



What's going on this week?

The world's largest ever trial of a four-day working week and reduced working time has been described as an "overwhelming success" following a 5-year pilot held in Iceland. Many are now calling for similar pilots to take place in the UK. Since the pilot concluded, 86% of the working population in Iceland now either work reduced hours or have the flexibility to do so.

Main question:

Would we all work better with a four-day week?

Listen, think, share

- Look at this week's poster and talk about this week's story, explaining that an experiment, where lots of people worked four days a week instead of five, has taken place in Iceland.
- Do you think that a four-day week might make people be more productive at work, or less productive?
- Read the information about the study in Iceland found on the assembly resource. Are you surprised the four-day working week experiment was so successful? Do you think it would work here? Explain your thoughts.
- Watch this week's useful video (link found overleaf), explain that it is a video from a group called '4DayWeek Campaign'. Can you list some of the reasons they provide for changing to a four-day week?
- Thinking about how we currently have a 5-day working week and a 2-day weekend, do you think there is enough balance between rest and working time?
- If you had an extra day of leisure time, a 3-day weekend, how do you think you would choose to spend it?
- Thinking about other breaks we have, e.g. playtimes at school, discuss why we have them, the importance of breaks and how we feel after a break or a holiday.

Reflection

Whether we are in an office or at school, work is likely to be something that will take up a lot of time over the course of our lives. As such, it's important we find a good balance between work and play!



KS1 Focus

Question:

What is a break and why do we need them?

Listen, think, share

- Look at your class' daily timetable. Which parts of the day do you enjoy? Do you have a favourite session or time in the day? Why is it your favourite? Are there parts of the day that make you feel tired? Are some sessions harder work than others?
- Focus on the playtimes and breaktimes you have. Can you explain what a break is?
- Explain that a break is the time we take away from our work or lessons to have a rest or a play. Are your breaks at the same time each day? Why do you think this is?
- Look at resource 1, which shares some of the things we might do during our breaks at school. What do you enjoy doing during your breaks? Do you think everyone wants to do the same thing? Can we choose what we do during our breaks?
- Using resource 1 to help, think about why we might need our breaks. Record a list of reasons e.g. time to eat and drink to give us energy, time to move our bodies, gives our brains something different to think about, we can relax and rest with friends, we can take part in a club we enjoy.
- What do you think the school day would be like if you didn't have any breaks? Do you think you would be able to work hard for the whole day? How do you think you would feel?

Reflection

Breaks give us time to have a rest from the work we are doing. Having a break can help us so that we are ready to learn!



KS2 Focus

Question:

What are the pros and cons of having more breaktimes?

Listen, think, share

- Think about the breaktimes you have at school. How many breaks do you have in a typical school day? What time are your breaks? What do you do during your breaks? Do you enjoy your breaks?
- Discuss how you feel just before, during and after your breaks. Do you feel ready for your breaks? Do you feel refreshed and ready to learn afterwards?
- Explain that having a break gives us time to have a rest from our work. We might play games, refuel (snacks and lunch), socialise with friends etc. Why do you think having this time is important? Do you think having a break allows us to work more productively during lessons?
- Imagine you are given more breaks. Do you think this would be a good idea? How would it make you feel?
- Look at resource 2, which shares some of the pros and cons of having more breaks. Can you sort them? Are there any points that fit into both pros and cons? Can you think of any other pros or cons?
- Think about your experience of breaks. Has there ever been a time you didn't want a break e.g. you wanted to stay and complete a piece of work? Do you find there are some days you might need a break more than others? Have you ever been given extra breaktime? Why?
- Do you think some people might benefit from having more breaktime than others?

Reflection

Breaktimes are part of our daily routine at school. They provide us with time to rest from the work and learning we do in the classroom. We might find there are some days when we need the break more than others!



Picture News

KS2 Follow-up Ideas

Option 1: Explain that breaks are usually fun. They are a time when we can do something we enjoy or relax.

- Can you think of a time when someone might not enjoy their break? Why?
- Have you ever had a breaktime that you didn't like or found difficult?

Ask the children to consider others that may feel lonely at breaktimes or find it difficult to play as part of a group.

- What could we do to make sure everyone can enjoy their break? E.g. a place to go if you needed help, different equipment or game ideas, trying our best to be kind and include others.

Create a poster with reminders and suggestions that would help everyone be able to relax and enjoy their breaktimes.

Option 2: Ask the children to create a timetable to show a typical school day e.g. lesson, break, lesson, lunch.

- Can you record the times in both 12 and 24-hour clock?
- How long is spent taking part in lessons?
- What is the total time spent having breaks?
- Can you record this in hours and minutes?
- How much more time is spent in lessons than at break?
- Do you think you need more breaktime? If so, where would it fit in the timetable?

Challenge – can you work out the percentage of the school day that is spent having a break?



Picture News

KS1 Follow-up Ideas

Option 1: Ask the children to share some of the games they play and the things they do during their breaktimes.

- What is your favourite thing to do at playtime/break?
- Is there anything you don't enjoy doing?
- Who do you usually play with?
- Is there anything you would like to do at playtime/break that you don't have the equipment for?

Ask the children to design a game that could be played at breaktimes. Think about:

- What is the game called?
- What equipment do you need?
- How many people can play?
- What are the rules?

If possible, play some of the games!

Option 2: Write the four seasons on the board. Ask the children to think about how they spend their playtimes and breaks during each season.

- Do you have more indoor breaks in the winter than the summer?
- What clothing do you wear for winter playtimes outside?
- Do you use different areas e.g. playground/field depending on the season?
- Do you use sun cream and wear sun hats when you go out to play in the summer?

Split a piece of paper into four and ask the children to write one of the four seasons in each and draw a picture of how they would spend their break.



Picture News

This Week's Useful Websites

This week's news story

www.bbc.co.uk/news/business-57724779

This Week's Useful Videos

4DayWeek Campaign

www.youtube.com/watch?v=wItHPicsbDU

This Week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Campaign – a planned set of activities, carried out over a period of time in order to achieve something. It is a video from a group called '4DayWeek Campaign'.

Experiment – the trying out of a new idea or method to see what it is like.

An **experiment**, where lots of people worked four days a week instead of five, has taken place.

Flexibility – the ability to change something easily. 86% of the working population in Iceland now either work reduced hours or have **flexibility** to do so.

Overwhelming – very great or very large.

...has been described as an "**overwhelming** success".

Pilot – a scheme or project that is used to test an idea.

...following a 5-year **pilot** held in Iceland.

Productive – achieving or producing a large amount; having positive results.

Do you think that a four-day week might make people be more **productive** at work?