



EIGHT HOUR DAY

Celebrate 150 years
of work, rest & play

Losing the Eight Hour Day?

A unit of work designed within the framework of the Victorian Essential Learning Standards.

VELS Level 6

- Interpersonal development
- Civics and Citizenship
- The Arts
- English
- Humanities (History)
- Humanities (Economics)
- Communication.
- Thinking

Contents

<u>VELS Unit Level 6 - Introduction</u>	Page 2
Learning focus	Page 2
<u>Victorian Essential Learning Standards</u>	Page 4
<u>Teaching and learning activities</u>	Page 5
<u>1: Thinking about connections between the past & present</u>	Page 6
<u>2: Winning conditions – the flow on from the 8 hour day</u>	Page 8
<u>3: Workers get a life – working conditions and citizenship</u>	Page 10
<u>4: The work life balance – one step forward, two steps back?</u>	Page 11
<u>Assessment</u>	Page 13
<u>Teacher Notes</u>	Pdf 125kb
<u>Student Resources</u>	Pdf 158kb
<u>Teacher Resources</u>	Pdf 71kb

Acknowledgements

These education materials were prepared by Kay Boulden, Museum Victoria Education Officer, to support *Celebrate 888—150 years of work, rest and play*. This project is funded by Arts Victoria in partnership with Museum Victoria, Victorian Trades Hall Council, University of Melbourne, RMIT University, Melbourne Workers Theatre, Australian Centre for the Moving Image, State Library of Victoria and History Teachers Association of Victoria.

They are published in four Adobe Pdf documents, with internal bookmarks and internet links, and may be copied on to school networks and reproduced for teaching purposes.

Permission to reproduce any material for other purposes must be obtained from Museum Victoria.

© Museum Victoria 2005.

Introduction

In *Losing the Eight Hour Day?* students use an investigation of an important historical event, the campaign for the eight hour day, as a starting point for considering critical questions in the lives of their families, communities and country. They employ a variety of means to gather and reflect on information and points of view. They draw conclusions based on evidence and seek to present their conclusions persuasively.

Students work in teams to plan and execute their research, to develop their presentations.

During the research phase they use strategies such as brainstorming, planning, questioning, recording, note-taking, selecting, interpreting and evaluating to generate the information upon which they will base their presentations. They develop an understanding of the importance of evidence in shaping a persuasive argument.

In the development phase, students consider the influence of audience, mode and context on the shape and form of their final presentation, and learn to critique and edit their own work.

This unit provides opportunities for students to demonstrate achievement against the *Victorian Essential Learning Standards* in Interpersonal Development, Civics and Citizenship, The Arts, English, Humanities (History and Economics), Communication and Thinking.

Learning focus

This unit address learning focus statements from all three strands at VELS Level 6:

Physical, personal and social learning

Interpersonal development

- Develop their knowledge of local and global values and beliefs and consider the idea of values as social constructs and principles.
- Work in diverse teams within and beyond school to complete complex tasks.

Civics and Citizenship

- Explore the historical origins of some political rights such as ...fair working conditions.
- Research issues and events of importance to the community and recognise a range of perspectives and solutions.

Discipline-based learning

English

- Use writing to explore different perspectives on complex and challenging issues.
- Practise constructing considered arguments to persuade others to share a point of view.

Humanities (History)

- Investigate how Australia developed in terms of social, political and cultural structures and traditions.
- Learn about key twentieth and twenty-first century events, ideologies and social movements that have shaped the modern world.

Humanities (Economics)

- Analyse how economic policies advanced by governments, financial systems and institutions affect them.
- Understanding, clarifying and justifying values and attitudes about issues affecting the economy, society and the environment.

The Arts

- Develop skills in making decisions about creative ways of generating ideas.
- Manipulate arts elements and principles to effectively realise their ideas.
- Explore issues, and concrete and abstract concepts to develop arts ideas.

Interdisciplinary learning

Thinking

- Make informed decisions about controversial and complex issues.
- Develop questioning techniques appropriate to the complexity of the ideas they investigate and to probe into and elicit information from varying sources.
- Process and organise information by selecting appropriate strategies and connecting existing knowledge and new knowledge they encounter.
- Explore differing perspectives and issues in depth and identify a range of creative possibilities.

Communication

- Experiment with communicating complex ideas in a variety of ways.
- Organise information ideas and opinions into a coherent structure, select and adjust their mode of presentation to suit purpose and audience, and make appropriate adjustments in response to cues from audience.

Victorian Essential Learning Standards

Losing the eight hour day? can be used to assess students' achievement against a range of Victorian Essential Learning Standards. The table below shows how some Level 6 standards might be applied to this unit.

Strand	Domain	Dimension	Key elements of standards
Physical, personal and social learning	<i>Interpersonal development</i>	Building social relationships	Students: ... describe how local and global values and beliefs determine their own and others' social relationships.
		Working in teams	... work collaboratively, negotiate roles and tasks.
	<i>Civics and citizenship</i>	Civic knowledge and understanding	... explain how citizens influence government policy through participation in political parties, elections and membership of interest groups. ... describe democratic values and evaluate how well they are expressed in aspects of the Australian political system.
		Community engagement	... articulate and defend their own opinions and contest, where appropriate, the opinions of others.
Discipline-based learning	<i>The Arts</i>	Creating and making	... vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style. ... effectively use a range of media and technologies.
	<i>English</i>	Reading	... read, view, analyse and discuss informative and argumentative texts. ... explain how texts are shaped by the time, place and cultural setting in which they are created.
		Writing	... write argumentative texts dealing with complex issues and ideas. ... select subject matter and language to try to position readers to accept particular views. ... compose a range of texts, such as feature articles or web pages. ... plan and deliver presentations.
		Speaking and listening	... compare ideas, build on others' ideas, provide and justify other points of view and reach conclusions that take account of aspects of an issue.
	<i>Humanities (History)</i>	Historical knowledge and understanding	... explain the historical foundations of contemporary issues. ... describe and explain key changes in social and political attitudes.

Discipline-based learning cont.	<i>Humanities (History) cont.</i>	Historical reasoning and interpretation	...critically evaluate sources of evidence and recognise that in history there are multiple perspectives and partial explanations. Develop historical explanations in a variety of forms and using a range of methods.
	<i>Humanities (Economics)</i>	Economics knowledge and understanding	... predict the economic consequences of proposed government policies and make informed choices among alternative public policy proposals.
		Economics reasoning and interpretation	... demonstrate an awareness of the impact of values and beliefs on economic issues.
Interdisciplinary learning	<i>Communication</i>	Listening, viewing and responding	...elaborate and clarify using pertinent questions to explore implicit and explicit meaning.
		Presenting	Make explicit the relationship between the suitability of the communication format, content and mode, and the resources and technologies selected to effectively communicate.
	<i>Thinking</i>	Reasoning, processing and inquiry	... discriminate in the way they use a variety of sources. ... generate questions that probe viewpoints and perspectives
		Creativity	... experiment with innovative possibilities within the parameters of a task
		Reflection, evaluation and metacognition	... explain conscious changes in their own and others' thinking and analyse alternative perspectives and perceptions.

For further advice, see the *Assessment* section (page 13).

Teaching and learning activities

This unit is framed around an investigation of the successful campaign for the eight hour day in Victoria in 1856, an event which established a benchmark for the rights of working people around the world. It uses internet based research and oral histories to enable students to explore and discuss a range of issues related to the eight hour day such as:

- How working conditions such as recreation and sick leave entitlements were won following the eight hour day victory.
- How working conditions are linked to the capacity to participate in educational, sporting, cultural and citizenship activities.
- Work-life balance - how working hours affect relationships with family and friends.

The unit is designed to allow teachers and students to explore the issues raised in an extended fashion, or to spend a shorter period focusing on selected activities.

Throughout the unit, teachers support students to develop skills in reflective and critical thinking, internet research, using evidence to support opinions, and communicating ideas and opinions in a variety of modes.

Before commencing the associated research tasks, teachers assist students to familiarise themselves with the history of the eight hour day, its origins and outcomes.

Activity 1: Connecting the present to the past

Living to work, working to live

Students discuss working hours in their own families, and the relationship between work (paid and unpaid) and leisure. How do long working hours affect family life? What are reasonable hours of work?

They consider the sorts of things people could and could not do outside work if working hours were longer or there was less holiday time available to workers (family responsibilities, sports and leisure activities, social contacts with friends and family, further education, community service etc). Teacher records key points.

Understanding the notion of working conditions

Explain the notion that working conditions means the rules that govern the way people work. Students brainstorm what the term refers to (working hours, meal break, rates of pay, leave, health and safety, rights to organise and bargain etc).

Teacher introduces the notion of workers organising to improve working conditions, and discusses the origins of the eight hour day (see *Teacher Notes pp 4-6*). Students should be made aware that the eight hour day won by the Stonemasons in 1856 was not extended to all workers for many years.

NB Teachers who want to delve more deeply into the history of the Eight Hour Day campaign, and the events that preceded it, should see the Winning the Eight Hour Day Teacher Notes and Level 4 VELS Unit for further information.

Students read and respond to *Student Resources* SR 1 - Changes in working hours.

Are they surprised by what they have learned? Students suggest why it might have taken so long for the eight hour day to become a national standard.

Students predict whether Australian working conditions today are similar to those in similar countries, then view OHT on minimum leave (*Teacher Resources* TR1- Minimum Leave) and discuss their responses. What might explain differences in entitlements?

Families, work and change – interviewing

Students organise to interview friends and family members about their experiences of work, working conditions, and change over time.

The point of the exercise is to be able to draw a picture of:

- why work of various kinds is important to people;
- what they most like and dislike about both paid and unpaid work;
- how working conditions have changed over time; and
- what changes in working conditions have meant for people in terms of their personal lives, friendships, family relationships and capacity to engage in activities outside work.

Students work in small groups to organise interview questions, and to develop ways of recording answers (for example, in written form, using a tape recorder, using a checklist).

Having conducted their interviews, students work in small groups to compare their data and to identify common themes in the answers.

Each group prepares a brief presentation for the class outlining major themes, and selecting quotes or information from their interviews to illustrate each point.

Community of Inquiry

Students use a community of inquiry approach to inquire more deeply into the issues raised by the interviews.

A **community of inquiry** derives from the discipline of **philosophy** by adding the following characteristics to inquiry:

- (a) Emphasis on what *might be*, as well as what *is*.
- (b) The application of logic and the use of criteria for measuring the quality of thinking.
- (c) Creative, as well as critical thinking.
- (d) Concern with matters of judgment and reason rather than fact and unexamined opinion.
- (e) Interest in the discovery of ideas and exploration of meaning, and concepts associated with the problematic in our everyday lives.

A community of inquiry involves:

- Building on students' interest and reflecting on their questions.
- Valuing both talking and listening, elements which provide both the dialectical and social element of the reasoning process.
- Giving and expecting reasons for what is said.
- Students respecting themselves and others as participants in inquiry.
- Valuing thinking for oneself and 'self-correction' above the relatively sterile idea of formal logic.

Begin by gathering questions from the students based on their presentations, and then focus on discussing one or more of them. Have the *students* choose which questions they wish to discuss—the aim is to start the inquiry from what interests them.

If interest is intense enough, it may be possible that the discussion will generate some 'Big Idea' questions which could be pursued throughout the work unit.

These could focus on issues such as:

1. Who should be making decisions about how work is organised and under what conditions people work?
2. Why are there such obvious divisions between wealth and poverty in our communities?
3. Why are some kinds of work valued more highly than others?



EIGHT HOUR DAY

Celebrate 150 years
of work, rest & play

Activity 2: Winning conditions— the flow on from the Eight Hour Day

Looking back – a focussing activity

Refer students back to *Student Resource 1 – Changes in Working Hours* and have them refocus on the slow pace at which standard working hours changed.

Remind students of other aspects of working conditions they have already considered and list them on board (recreation leave, sick leave etc). Have students add to the list (e.g. carers leave, parental leave, long service leave). Invite them to predict when such conditions were first included in workers conditions.

Students read *Student Resource 2 – Leave* and compare the dates at which various kinds of leave became available with the dates they predicted.

Exploring how working conditions were won

Teachers provide background information on one immediate outcome of the Eight Hour Day victory—the establishment of Trades Hall as a home for trade unions (see *Teacher Notes* p7).

Students form small groups; each is assigned a topic:

1. The development of unions
2. The big issues
3. Equality for all?

Each group reads *Student Resource* SR3 The History of Australian Unions, focussing on particular aspects of the history. In their groups, they discuss and make notes on the relevant questions, using *Student Resource* SR4 History of Australian Unions *worksheet*.

Students develop a group summary of their ideas for presentation to the class, followed by a whole class discussion.

Researching the impact of changes in working conditions

In small groups, students research a change in working conditions (chosen from the list below) which has had a wide impact on the lives of workers and their families. (See *Teacher Notes* p12 for useful websites.)

- Reducing hours of work.
- Access to sick leave and carer's leave.
- Access to and expansion of recreation leave.
- Access to maternity and parental leave.
- Cost of living increases.

Student groups use a PMI strategy * (*Student Resource* SR5 *Plus, Minus, Interesting*) to respond to their findings on the issues and report their responses to the class.

*** PMI – Plus, Minus, Interesting**

The plus, minus and interesting tool (PMI) can be used to assist students in evaluating and unpacking the details of a product, a piece of writing, a text or an issue. This tool encourages students to look at all sides of the topic and recognise strengths and weaknesses rather than focusing only on their immediate emotional reaction.

PMI can also be used to assist students to evaluate their own work, the work of others, and to reflect on their progress and learning.

In this instance, students examine the evidence they have collected in their group research, and use the PMI strategy to develop a critical appraisal of the issue.

Students may use sticky notes to sort ideas into categories before using *Student Resource SR5 PMI* to summarise their views and make a judgement. The teacher may act as a facilitator to assist each group to examine the data from a number of perspectives.

Plus Minus Interesting	
P(+) plus	
M(-) minus	
I(?) Interesting	
Judgement	



EIGHT HOUR DAY

Celebrate 150 years
of work, rest & play

Activity 3: Workers get a life – working conditions and citizenship

Less work, more leisure

One of the effects of reduced working hours was that increased time was available for other activities.

In the second half of the nineteenth century, working people began to participate in a wider variety of activities, including sport, cultural activities and education. An important focus was involvement in civic activities.

Have students work in small groups and use the Eight Hour Day website to find out about what sorts of things workers used their new found leisure hours to do. <http://8hourday.org.au/history.asp>

Then and now

How do people spend their leisure hours now? Have students work in small groups to develop a time-use diary that could be filled in for them by one or more adults.

They'll need to be able to record:

- paid working hours, and the days and times at which paid work is done;
- how much time is spent travelling to and from paid work;
- the hours spent on unpaid work at home and elsewhere – caring for the family, cooking, cleaning, washing, transporting children, childcare etc; volunteer work; looking after friends or family members who live elsewhere.
- hours of sleep; and
- time available for leisure, and what types of activities are involved.

Students collect, compare and analyse their data. They develop a summary of the main findings, and use them to prepare a data show. As a class, students discuss the trends they can identify in the presentations in relation to:

- paid work.
- unpaid work.
- leisure time.
- types of leisure activities, involvement in community organisations.
- involvement in civic activities.

Community of inquiry

What questions does this generate? Use a community of inquiry to explore issues, e.g.:

- What is the effect on family life of long hours of work?
- What is the effect on family life of being able to find too few hours of work?
- Should working hours be organised so that most people can be involved in their community and in the civic life of the country?
- What happens when friends and family members have time off at different times?



EIGHT HOUR DAY

Celebrate 150 years
of work, rest & play

Activity 4: The work life balance —one step forward, two steps back?

Focussing activity

Refer to pp 10-12 of Teachers' Notes.

Students brainstorm the meaning of the term “work”; teacher records ideas and encourages students to include unpaid work if they haven't already done so (voluntary work, community work, work in the family).

The struggle for the work-life balance

In small groups, students:

- identify a range of types of unpaid work and the contribution each makes to the well-being of families and communities; and
- discuss the role paid work plays in the well-being of individuals, families and communities.

Each group reports back.

Students brainstorm the elements of work-life balance and try to come to a consensus on what it might include. The following definition might be helpful.

Work-life balance is about people having a measure of control over when, where and how they work. It is achieved when an individual's right to a fulfilled life inside and outside paid work is accepted and respected as the norm, to the mutual benefit of the individual, business and society.¹

The class discusses whether it is important for people to be able to balance their paid and unpaid work, and leisure activities. What happens when the balance can't be achieved?

In small groups, students investigate aspects of work-life balance using the web-sites listed at the back of the unit. These may include:

- What sorts of provisions do “family-friendly” work policies contain?
- Is unpaid work equally shared by men and women? What is the evidence? How does this affect work life balance?
- What is the effect of working shift work on work-life balance?
- Good examples of family-friendly work practices.

Students share their information and try to identify what are the most critical factors in achieving a balanced life.

Exploring working conditions today

Discuss with students whether they believe an eight hour day and a 40 hour week are still the reality for most workers. They may wish to reflect on the experiences of their families, friends and neighbours.

Teacher discusses with students the ways work has changed over the last two decades (the OHT master *Teacher Resource 2 – The forty hour week?* may be helpful).

¹ <http://www.employersforwork-lifebalance.org.uk/work/definition.htm>

The future of work

What will be the future of work in Australia? Many of the certainties about work which were commonly held by earlier generations no longer apply, and the industrial landscape that young people still at school will meet in the future is changing rapidly.

A paper considering some of the major changes that have already occurred in workplaces, and considering implications for the future is available at: <http://actu.asn.au/public/news/files/fowexsum.pdf> (*The Future of Work* by Ian Watson, John Buchanan, Iain Campbell and Chris Briggs, an abridged version of chapters 2-10 of *Fragmented Futures: New Challenges in Working Life*, Federation Press, Sydney, 2003).

Divide students into small groups to explore some of the key points raised using *Student Resources: SR7 The Future of Work*.

- a. Have each group focus on a different issue:
 - Income inequality in Australia is widening.
 - Casual and part-time work
 - Workloads and work intensification
 - Balancing work and life
 - Unemployment and underemployment

The task for each group is to discuss the data presented on the resource sheet and to consider the possible effects of such trends.

- b. Each group then considers the issues in relation to a particular scenario (*Student Resources SR 8*) and uses an *Effects Wheel* (*Student Resources SR 9*) to unpack the implications of the issue they have discussed.

How Australia compares

Do the same issues about work, hours, job security, work-life balance affect people in other countries? Share with students the information in *Teacher Resources TR3 How does Australia compare?* and discuss any issues that emerge.

And tomorrow?

At the time of writing, Australia is embarking on a period of change in industrial relations which is being variously described as:

- an 'agenda [that] will hurt the quality of life of millions of Australians.' (ACTU)
- a 'plan for a modern workplace relations system which will give Australia a flexible labour market, allowing economic growth and employment opportunities.' (Australian Government, *WorkChoices*).

The websites below will provide starting points for teachers and students wishing to follow and debate these developments.

<https://www.workchoices.gov.au/>

<http://www.rightsatwork.com.au/thefacts>

<http://www.workplaceinfo.com.au/nocookie/alert/2005/051019703.htm>

Presenting

Students share their digital storytelling projects, and respond to the issues raised. In *Teacher Resources, TR4* is a criteria sheet for the digital story telling activity.

Assessment

Throughout the unit, students are engaged in a variety of research tasks, which provide opportunities to collect interviews, conduct research, investigate ideas, and gather images.

If desired, these activities can feed into the creation of a digital story which provides the opportunity for both formative and summative assessment. Students can build a folio of ideas and images through the unit of work, and as a final activity arrange them to tell a story reflecting on ideas and issues about work in the past, the present and the future.

Digital stories are presentations either in the form of short films or Powerpoint shows. They can be created with combinations of sound and video recording, voice-over, music, text, digital photographs, animation and graphics.

See **Teacher Resources** *Digital Storytelling Criteria Sheet*, for more information.

See also: <http://www.acmi.net.au/digitalstorytelling.jsp>

Standards	Assessment criteria (examples)	Evidence
Interpersonal development Working in teams	Ability to: ...work collaboratively, negotiate roles and tasks.	Families, work and change (Activity 1)
Civics and citizenship Civic knowledge and understanding	...explain how citizens influence government policy through participation in political parties, elections and membership of interest groups.	Exploring how working conditions were won (Activity 2)
Civics and citizenship Community engagement	...articulate and defend their own opinions and contest, where appropriate, the opinions of others	Researching the impact of changes in working conditions and PMI (Activity 2)
The Arts Creating and making	...vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style. ...effectively use a range of media and technologies	Digital story-telling (Activity 4)
English Reading	...read view, analyse and discuss informative and argumentative texts.	Then and now (Activity 3)
English Speaking and listening	...compare ideas, build on others' ideas provide and justify other points of view and reach conclusions that take account of aspects of an issue.	Exploring working conditions today and tomorrow (Activity 4)
Humanities (History) Historical knowledge and understanding	...explain the historical foundations of contemporary issues.	Exploring how working conditions were won (Activity 2) Exploring working conditions today and tomorrow (Activity 4)
Communication Presenting	Make explicit the relationship between the suitability of the communication format, content and mode, and the resources and technologies selected to effectively communicate.	Digital story-telling (Activity 4)
Thinking Reasoning, processing & inquiry	...generate questions that probe viewpoints and perspectives	Community of Inquiry (Activity 1)
Thinking Reflection, evaluation and metacognition	...explain conscious changes in their own and others' thinking and analyse alternative perspectives and perceptions.	Digital story-telling (Activity 4)