

# LESSON 5:

## 100 YEARS OF HARD WORK

Activity 1:	Northern Ireland's Changing Occupations (30 minutes)
Activity 2:	Then or Now? (40 minutes)
Activity 3:	Celebrating a Century of Hard Work and Innovation (50 minutes)

### INTRODUCTION

This lesson encourages pupils to explore the world of work in Northern Ireland over the last 100 years. It can be highly personalised to the class and school, focusing on local industrial or agricultural heritage. Alternatively, a wider lens can be used.

Children will also have the opportunity to consider people's changing experience of the working day over time and decide what they prefer.

In the final activity the children create a large display celebrating a century of work. Activity 1 complements Lesson 4 of the CCEA Let's Count Census resources.

*You can use this lesson as a stand-alone resource. Alternatively, it could be an extended piece of work or you could adapt individual activities to link with other themes or topics and ability levels.*

LEARNING INTENTIONS	RESOURCES	KEY WORDS
<p>Children will learn:</p> <ul style="list-style-type: none"> <li>that Northern Ireland has a rich industrial and agricultural history;</li> <li>that the nature of employment has changed significantly over the last 100 years;</li> <li>to evaluate the benefits and challenges of working in different time periods and decide which they would prefer; and</li> <li>use a range of methods to create a class display celebrating Northern Ireland's working heritage.</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource 1:</b> Northern Ireland – A Rich Tapestry of Work and Creativity presentation</li> <li><b>Resource 2:</b> Northern Ireland's Changing Occupations</li> <li><b>Resource 3:</b> Interview about working conditions in 2021</li> <li><b>Resource 4:</b> My patch of History (A)</li> <li><b>Resource 5:</b> My patch of History (B)</li> </ul> <p>Whiteboard, <a href="#">CCEA NI 100 Timeline</a>, art materials, CCEA <a href="#">Active Learning and teaching methods</a> available from the <a href="#">CCEA website</a></p> <p>Other online resources – see Appendix 1 for links.</p>	<p>Tapestry, patchwork, economic, industry, employment, montage, aeronautics.</p>

## CURRICULUM LINKS

### LANGUAGE AND LITERACY

#### Reading

- read, explore, understand and make use of a wide range of traditional and digital texts
- represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital.

#### Writing

- express thoughts, feelings and opinions in imaginative and factual writing.

#### Talking and Listening

- listen and respond to a range of fiction, poetry, drama and media texts using traditional and digital resources
- tell, retell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum
- participate in group and class discussions for a variety of curricular purposes
- share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
- identify and ask appropriate questions to seek information, views and feelings, for example plan and carry out an interview with adults well known to them.

## THE ARTS

### Art and Design

- visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams
- take individual thoughts and ideas as the inspiration for visual work
- engage with what they have seen as stimulus materials and use them as starting points for individual and group ideas and interpretations.

## THE WORLD AROUND US

### Explore:

#### *Interdependence*

- how they and others interact in the world
- interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications
- the effect of people on the natural and built environment over time.

#### *Place*

- change in places over time.

#### *Change over time*

- how change is a feature of the human and natural world and may have consequences for our lives and the world around us
- the effects of positive and negative changes globally and how we contribute to some of these changes.

## PD&MU: STRAND 2 MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

- value and celebrate cultural difference and diversity.

### CROSS-CURRICULAR SKILLS

#### Using ICT

- access and manage data and information
- research, select, process and interpret information
- create, develop, present and publish ideas and information using a range of digital media.

#### Communication

- listen to and take part in discussions, explanations and presentations
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary
- read a range of texts for information, ideas and enjoyment
- find, select and use information from a range of sources
- use evidence from texts to explain opinions
- talk about, plan and edit work
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes.

### THINKING SKILLS AND PERSONAL CAPABILITIES

#### Thinking, problem-solving and decision-making

- making predictions, examining evidence, distinguishing fact from opinion
- making links between cause and effect
- justifying methods, opinions and conclusions
- examining options, weighing up pros and cons.

#### Self-Management

- organising and planning how to go about a task
- managing behaviour in a range of situations.

#### Managing Information

- asking focused questions
- using own and others' ideas to locate sources of information
- selecting the most appropriate method for a task
- communicating with a sense of audience and purpose.

#### Being creative

- learning from and valuing other people's ideas
- making ideas real by experimenting with different designs, actions, outcomes
- taking risks for learning.

## ACTIVITY 1: NORTHERN IRELAND'S CHANGING OCCUPATIONS

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USE **RESOURCE 1: NORTHERN IRELAND – A RICH TAPESTRY OF WORK AND CREATIVITY PRESENTATION** AND **RESOURCE 2: NORTHERN IRELAND'S CHANGING OCCUPATIONS**, WHITEBOARD, AND [CCEA 'LET'S COUNT' HANDLING DATA RESOURCE](#).

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- Show slide 1. Ask the children to name jobs that people do or have done in Northern Ireland. Write the children's answers on the whiteboard. Encourage the children to name jobs and occupations that people do now and did in the past.
- Show slide 2 – a word cloud of occupations applicable to Northern Ireland. Discuss and ask the children to identify other jobs.
- Show slide 3 and ask the children to complete **Resource 2** – the children identify jobs that would have been available 100 years ago and jobs available today. Once they have identified the two sets of jobs, discuss with the class how and why some types of jobs have changed.

This activity links directly to **Lesson 4** from the [CCEA 'Let's Count' Handling Data resource](#). You can use it here to provide background information about how jobs have changed over time in Northern Ireland.

## ACTIVITY 2: THEN OR NOW?

USE **RESOURCE 1: NORTHERN IRELAND – A RICH TAPESTRY OF WORK AND CREATIVITY PRESENTATION**, **RESOURCE 3: INTERVIEW ABOUT WORKING CONDITIONS IN 2021** AND [CCEA KEY STAGE 2 ACTIVE LEARNING AND TEACHING RESOURCE](#).

- Explain to the children that they are going to have to decide whether they would prefer to be at work in the 1920s or today.

(You can choose from the CCEA and other resources in Appendix 1 or any alternative resources to provide background and to link to the pupils' prior learning or local industrial or agricultural heritage).

### The 1920s and pre-1920.

- Use slide 4 and discuss the two pictures – what do the pictures show/ tell you? What might it have been like to live and work at that time?
- Use readings from Florence Mary McDowell's books *Other Days around Me* or *Roses and Rainbows* to help develop the children's understanding of how young people experienced working in the past. These books have excellent descriptions of life in the linen and agriculture industry and school in the years just before the formation of Northern Ireland.

### The 2020s

- Show slide 5. Encourage the children to complete **Resource 3** and interview a trusted adult about their working life. They can do this as homework. Alternatively, invite adults from school to the classroom to be interviewed by the whole class.
- Once the children have had the opportunity to discuss what it was like to work in the past and the present, undertake a Walking Debate (instructions are available in the [CCEA Key Stage 2 Active Learning and Teaching resource](#)). Encourage the children to choose Then or Now depending on when they would prefer to work. Ask individual children to justify their choice.

### ACTIVITY 3: CELEBRATING A CENTURY OF HARD WORK AND INNOVATION

**USE RESOURCE 1: NORTHERN IRELAND – A RICH TAPESTRY OF WORK AND CREATIVITY PRESENTATION, RESOURCE 4: MY PATCH OF HISTORY (A) AND RESOURCE 5: MY PATCH OF HISTORY (B)**

**OTHER RESOURCES: THE NI 100 TIMELINE, OTHER ONLINE RESOURCES (SEE APPENDIX 1), ART MATERIALS.**

- Explain to the children that they are going to create a patchwork quilt or display celebrating 100 years of work in Northern Ireland. Encourage the children to consider all types of work. These are the eight industries that have made the greatest impact in the last 100 years (or will shape the future era):
  - Agriculture
  - Linen Manufacture
  - Shipbuilding
  - Ropemaking
  - Aeronautics
  - Tourism
  - The Arts: Music, Comedy, Theatre, Film, TV, Visual Arts
  - Alternative Energy generation

The links in Appendix 1 have information on many of these industries.

- Use slide 6 to show examples of patchwork and then slide 7 to show an example of how their work might look. (The example shows how the patches can be put together with string).
- Resources 4 and 5 provide patches for the pupils to use. There is a lined and a plain patch. They can use either or both – they can choose to use images (plain patches) and/or words (lined patches). Encourage the children to use their learning from Activity 2 and/or research the NI 100 timeline to choose foci and complete patches for the final piece.

There are numerous ways to complete this activity. Here are some suggestions:

- patches could be a combination of words and images describing work life in the past and present;
  - stories, fact files, poems, quotes or interviews can make up written parts;
  - images could be drawn, painted, printed or a collage; and
  - a class could focus on work in their local area, or all of Northern Ireland, over time.
- When all patches are completed combine to create a quilt or display. It could be presented like the example shown on slide 7 or in the form of a timeline or another form of presentation of their choice.

*As an extension task the children could predict and create a presentation for jobs 100 years from now.*

**RESOURCE 1: NORTHERN IRELAND – A RICH TAPESTRY OF WORK AND CREATIVITY PRESENTATION**

**SCREEN SHOT OF PP AND LINK TO SITE**

## RESOURCE 2: NORTHERN IRELAND'S CHANGING OCCUPATIONS

Using the jobs identified by your class, choose five examples of jobs that could have been done 100 years ago and five jobs that could only be done in modern times.

JOBS FROM 100 YEARS AGO	JOBS FROM TODAY

**HOW HAVE THE TYPES OF JOBS CHANGED IN 100 YEARS?**

**WHY DO YOU THINK THE TYPES OF JOBS HAVE CHANGED?**



**RESOURCE 3:  
INTERVIEW ABOUT WORKING CONDITIONS IN 2021**



Interviewee Name:

Job Title:

Daily activities or jobs:

The best part of my job:

The most difficult or unpleasant part of my job:

**RESOURCE 4: MY PATCH OF HISTORY (A)**



**RESOURCE 5: MY PATCH OF HISTORY (B)**



## APPENDIX 1

### CCEA Resources

#### Active Teaching and Learning Methods

<https://ccea.org.uk/learning-resources/active-learning-and-teaching-methods-key-stages-1-2>

#### What makes us unique – NI 100 resource

<https://ccea.org.uk/learning-resources/what-makes-us-unique>

#### Thematic Unit including Information about the Titanic and Shipbuilding

<https://ccea.org.uk/downloads/docs/ccea-asset/Resource/Unsinkable.pdf>

#### Iceberg Ahead

<https://ccea.org.uk/learning-resources/primary-upd8/iceberg-ahead>

#### Let's Count – census resources including details of changing work patterns in Northern Ireland

<https://ccea.org.uk/learning-resources/census>

#### STEM Thematic Units including information on Fish Farming and Wind Farming

<https://ccea.org.uk/learning-resources/stem-thematic-units>

#### The Arts – information about art activities

[http://www.nicurriculum.org.uk/curriculum\\_microsite/the\\_arts/art/](http://www.nicurriculum.org.uk/curriculum_microsite/the_arts/art/)

#### The Story of Linen

<https://ccea.org.uk/learning-resources/woven-ulster-ulster-scots-and-story-linen>

## OTHER RESOURCES

### **Northern Ireland Assembly**

<https://education.niassembly.gov.uk/visit>

### **Titanic Belfast**

<https://titanicbelfast.com/Learning/Educational-Trips.aspx>

### **Northern Ireland Water**

<https://www.niwater.com/resources-for-schools/>

### **Discover Northern Ireland – Tourism**

<https://discovernorthernireland.com/>

### **Wind Energy**

<https://www.drumlins.coop/educational-resources/>

### **Linen**

<https://www.bbc.co.uk/bitesize/topics/znskjhv/articles/zhdkhbk>

### **World Around Us including – Titanic, famous people, flight**

<https://www.bbc.co.uk/bitesize/subjects/zv3jmfr>

### **Connswater Industrial Heritage Trail is an excellent resource showing the wealth of industry that flourished in East Belfast**

<https://www.visiteastside.com/listing/connswater-industrial-heritage-trail>

The Images and Memories of Old Northern Ireland pre 2000 Facebook group has excellent images – please note they are not copyright free and you must credit any images that you use.