



## SOCIETY: WORK VS. LIFE'S WORK

**Essential Question: *Is There a Difference Between Work and Life's Work?***

### Learning Targets:

Students will:

- Create a visual of the difference between work and life's work and create a representation of their image.
- Compare and contrast the concepts of "work" and "life's work".
- Reflect on their own potential contributions to their community.

### Lesson Overview

Students revisit the HONY gallery walk with a mission to discover the contributions the HONY guests make to their community. They then visualize work and life's work, drawing representations of their current understanding of those concepts. In discussion, these ideas are explored in more depth: Is there a difference? Does there have to be? Finally, the YPs think of their own unique talents, skills, and interests and how these could become contributions to their community.

## Lesson Agenda

<b>Opening (5 min)</b>	<ul style="list-style-type: none"><li>• HONY Gallery Revisited</li></ul>
<b>Work Time</b>	<ul style="list-style-type: none"><li>• Work vs. Life's Work (30 min)</li><li>• Discussion: What Is Work? What Is Life's Work? (10 min)</li></ul>
<b>Closure (5 min)</b>	<ul style="list-style-type: none"><li>• Exit Ticket: My Potential Contributions</li></ul>
<b>Differentiation Support</b>	<ul style="list-style-type: none"><li>• Exemplar/Non-exemplar: Career</li><li>• Compare the Two: Work/Life's Work</li></ul>

## Materials

- Young Professional student packet
- HONY gallery images from the previous lesson
- Sticky notes
- Art and drawing supplies

## FACILITATION NOTES

**Gallery Walk Revisited.** For this opening activity, you can use the same images printed from the previous lesson.

**Visualizing.** Visualization can support meaning making and retention of information. The creation of a representation (the image) can help students explore and process their current understanding of the concept.

**Accountable Talk Structures.** Offering students “stems” to help support productive and collaborative education can feel awkward; think of it as a scaffold for productive discussions. Most students do not experience professional conversations, so explicit modeling and support is not only important for accountable classroom discussions and meeting academic standards, it cultivates an important 21<sup>st</sup> century skills. See Communication and Collaboration lessons for additional lessons that support high-quality student discussion and interactions.

**Life's Work.** The concept of Life's Work is common in career exploration. FastCompany shares an article: <http://www.fastcompany.com/3002168/8-signs-youve-found-your-lifes-work>.

Road Trip Nation (RTN) also highlights the importance of Life's Work. Your district may have, or be willing to obtain, a RTN membership that offers high-quality activities and videos, with a focus on the Self Lens: <http://roadtripnation.com/>.

**Lenses on the Future: Society**  
Pathways to ProsperityNetwork

## IN ADVANCE

- ❑ Set up the HONY images from the previous lesson for the Gallery Walk Revisited opening activity.
- ❑ Brainstorm ways to visualize your first job or “work” for the modeling activity. Consider creating the visual in advance to save time (for struggling students, it may be useful to scaffold, think aloud, and actually draw your visualization during class).

## Vocabulary

Content	Tier II
career, contribution	representation, image, accountable

## Opening (5 min)



### HONY Gallery Revisited

1. **Invite** the YP’s to revisit the gallery.
2. **Ask** them to select a HONY guest that is making some sort of sacrifice towards a dream or goal.
3. **Have** them mark their selection with a sticky note.

The job and career comparison came up in an earlier lesson. These are not opposite, nor does career equate to one’s life work. Many people have left high-paying professional careers to open a bakery/start a small business, etc. Push conversation to move beyond the dichotomy of either a job or a career, either work or life’s work. People may find their spark while working a job and turn the experience into their life’s work.

## Work Time

### Work vs. Life’s Work (30 min)



*In our gallery walk, you met people who were doing work, others who were doing their life’s work, and some who were doing both. To process and reflect on the activity, you are going to think about work and life’s work as it pertains to you at this point in your life.*

1. **Ensure** each student has access to the art and drawing supplies.
2. **Ask** them to shut their eyes and imagine their first job or “work.”
  - *What does this mean to you?*



3. **Invite** them to use the art supplies to create an image or diagram that conveys their vision of a first job.
4. **Model** by sharing an example that illustrates your first job. Include words, quotes, and phrases, if desired.
5. **Invite** students to think of their mental image. They will now transform it into an artistic one.
  - **Remind** them to take their time and add details/labels.
  - After about ten minutes (depending on overall class time), **gather** their attention.
6. **Ask** them to think about their life's work.
  - *What does this mean to you? What image pops into your mind?*
7. **Invite** the YPs to take a moment to draw, collage, or write about each (using different sides of the paper).
8. **Emphasize** that this is a **short** activity to help them reflect. They do not actually need to know what their life's work is!
9. **Debrief**: Pair-share.
  - *What differences do you notice between the two images?*



If students find productive small group discussions difficult, having them talk around a product that scaffolds thinking can be helpful. See facilitator documents [<Compare the Two: Work and Life's Work>](#) or provide a Venn diagram drawn on chart paper.

## Discussion: What Is a Career? What Is a Job? (10 min)



1. **Draw attention** to the [<Compare the Two: Work and Life's Work>](#).
  - **Ask** students to share out, and model recording information either as shared or specific to either work or life's work.
  - **Invite** students to record thoughts from the day using the graphic organizer.
2. Depending on time, **structure** the debrief as a small group or whole group conversation.
3. **Use** [<Accountable Talk>](#) structures to support conversation.
4. If using small group structure, **inform** students that they will be asked to report out a key idea.
  - *What do you think is the difference between work and life's work? Between a job and a career?*
  - *Why do you think we talk about them as separate? Does this make sense?*

## Closure (5 min)



### Exit Ticket: My Potential Contributions

**Have** the YPs highlight one example from HONY where life's work contributed to their community or to society.

*What is one way your skills, interests, and talents might contribute to your community?*

## School to Home Connection



### Family/Community Interview

**Ask** a family/community member the following questions.

**Record** their responses to share in the next class.

*What do you now? Would you consider this your work or your life's work?*

*Do you think there is a difference between work and one's life work?*

*How do you know if you are doing your life's work?*

*If you could do your life's work, what would it be? Why did you choose this?*



**Name:**

**Date:**

## **SOCIETY: *Is There a Difference Between Work and Life's Work?***

### **Today's Learning Objectives:**

I can:

- Create a visual of the difference between work and life's work and create a representation of their image.
- Compare and contrast the concepts of "work" and "life's work".
- Reflect on my own potential contributions to my community.

*In this lesson, I will revisit the HONY gallery walk with a mission to discover the contributions the HONY guests make to their community. I will then visualize work and life's work, drawing representations of these concepts. In discussion, these ideas are explored in more depth: Is there a difference? Does there have to be? Finally, I will think of my own unique talents, skills, and interests and how these could become contributions to my community.*

### **Today's Activities:**

- HONY Revisited
- Work vs Life's Work
- My Potential Contributions

# Work Image

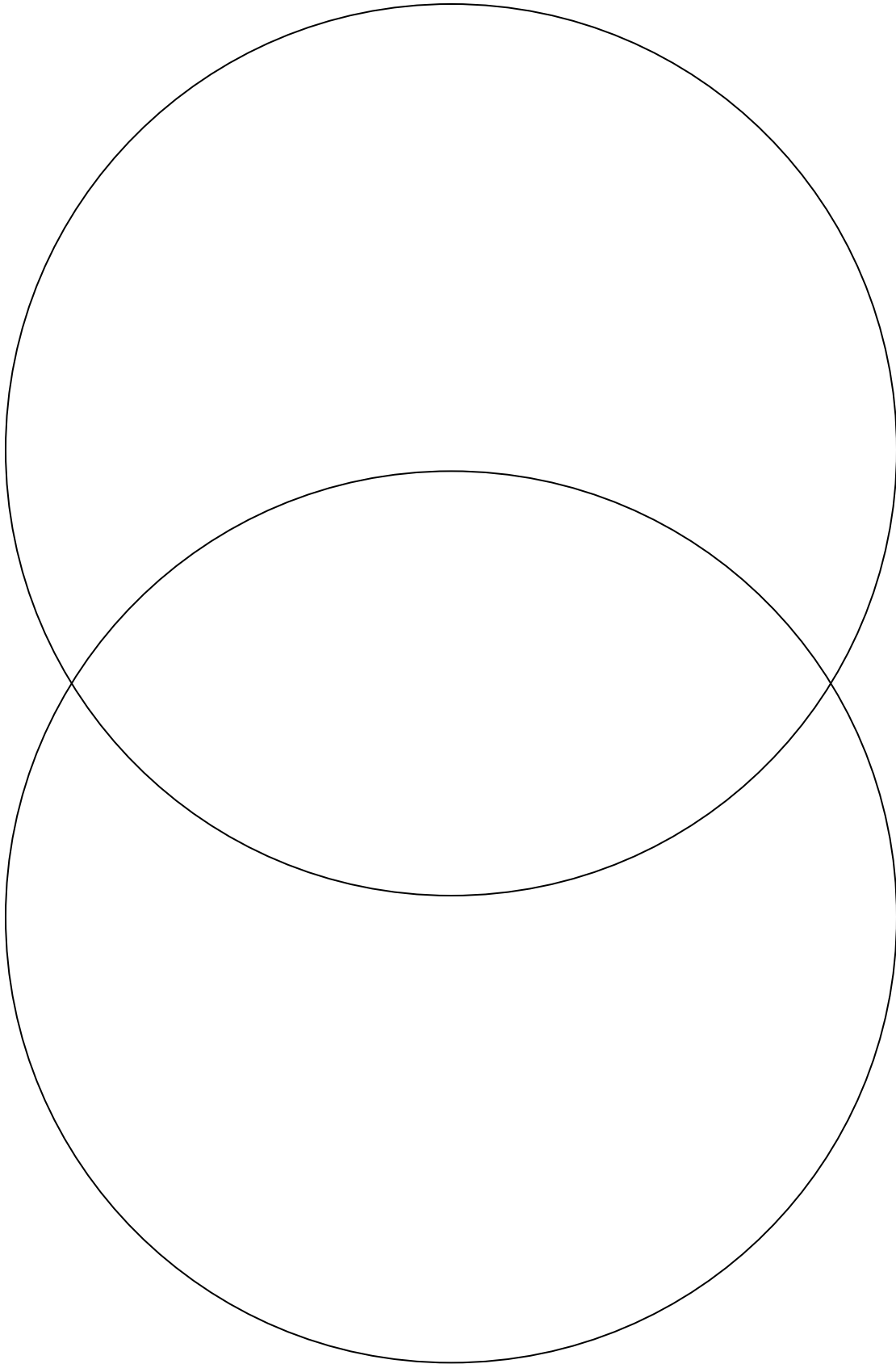
# Life's Work Image



**Compare the Two:  
Work and Life's Work**

Work

Life's Work



## Exit Ticket: My Potential Contributions

- *Highlight one example from HONY where someone used their skills to contribute to their community.*
- *What is one way your skills, interests, and talents might contribute to your community?*

# School to Home Connection

**Directions.** Ask these questions to a family member and record their responses. Prepare to share next class.

- *What do you now? Would you consider this your work or your life's work?*
- *Do you think there is a difference between work and one's life work?*
- *How do you know if you are doing your life's work?*
- *If you could do your life's work, what would it be? Why did you choose this?*

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