Commerce Year 7-10. Core 3 - employment and work futures

Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.

Skills to be integrated in this topic as appropriate: developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively.

## Outcomes

A student:

* **COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
* **COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
* **COM5-3** examines the role of law in society
* **COM5-4** analyses key factors affecting decisions
* **COM5-5** evaluates options for solving problems and issues
* **COM5-6** develops and implements plans designed to achieve goals
* **COM5-7** researches and assesses information using a variety of sources
* **COM5-8** explains information using a variety of forms
* **COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

**Related Stage 4 outcomes:** COM4-1, COM4-2, COM4-3, COM4-4, COM4-5, COM4-6, COM4-7, COM4-8, COM4-9

Outcomes referred to in this document are from [Commerce 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019

## Teaching and learning activities

### Learning sequence 1 – work and wellbeing

Students examine the contribution of work to the wellbeing of individuals and broader society, including:

* the relationship of work to quality of life, for example disposable income, health, household economic wellbeing, superannuation accrual, household management
* contributing to an individual’s self-esteem and material and non-material living standards
* the redistribution of income through taxation, and government expenditure, for example in education, health, infrastructure and social welfare

#### 1.1 examine the contribution of work to the wellbeing of individuals and broader society

**Teachers’ note** - Before completing activities, it is important to define useful terms and concepts. For example, concepts of wellbeing, work-life balance. In the ABC’s [‘How does your income compare to everyone else’s?’](https://www.abc.net.au/news/2019-05-21/income-calculator-comparison-australia/9301378?nw=0) activity, a hypothetical example may be used. Tax bracket is the income tax rate that shows the amount of tax payable in every dollar for each income. For further information access the [ATO website](https://www.ato.gov.au/Rates/Individual-income-tax-rates/).

#### Activities

* According to the [Black Dog Institute](https://www.blackdoginstitute.org.au/resources-support/wellbeing/workplace-wellbeing/), one in six working-age Australians are currently experiencing mental illness, most commonly depression and anxiety. Mental health conditions like depression and anxiety, are costing Australian businesses between $11 and $12 billion dollars each year through: staff being absent from work (sick days), reduced work performance and productivity (presenteeism - at work but not working well), increased staff turnover rates and associated recruitment and training costs, compensation claims of $200 million a year. Using the Black Dog Institute site on ‘[Workplace Wellbeing’](https://www.blackdoginstitute.org.au/resources-support/wellbeing/workplace-wellbeing/), complete the following tasks
	+ define workplace wellbeing
	+ identify five features of a mentally healthy workplace
	+ describe ways business can create a mentally healthy workplace
	+ explain the effects of a mentally healthy workplace for people and businesses
	+ explain the risk factors and protective factors that may contribute to the level of mental health in the workplace, and develop ways to reduce those factors that may contribute to the level of mental health in the workplace
	+ using the information from the website and your own knowledge, how would define a work-life balance?
	+ develop a list of ways for work to achieve a better work-life balance
	+ explain how work-life balance has a relationship to quality of life
	+ how does work contribute to the wellbeing of individuals? And to the broader society?
* Complete a [K-W-L chart](http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html) about work and self-esteem, material living standards and non-material living standards. The KWL chart helps to track what a student knows (K), wants to know (W), and has learned (L) about a topic, this can be used before, during, and after the activity.
* Read the Psychology today article about [Self-Esteem at work](https://www.psychologytoday.com/au/articles/200110/self-esteem-work) and discuss the four strategies for boosting self-esteem at work, the relationship between work and boosting self-esteem. Discuss the pressure of work to achieve wellbeing for an individual and the broader society. Recount any employment experiences or alternatively that of a peer/ family member. This could include a work experience that has contributed to:
	+ individual self-esteem – this may include improved confidence, self-image, friendships, personal achievements
	+ material living standards - this may include tangible goods and services, like buying a new car, clothing, entertainment devices
	+ non-material living standards
* Access the ABC’s ‘[How does your income compare to everyone else’s](https://www.abc.net.au/news/2019-05-21/income-calculator-comparison-australia/9301378?nw=0)?’ site that compares income levels of other Australians. Use the ‘Where do you think your income sits on the scale of lowest to highest-earning Australians?’ slider for either their own income or a family member or a hypothetical income e.g. $50 thousand a year income. Read the information and answer the following questions:
	+ Why do you think people have a misconception about their own position in the national income distribution?
	+ Why do you think people have a misconception about the level of inequality in Australia?
* Using the information in the section on ‘how the other half lives’ ABC site, students a write a response that includes their information and data about:
	+ comparison of income
	+ income bracket
	+ level of taxation
	+ income level which shows the people and percentage above or below the student’s income
* Access the [ABC’s income comparison tool](https://www.abc.net.au/news/2019-05-21/income-calculator-comparison-australia/9301378?nw=0). Add their local suburb to the ‘find out their local area’ section and complete the following questions. (Note: the coloured - light green, is the lowest, to dark blue, is the highest).
	+ What is a LGA? (What is the school’s LGA)?
	+ What does it mean by the proportion of people in the top income bracket? Using the map, what colour is the lowest proportion income bracket? Identify the colour that represents the highest proportion income bracket?
	+ Identify the proportion of top income in the school’s LGA? What percentage point is the LGA? Is it lower or higher than the average? Identify the rank of the school’s LGA in Australia?
	+ What percentage of top bracket earners are in NSW?
	+ What is the highest concentration of top income earners in particular LGA in NSW? Consider the reasons that LGA has the highest income earners?
	+ Looking at the colour of the map across the nation, is the higher incomes evenly spread across regions, states and territories? Consider the reasons for this? Is there a commonality between the income distributions of high income-earners?
	+ What is Australia highest proportion of top income bracket? What is the percentage? Consider the reasons for this?
	+ Explain why there are five top LGAs clustered around Perth metropolitan area? and around Sydney metropolitan area? What are the broader societal concerns of clustered high income earners?
	+ Discuss the reasons why there were nine LGAs which reported “no-one” in the top income bracket? Describe the types of inequalities do these LGAs face? How could redistribution of income through taxation, and government expenditure help to address the issue of inequality in those areas?
	+ Discuss why remoteness is related to disadvantage? How could the government, through redistribution of income and taxation, address the issue of disadvantage in rural and remote communities? Explain the broad societal concerns of disadvantage for remote people? Think about work, education, health, job opportunities..
	+ Identify the five most common occupation that earns the most? Explain how having a bachelor’s degree affects high income earning?
	+ Why are high income-earners are more likely to do volunteer work? Own multiple cars? Have a higher age range? What are the broad societal concerns of these previously discussed characteristics of high income-earners?

### Learning sequence 2 – the workplace

Students:

* compare the types of work and work arrangements, including full-time, part-time, casual, at home, paid, unpaid, voluntary, apprenticeships, traineeships.
* examine various sources of income, including wages and salaries, commissions, profits and dividends
* investigate how the nature of work has changed and how it is likely to change in the future, including:
	+ the use of statistical data to examine patterns of employment
	+ the emergence of the sharing economy
	+ changes in the nature of work and workplace arrangements due to the impact of technology and globalisation

#### 2.1 - compare the types of work and work arrangements

**Teachers’ note -** Students will need access to computers for the online research. Before starting activities, it is important to define useful terms and concepts. For example, concepts of work arrangement, voluntary, apprenticeships, traineeships, agencies.

#### Activities

* Using the [Fair Work Ombudsman](https://www.fairwork.gov.au/) website for reference, define each employee type in the list below. Include the number of hours of work and whether the work is ongoing. Complete a profile of an employee from each type of work and the work arrangements:
	+ full-time
	+ part-time
	+ casual
	+ fixed term
	+ shift workers
	+ daily hire and weekly hire
	+ probation
	+ outworkers
* Research the following types of work and their arrangements:
	+ at home
	+ paid, unpaid
	+ voluntary
	+ apprenticeships
	+ traineeships
* Construct and complete a table to summarise the advantages and disadvantages of the types of work and compare work arrangements using the advantages and disadvantages. For example, how is a full-time, part-time similar and how is casual different? How is at home, paid and unpaid different?
* Review the ‘Positions Vacant’ section of a newspaper or a job search website. Collect an example of each type of employment and explain the type of work and the work arrangement. Use a specific casual vacancy and compare with two of types of work. Provided is a ‘[compare and contrast chart’](http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf) graphic organiser that will facilitate the comparison which includes – how are they alike and different.
* Invite a teacher to speak in regards to the current types of employment offered in the school and previous types of work of people in the school.
* Undertake an historical analysis of the changes over the last few decades of the types of work and the work arrangements. Prepare a response that compares the last few decades to now and provide possible reasons for the changes.
* List voluntary, apprenticeship and traineeship agencies that provide opportunities for work for different types of employees. For example, [Volunteer Network](https://www.volunteernetwork.org.au/agencyinfo) links agencies to volunteers which includes [Australian Red Cross](https://www.redcross.org.au/companionship) and [ANTaR](https://antar.org.au/about/who-we-are). Compare how the agencies help people to acquire work and provide for additional work arrangements.

#### 2.2 - examine various sources of income, including wages and salaries, commissions, profits and dividends

**Teachers’ note** - Before completing activities, it is important to define useful terms and concepts, for example, wages and salaries, commissions, profits and dividends. The hypothetical scenario may need a case study to further generate a discussion of the sources of income particularly about salaries, commissions, profits and dividends. A case study may include the print media, television, the [Money Smart](https://moneysmart.gov.au/) website and [spending habits.](https://moneysmart.gov.au/budgeting)

#### Activities

* Using an online job search website, compile a table and list different job vacancies and their wages or salary or commission based income.
* Use the [Fairwork Ombudsman](https://calculate.fairwork.gov.au/FindYourAward) website to calculate wages, allowances and penalty rates (including overtime) for employees across a variety of industries. For an overview of pay and conditions, watch [PACT - Introduction to the Pay and Conditions Tool](https://www.youtube.com/watch?v=akdcTB7UU2o&feature=youtu.be) (duration 0:55). Using the [calculate.fairwork.gov.au](https://calculate.fairwork.gov.au/FindYourAward) tool choose the ‘I know my award’ option and choose a hypothetical or real example. This can be the ‘Nurses Award 2010’ with a trainee that is eligible for a supported wage at a grade 3 classification on a casual basis at an age of 16 years. Identify the hourly pay rate, select the penalty rates and allowances. Complete the shift calculator, leave calculator, notice and redundancy calculator. Once all sections are complete choose a dream job and use the PACT tool to determine their pay and conditions.
* Create a Microsoft Excel or Google Sheets to enter data and create a graph of a hypothetical income. This income should include fixed salary, hourly rates and commission based employment and use numeracy skills percentage, division, multiplication skills. This task should also use a hypothetical weekly wage rate plus overtime and commission at different percentage rates.
* Research various sources of income using a hypothetical scenario. The Brown family scenario includes:
	+ William and Chantelle are the parents and have three children, (Maurice, Kirstie and Nathan)
	+ Maurice is a university student studying finance
	+ Kristie sells used cars
	+ Nathan is a student in Year 10 at a local high school
	+ Grandma Pamela lives with the family. She is 88 years old and in poor health.

Except for Nathan, all the family members receive an income:

* + William and Chantelle own a butcher’s shop where they both work
	+ William works full time in his shop and Chantelle works three days a week
	+ Maurice works casually at a hardware store when not at university. He invests his spare cash in the stock market and receives dividends from his investment
	+ Kristie works full time receiving a salary at the car dealer. She receives a commission on every car sold. She is hoping to be able to buy an investment property in the next year.
	+ Nathan does not have a job.
	+ Grandma Pamela is retired and receives a small income from her superannuation scheme and also a part pension.

Look at each of these family members income:

* + identify the major sources of income for this family member.
	+ write a description of this type of income and how the income is determined.
	+ all members of the family are paid at the award rate. Research the award rate published by the Fair Work Ombudsman.
	+ share findings with the whole group.
	+ investigate social welfare payments the Brown family may be eligible for using the ‘benefits & payments’ section of the Department of Social Services website
	+ write a paragraph about your conclusions about the family members income
	+ make suggestions about additional sources of income for the Brown family
	+ consider how this may be the same or different to families you know.

#### 2.3 - investigate how the nature of work has changed and how it is likely to change in the future.

Using statistical data to examine patterns of employment, the emergence of the sharing economy, changes in the nature of work and workplace arrangements due to the impact of technology and globalisation

**Teachers’ note** - sharing economy is a concept for a way of distributing goods and services that is different to the traditional model in which the product or service is shared from peer to peer. The gallery walk images must be displayed clearly around the room and my include posters on the walls, models or other examples on tables, print outs of any computer-based work. Provided is a link to how conduct a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=97f10) in a classroom. Ensure there is sufficient space between and around each piece of work to allow for ease of movement and close inspection of the work. Provide the following resources including: Post-it notes and pens. Set a time limit for the first round of the gallery walk. The teacher must allow time for participants to view each piece of work and give feedback in writing on the response.

#### Activities

* Develop a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=97f10) of images from different industries over the last 100 years. These images must show the nature of the work and show a progression of the changes. Create images of what those industries will look like in the future. Industries may include health, financial services, consumer products and services, logistics and transportation, business products and services, construction, government services, real estate, retail and security. Images need to be displayed around the room based on clear areas for each industry. One section of the galley walk should be dedicated to images about the shared economy and how it is changing the nature of work. The gallery walk section must include changes in the nature of work and workplace arrangements due to the impact of technology and globalisation. View each industry and reflect on, and provide feedback on, the nature of work and how it has changed. Access the gallery walk link to have a better understanding of the process.
* Research the changing nature of work and the potential changes in the future. You have been given the opportunity to work for Australian Bureau of Statistics (ABS) as junior statisticians. You must elect a Head Statistician and allocate roles to members of the group. Each role must be given different task to achieve:
	+ **industry statistician** - must show how the industry has changed and predict future changes
	+ **population and social statistician** - must show how population has changed in the last 50 years and show the social effects of the changes. The member must show the projected future growth in major cities, towns and the potential effects on the nature of work.
	+ **census data manager** – must work with together with Industry statistician, Population and social statistician by gathering information and data from the census over the last 50 years.
	+ **methodology manager** – must show the methodology that was used in the data that was collected to show the changes in the nature of work.
	+ **communication manager** – must develop an ‘ABS statistician report’ in collaboration with all members of the junior statisticians group.

The report must include -

* + how industries have changed and predict future changes
	+ how population has changed in the last 50 years and the effects on the nature of work
	+ the projected future growth in major cities and towns and the effects on the nature of work
	+ examine the pattern of employment using statistical data
	+ data collection using census data

The Head Statistician must work with all members of the junior statisticians to develop and implement policies to help members achieve their tasks. The Head Statistician must summarise the changes in the nature of work and workplace arrangements. The Head Statistician must work with each junior statistician to find evidence of the impact of technology and globalisation.

Students may find the following webpages helpful:

* + [Australian Bureau of Statistics](https://www.abs.gov.au/),
	+ [Census data](https://www.abs.gov.au/census),
	+ [Department of Education, Skills and Employment](https://www.employment.gov.au/)
	+ [Department of Industry, Science, Energy and Resources](https://www.industry.gov.au/).
* Read the Deloitte article [The rise of the sharing economy](https://www2.deloitte.com/us/en/pages/consumer-business/articles/the-rise-of-the-sharing-economy-impact-on-the-transportation-space.html).
	+ Define what the sharing economy is and relate to their work as junior statisticians.
	+ Predict how certain industries and the nature of work may be the impacted through technology and globalisation in the future. This discussion should focus on the nature of work and workplace arrangements.
	+ Using this discussion, students make a time capsule which includes their prediction of the changes in the nature of work and workplace arrangements due to the impact of technology and globalisation. The idea is that the time capsule should be only opened after 50 years.

### Learning sequence 3 - rights and responsibilities in the workplace

Students:

* investigate the roles of various participants in the workplace, including employers, employees, contractors, industrial organisations/unions, state/territory and Commonwealth governments (ACHEK042)
* explain changes to the roles of employees in the workplace, for example the increasing encouragement for workers to show initiative (ACHEK042)
* discuss employer responsibilities to workers and the government, for example superannuation, paid parental leave, pay as you go (PAYG) withholding, income tax, company tax or the Goods and Services Tax (GST) (ACHEK042)
* examine laws related to the workplace, including: (ACHEK042)
	+ Work Health and Safety (WHS) legislation
	+ Equal Employment Opportunity and anti-discrimination laws
	+ penalty rates and the role of the Fair Work Commission
* identify methods of resolving disputes, including grievance procedures, negotiation, mediation, arbitration

#### 3.1 - investigate the roles of various participants in the workplace

This should include employers, employees, contractors, industrial organisations/unions, state/territory and Commonwealth governments and identify methods of resolving disputes, including grievance procedures, negotiation, mediation, arbitration.

#### Activities

* Draw a management structure diagram to show the role of various participants in a real or hypothetical workplace. Include information about the role of employers, employees, contractors. This diagram must also include information on the role of industrial organisations/unions, state/territory and Commonwealth government agencies. Provided in the article [Organisational structures: but which on to use?](https://www.heflo.com/blog/business-management/small-business-organizational-structure-examples/) are different variations of management structures of a business which could help develop understanding.
* Using a hypothetical workplace, the following complaint has been lodged with the grievance officer:

Aliyah, a young Sudanese female employee, has been consistently praised for the past 3 years by her supervisor for her excellent work. Recently, Jason, a young Anglo-Australian male, who joined the manufacturing firm in the past 12 months was promoted to the position of team leader over Aliyah. She now has to report to David on a daily basis. She has lodged a complaint to the grievance officer and has spoken to her union, [Australian Manufacturing Workers Union](https://www.amwu.org.au/) (AMWU). The AMWU have stated that they may take the issue to Fair Work Australia and the Fair Work Ombudsman. The employer states that they have adequately adhered to laws in their State and is not willing resolve the issue.

Investigate the case and write a report to the Human Resource Manager. The investigation must include:

* + the roles of the participants in the workplace and the grievance case (include the following participants - employees involved, employer, union, and government agencies)
	+ evidence of ethical and unethical work practices (([Fair Work Commission - rights and obligations](https://www.fwc.gov.au/disuptes-at-work/fairness-in-the-workplace/rights-and-obligations) in the workplace shows employee entitlements and potential help for businesses)
	+ the grievance procedures and how they have or not been followed ([Fair Work Commission - resolving issues at the workplace](https://www.fwc.gov.au/disputes-at-work/fairness-in-the-workplace/resolving-issues-at-the-workplace) may assist with this)
	+ an outline of the protection of the employees under the anti-discrimination laws ([Law Council of Australia - Anti-discrimination laws](https://www.lawcouncil.asn.au/policy-agenda/human-rights/anti-discrimination-laws))
	+ the role of the relevant unions in resolving the dispute (show the role of unions in bargaining and negotiating. ([Fair Work Commission - The role of unions](https://www.fairwork.gov.au/employee-entitlements/industrial-action-and-union-membership/the-role-of-unions) about unions in the bargaining and negotiation process)
	+ the dispute resolution method used (show the types of industrial action for employees and employers and why people take industrial action, including protected and unprotected industrial action)
	+ the potential outcomes of negotiations between all participants in the workplace including employers, employees, contractors, industrial organisations/unions, state/territory and Commonwealth governments

Further possible links to access information includes Fair Work Australia, Fair Commission, Australian Council of Trade Unions, Australian Chamber of Commerce and Industry, Australian Industry Group, Unions and Employer Associations across a range of industries.

#### 3.2 - discuss employer responsibilities to workers and the government, for example superannuation, pay as you go (PAYG) withholding, income tax

**Teachers’ note** - An understanding of the following concepts including investment income, superannuation, dividends, super income streams and annuities, trusts.

Before starting the following activity, an understanding of [Pay As You Go (PAYG) withholding](https://www.ato.gov.au/Business/PAYG-withholding/) is required. It is also important to have an understanding of the employer’s responsibility to an employee/contractor for the purposes of PAYG. Using the ‘[ATO Employee/contractor decision tool](https://www.ato.gov.au/Calculators-and-tools/Host/?anchor=ECDTSGET&anchor=ECDTSGET/questions/ECDT&anchor=ECDTSGET/questions/ECDT#ECDTSGET/questions/ECDT) to determine whether the worker is an employee or contractor for tax and super purposes is required. This tool highlights the employer’s responsibilities to workers and the government.

#### Activities

* Using a real or hypothetical situation, all steps of the tool should be completed and recorded for later discussions. Once completed, click on the PAYG withholding tab in the results and record the PAYG withholding obligations of employers to employees. Discuss their different results of the tool, the obligations of employers, difference between employees and contractors tax and super that the employers has to withhold.
* You have been appointed as an auditor for the Australian Taxation Office (ATO). The auditor must identify the issues of collecting PAYG withholding for an employer. The auditor must provide an ATO report that includes the points for and/or against of PAYG withholdings - this must include withholding amounts related to the responsibilities of employers to employees and the government and the ATO payments that may need tax withheld. The ATO provided details of income which requires tax withholdings. The different payments that may need tax withheld are:
	+ income and investment income.
	+ dividends and interest paid to non-residents of Australia. Provided is further information from the ATO website.
	+ payments to certain foreign residents for activities (may relate to gaming, entertainment and sports, and construction)
	+ payments to Australian residents working overseas. Provided is a link for further information.
	+ super income streams and annuities
	+ payments made to beneficiaries of trusts. Provided is a link for further information.
	+ the employers obligations of PAYG withholding, including the amounts from employee wages and other payments the employer makes to employees
	+ the employer’s reporting process and paying the amounts withheld in their activity statement
	+ employers registering for PAYG withholdings with the ATO. Follow the link ‘How employers register PAYG withholding’ for further information.
	+ the cancelling of employers PAYG withholdings registration. Provided is further information regarding PAYG withholding when a worker leaves from the ATO.
	+ preparing payment summaries to the government, the ATO, and lodging the annual report. Use the following link for further information about Annual reporting and PAYG payment summaries.

The ATO report must include the following structure:

* + title page - include the name of the report and the name of the author.
	+ table of contents - shows the organisation of headings and subheadings with page numbers,
	+ summary of the report - shows main information and facts of the report,
	+ findings - this section must include headings, subheadings and clear for and/or against of each point. The report may include images or diagrams in this section,
	+ conclusion - shows a summary of the main issues of employers’ responsibilities to workers and the government.
	+ References - must complete an accurate bibliography of all resources used in the ATO report. Use the following link to complete an accurate citation of a source.

#### 3.3 - examine laws related to the workplace, including – Work Health and Safety (WHS) legislation, Equal Employment Opportunity and anti-discrimination laws, Penalty rates and the role of the Fair Work Commission

**Teachers’ note** - the consultation may be conducted through an online meeting, for example, through Skype or email.

#### Activities

* Consult with a member of the Workplace Health and Safety (WHS) committee from a school and from a work place. The consultation should inquire into the laws related to WHS legislation and obligations of the employer, employee and visitors. Use the following consultation questions to develop questions and produce a WHS consultation paper. All information and questions must be recorded in a written form. Employer, employee and visitor consultation questions:
	+ what are the due diligence that an employer must take in regards to WHS laws? What are the reasonable steps that an employer must do to comply with due diligence?
	+ how does the employer keep up-to-date with WHS knowledge and maintains compliance with the laws?
	+ how does employer, employee and visitors report on incidents, hazards and risks in the workplace? How does this relate WHS law?
	+ what are the compliance procedures in the workplace? Is this an effective risk management process?
	+ how does the employer provide training and supervision to employees in regards to health and safety?
	+ how does the employer and employee maintain safe methods of work? Does this include safety equipment?
	+ how does the employer comply with WHS laws through the consultation of worker about WHS?
	+ how are injuries registered in the workplace? How are employees and visitors supported when they are injured in the workplace
	+ what are the return to work programmes? How does this comply with WHS laws?

Provided is further information from [Safe Work NSW](https://www.safework.nsw.gov.au/legal-obligations) about legislative obligations of employers, employees and visitors in the workplace.

* Read the case studies at work contained in the resource [young people in the workplace](https://humanrights.gov.au/education/teachers/young-people-workplace) (PDF 875kb) from the Australian Human Rights commission. Discuss two questions:
	+ how would you feel in each example?
	+ what would they do in each example?
* Use the information from the [Anti-Discrimination Board of NSW](https://www.antidiscrimination.justice.nsw.gov.au/Pages/adb1_antidiscriminationlaw/adb1_about-discrimination.aspx) website to develop five hypothetical case studies of workplaces complying and non-complying of the Equal Employment Opportunity and anti-discrimination laws. After completion, share case studies with others:
	+ What is the form of discrimination that has occurred in the workplace?
	+ Is the workplace compliant or non-complaint with the laws?
	+ How do the laws apply in each case study?
* Conduct research to locate a recent media article relating to employment law and penalty rates in Australia. Using the article, write a ‘letter to the editor’ about penalty rates and the role of the Fair Work Commission (FWC). The letter should include the author’s point of view and be in a persuasive writing style that clearly states the workplace related laws. The letter should include the following structure:
	+ name and date
	+ the purpose: introduction of author, outline the issue of the article and penalty rates and the role of the Fair Work Commission
	+ opinion: this section should clearly state the opinion on the article and penalty rates/ FWC
	+ argument: the section should include three sections with a main point for each section which provides evidence, data, and examples of the students’ point of view of the penalty rates in Australia and FWC role. This section must also state the specific laws related to the workplace.
	+ conclusion: this section must summaries the point of view, provide recommendations and suggested solutions to the penalty rates issue and the role of the FWC.
	+ sign-off: final statement, signature and name.

[What is the Fair Work Commission?](https://www.fwc.gov.au/disputes-at-work/how-the-commission-works/video-tour-of-the-commission/what-is-the-fair-work-commission) includes information about setting minimum wages, changing awards, approving enterprise agreements, and disputes, unfair dismissal claims.

#### 3.4 - explain changes to the roles of employees in the workplace, for example the increasing encouragement for workers to show initiative (ACHEK042)

#### Activities

* There has been significant changes to the workplace with employees taking on additional roles. Create an employee profile of a hypothetical or real example of an employee who has taken on an additional role in the workplace, such as:
	+ First Aid Officer
	+ Member of the WHS committee
	+ Anti-racism officer
	+ Firewarden
	+ Well-being officer
	+ Union delegate

The profile must include the:

* + responsibility of the additional employee’ role
	+ required skills and training for the employee and the organisation
	+ effect on the employee and the organisation of having the additional roles in the workplace
	+ benefits to the workplace of having additional employee role
	+ change to these employee roles over the last 20 and 50 years.

Present an employee profile. The presentation must address the previous dot points and explain how the additional employee roles have changed in the workplace. The presentation must:

* + clearly explain the ideas and information
	+ clear and expressive non-verbal and verbal communication of all members of the group
	+ meets all requirements of task with a clear introduction and conclusion

### Learning sequence 4 – current issues

Students:

* investigate a current issue related to the workplace that has affected employees in Australia, for example: artificial intelligence and its impact on the workforce

#### 4.1 - investigate the current issue of artificial intelligence and its impact on the workforce in Australia

**Teachers’ note** – Students will need an understanding of some key concepts before completing the activities: artificial intelligence, logistics and the workforce. The blog included in the learning sequence can be written on or offline. Provided is a link for further information about the [De Bono’s Six Thinking Hat](http://www.debonothinkingsystems.com/tools/6hats.htm) model which is used in the activity.

#### Activities

* Read the article [Could AI give your business the edge](https://www.businessaustralia.com/how-we-help/be-more-efficient/work-smarter/can-your-business-benefit-from-ai-) from the NSW Business Chamber, the Forbes article [The Future of Artificial Intelligence In The Workplace](https://www.forbes.com/sites/vishalmarria/2019/01/11/the-future-of-artificial-intelligence-in-the-workplace/#5370f4c173d4) and the Australian Business Review article [Between progress and safety: the dark side of AI](https://www.businessaustralia.com/how-we-help/be-a-better-employer/managing-risk/how-to-safe-is-ai). Discuss the three links and the issue of artificial intelligence and its impact on the workforce in Australia. Write a short blog about artificial intelligence, the different types, the use in Australia and the potential impacts. The blog must show an understanding of the issue, conveys evidence of the potential impact to the workforce, coherent writing style that shows knowledge of the issue. Images and diagrams to enhance the presentation, may be incorporated into the blog. [edublogs.org/](https://edublogs.org/) could be used or alternatively completed offline.

Using the de Bono Thinking Hats model, assign members to different thinking hats.

* **White hat:** This thinking style must seek facts, question and define the issue of artificial intelligence and its impact on the workforce. The white hat must focus on the known and unknown information including past trends and gaps in knowledge. For example, the different types of artificial intelligence that are currently used in Australia.
* **Red hat**: This thinking style must focus on the member’s intuition (hunches) of the issue which does not need a specific justification for current impact on the workforce of artificial intelligence. This may including the feelings of the member.
* **Yellow hat:** This thinking style must focus on the benefits and advantages of artificial intelligence and its impact on the workforce in Australia. This hat should be future focused.
* **Green hat:** This thinking style must make proposals, suggestions, new ideas and alternatives to artificial intelligence and its potential impact on the workforce in Australia.
* **Blue hat:** This thinking style must consider what potential controls could be place on artificial intelligence. For example, government restrictions on particular types artificial intelligence used in the workplace that may restrict the loss of jobs in Australia.
* **Black hat:** This thinking style must consider the reasons why artificial intelligence will not have an impact on the workforce in Australia.

In discussion with their other members, use and complete the Six Thinking Hat template. After the group discussion and completion of the template, students create a new group with each member of a particular thinking hat. Once the new group is formed, students discuss their old group’s understanding of the issue and use the Connect, Extend and Challenge (CEC) thinking method about the issue of artificial intelligence and its impact on the workforce in Australia.

In the blog summarise:

* the issue of artificial intelligence from their thinking style
* the perspective of the different discussions from their groups.