

Why People Work

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Reflecting

Outcome LCW.M1.S2.WORK.1

WHAT THIS LESSON DOES

Identify diverse reasons people work beyond pay. Distinguish intrinsic and extrinsic motivation through a sort and a short career vignette. Write a half-page on what you currently expect work to do for you.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.WORK.1	identify different reasons why people work, examining different employment patterns over a person's life.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify diverse reasons people work beyond pay
- Distinguish intrinsic and extrinsic motivation
- Write a half-page on what you expect work to do for you

KEY TERMS

Term	What it means here	For example
intrinsic motivation	The drive that comes from inside you: interest in the work itself, pride in getting better, or the sense that the work matters.	Staying late to finish a repair because solving it is satisfying, not because anyone is checking
extrinsic motivation	The drive that comes from outside rewards: pay, status, security, praise, or avoiding a penalty.	Taking Saturday overtime mainly because the extra money covers a car loan
job security	How stable and predictable your work is: whether you can reasonably expect the role, the hours and the pay to continue.	A permanent contract with set hours versus casual or agency shifts that can disappear next week

BEFORE THE BELL

- Ensure every student has a Strand 1.2 folder and can create or open Why I Want to Work .
- Plan to read the Aoife vignette aloud before the sort so the room has a concrete person in mind.
- On screen this lesson: card sort.

Why People Work

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Sort the Reasons, Then Write Yours
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who already has paid work, voluntary work, or both? Keep it light. Then read the short career vignette in step 3 aloud before the sort so the room has a concrete person in mind, not a theory.

5 min Key Terms

Spend no more than five minutes here. Stress that extrinsic reasons are legitimate: the lesson is not anti-money. The skill is naming the mix, not performing the purest motive.

35 min Sort the Reasons, Then Write Yours

On screen: card sort

SUGGESTED TIMING

- Vignette aloud: 3 minutes
- Card sort and class argument on borderline cards: 10-12 minutes
- Independent write: 18-20 minutes

The eighteen to twenty minutes of writing are the part of the lesson most likely to get eaten, so close the sort discussion even mid-argument and let the class settle to write. The half-page is the only thing they have to produce today, so there is no need to add further written tasks after the sort.

TEACHING TIPS

Pause the sort on two borderline cards (for example "I feel useful when a customer leaves sorted" and "Friends and family are proud of what I do"). Invite two defences each way before moving on. Ask which card caused the longest argument and what that shows about mixed motives.

Placements are not scored in front of students. The list below is for your own reference while you listen to their reasoning; it is not a mark-scheme to read aloud as right and wrong, because several cards genuinely sit on the line.

Typical placement, open to challenge: Intrinsic, get better at something I care about; work itself interesting; feel useful when a customer leaves sorted; building a skill for the next decade; add something my community needs. Extrinsic, wage every fortnight; people respect the job title; cover rent/car/help at home; pension and sick pay; friends and family are proud.

During the write, watch for money-only paragraphs and for money-denial paragraphs. Both need a nudge toward an honest mix.

LOOK-FORS

- At least one intrinsic and one extrinsic reason, both specific
- Job security addressed, even if the answer is "not yet"
- A plausible line on what could change by 25
- Half a page in **Why I Want to Work**, not three bullet points

10 min Think About It

Keep this to pair talk, about four minutes each prompt. Do not press for family detail, because some students will have little they want to say in front of the room: "a coach", "a neighbour", or "someone where I work" is enough. Anything they add to the document from this talk is a bonus, so nobody needs to be chased for it; the half-page written in step 3 is the piece of work you check.

5 min What you covered

Spot-check that **Why I Want to Work** exists and is half a page, not three bullet points. Flag anyone who wrote only money or only "passion" and ask them to add the missing side before next lesson.

TEACHING MOVES

- Begin with a show of hands on paid work, voluntary work, or both.
- Extrinsic reasons such as pay are legitimate; the skill is naming the mix, not performing the purest motive.
- On the sort, pause on borderline cards and invite defences both ways. Explore mode is unscored: do not treat placements as a quiz.
- During the write, watch for money-only paragraphs and money-denial paragraphs; both need a nudge toward an honest mix.
- Do not force family disclosure in pair talk: a coach, neighbour, or someone from work is enough.

WHAT TO WATCH FOR

- At least one intrinsic and one extrinsic reason, both specific
- Job security addressed, even if the answer is "not yet"
- A plausible line on what could change by 25
- Half a page in the portfolio document, not three bullet points

DIFFERENTIATION

- Support: sentence starters for the half-page; pair talk on the sort before independent writing.
- Extension: optional stretch in the summary (three lines from a working adult) rather than a second five-year essay in class.

WHAT STUDENTS ARE LEFT WITH

- Why I Want to Work: half-page on current expectations of work