALUATE THEIR INITIAL POINT OF VIEW
ON PAYMENT FOR HOUSEHOLD CHORES.**

TASK 1 RE-EVALUATE YOUR POINT OF VIEW



TIME REQUIRED
60 minutes



TEACHING MATERIAL
My Point of View Post-
Discussion
My Point of View Evaluation
Grid
[On desjardins.com](http://On.desjardins.com)

TEACHER'S NOTES

- If students say they think they should be paid for household chores, ask them to think about the importance of contributing to their family home. Make them aware of everything they already get from their parents, in addition to food and shelter, like restaurant meals, outings and gifts. Tell them that this is a form of payment.

TASK 1 OBJECTIVE

At the end of this task, students will be able to defend their point of view and explain why they changed their mind, if applicable.

TASK 1

RE-EVALUATE YOUR POINT OF VIEW (SUITE)

Instructions

1. At the end of the debate, students re-evaluate their point of view.
2. Read the **My Point of View Post-Discussion** sheet after the student debate and explain the assignment.
3. Present the evaluation criteria for the task.
4. Ask students to fill out the sheet.
5. Use the **My Point of View Evaluation Grid** to grade their work.

TEACHER'S NOTES (SUITE)

- Exercise suggestions:
 - Calculate the annual amount a student receives if they get an \$x allowance of each week, (e.g.: \$5) to do chores.
 - Make a list of outings, restaurant meals and gifts they've received from their parents.
 - Evaluate their capacity to pay for all of this with the allowance they receive over 1 year.

REINFORCEMENT

STUDENTS ORGANIZE A VOLUNTEER ACTIVITY FOR A LOCAL ORGANIZATION.



TIME REQUIRED
Variable

Instructions

1. Discuss some volunteer activities students could do in the community.
2. Choose an activity and start the process to make it happen.
3. After the activity, discuss the sense of satisfaction the students felt after donating their time and make a connection with the subject, paid work.