

# EXPLOITATION IN THE WORKPLACE



The aim of this sequence of lessons is to explore how the concept of ‘a fair day’s pay for a fair day’s work’ applies; and, to think through the virtues required if it does not.

## SESSION 1

- \* Employment issues (in the USA) – can the students relate the issues to failures in virtue?
- \* Set up the group work task. Not only will students be working on a task, they will also have to evaluate how well each of them worked on it at the end! Who showed which virtues and which vices?
- \* Discuss which emotions might be sparked by which issues at work; compare answers with those on the succeeding slide.
- \* How might the outcomes of the ‘Stress’ slide help students to think through strategies of handling such challenges?
- \* Students to discuss experiences of working life; if they have yet to engage in paid employment they can relate it to school work.
- \* Students to come up with images of workplace vices – and to present on them. There is plenty of information about this on the web.

## SESSION 2

- \* Elicit what motivates the students. Share as a group.
- \* Steer the students towards giving morally resonant answers for failings and qualities of employees at work. Can they relate this to the virtues? An example is given on the succeeding slide.
- \* Students to identify a vice or virtue they wish to practise in the workplace (or classroom).
- \* **Main Task #1:** Students to show understanding of the virtue or vice by constructing a workplace scenario around a workplace vice. This can be as humorous as they wish. There is plenty of material, for instance, on *The Office*!
- \* Discuss the proverb. How does the material students came up with in **Main Task #1** relate to the proverb?

## SESSION 3

- \* Students to work in groups to complete research tasks. The individuals drove change for fairer conditions in the workplace. Steer the students to analyse the qualities the individuals showed in doing this.
- \* Students to present on their findings.

## SESSION 4

- \* If age appropriate, students to watch Nick Bloomfield’s *Ghosts*, Cert 15, on the Morecambe Bay Cockle Pickers’ tragedy.
- \* How does this relate to virtue and failings in virtue? On behalf of whom?
- \* Debate the issues surrounding Internship or, as the youtube video calls it “*Intahnship*”; are they resolvable; if so, how – and at what cost? How much handling disadvantage be helped by other virtues explored, e.g. resilience.
- \* Ask students to construct role plays connected with the workplace, e.g. asking for a rise from the boss; asking for an hours or conditions adjustment; having to tackle lazy workers.
- \* Students to evaluate how well each performed in their group tasks – this should provoke some good discussion about what it takes to be a team player!